



**Kokomo High School
Kat Kurriculum
2019-2020**

WELCOME TO KOKOMO HIGH SCHOOL

2019- 2020

Welcome to Kokomo High School. Our school philosophy is creating a better world through education. We are committed in providing students with a wide-range of rigorous, engaging courses that will enhance each students' learning experience while attending Kokomo High School. Through these courses, students will build an academic foundation while gaining necessary skills to meet future goals.

The KAT Kurriculum has been prepared to assist in the planning of your high school program. It offers you the opportunity to actively explore and participate in a wide-variety of courses and activities. When developing your schedule, start with your post-secondary goals. From your post-secondary goals, work backwards selecting courses that will help you achieve those goals. Even though specific courses are required, Kokomo High School and the Kokomo Area Career Center offers a wide-range of courses through elective. Choose the elective courses that you believe are interesting, challenging, and will support you in achieving your post-secondary goals.

When selecting your courses, seek the advice of your parents. Utilize the support of your teachers and guidance counselors to ensure your high school plan can be met. Take the time to read through the KAT Kurriculum and ask your counselor questions about the academic opportunities available to you at Kokomo High School.

For your consideration, the courses are listed with a brief description. Again, if you have questions about any course, contact your counselor.

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Kokomo High School Guidance Department

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Specialty Areas

		Ext
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Brittanie Davis	International Exchange Students; IB Diploma and Career-Related Program Students; ISTEP+ Grade 10 Retests; 21 st Century Scholars	19315
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Sarah Spencer	Students Last Name Ho-P; AP Testing; Dual Credit; SAT; 21 st Century Scholars	19312
Brittany Troyer	All MYP Students; Students Last Name A-Br; Dual Credit; ISTEP+ Grade 10 Retests; WIDA/ISTAR; 21 st Century Scholars	19632

KOKOMO HIGH SCHOOL

2019 – 2020

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ACADEMIC & CAREER DEVELOPMENT

The teachers, counselors, and administration of Kokomo High School believe in preparing all students for post-secondary success. This means considering each student's career and college readiness while providing appropriate information and guidance in selecting the right classes. The following pages offer details about required and recommended courses for the 16 Indiana Career Cluster areas. KHS is fortunate to have ready access to many resources for career planning assistance, including the Kokomo Area Career Center. Guidance counselors are prepared to provide information and assistance for students as they develop their post-secondary plans.

Elective classes are important choices. Being prepared and competitive in college or in the workplace depends on preparation in both required and elective classes. We encourage you to study the career options on the next few pages and think about the career-related electives recommended. Getting the most of your elective opportunities means *doing your best and passing every class the first time*.

We strongly encourage the selection of Advanced Placement (AP), Diploma Program courses (DP) or Dual Credit classes, which can result in college credit for little or no cost.

Increasingly, colleges and employers are looking for individuals with work experience or volunteer service in their field of study.

In summary:

1. Prepare yourself for post-secondary success.
2. Select classes based on your career interests.
3. Rely on your counselor and parents to provide guidance.
4. Take advantage of the vast array of electives available at the high school and at the Kokomo Area Career Center.
5. Do your best and pass every class the first time.
6. Take advantage of opportunities to job shadow, intern, co-op or volunteer in your field of study.

Indiana Career Clusters

Arts, A/V Technology and Communication

Commercial (Digital) Photography I & II	Dual credit
Graphic Design I & II	Dual credit possible
Interactive Media	Dual credit possible
Introduction to Communication	
Television Production I & II & III	Dual credit possible

Hospitality and Human Services

Adv Hospitality Management (Culinary Arts II)	
Bakery/Pastry	Dual credit
Cosmetology	Dual credit
Culinary Arts	Dual credit

Manufacturing

Advanced Manufacturing I & II	
Mechanical Drafting & Design I & II	Dual credit
Welding Technology I & II & III	Dual credit

STEM

PLTW Digital Electronics	Dual credit possible
PLTW Introduction to Engineering	Dual credit
PLTW Principles of Engineering	Dual credit

Information Technology

Computer Science	Dual credit possible
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Health Science

Anatomy & Physiology	Fulfills Core 40 Science requirement
Certified Nursing Assistant (C.N.A.)	Dual credit
Dental Health Careers I & II	
Health Science Education I	Dual credit
Health Science Education II: Special Topics	
Introduction to Physical Therapy	
Medical Terminology	Dual credit possible
PLTW Principles of Biomedical Science	Fulfills Core 40 Science requirement for all diplomas
PLTW Human Body Systems	Fulfills Core 40 Science requirement for all diplomas
PLTW Medical Interventions	Fulfills Core 40 Science requirement for all diplomas
Veterinary Careers I & II	

Architecture

Agribusiness Management	
Horticulture Science I & II	
Introduction to Agriculture	

Architecture & Construction

Architectural Drafting & Design I & II	Dual credit
Building Trades I & II & III	

Business, Marketing & Finance

Accounting	
Entrepreneurship	
Kokomo CEO (Entrepreneurship)	
Principles of Business Management	Dual credit possible
Principles of Marketing	Dual credit possible
Sports & Entertainment Marketing	
Strategic Marketing	

Public Safety

Criminal Justice I & II	Dual credit possible
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Transportation

Automotive Service Technology I/II/III	Dual credit
Collision Repair I & II & III	Dual credit

Dual credit= completes application, grade of C or better and completes both semesters, dual credit will be granted
 Dual credit possible = all of the above, plus prerequisites apply for these classes (testing, GPA, etc.).

INDIANA CORE 40

Indiana's Core 40 is the academic foundation all students need to succeed in college, apprentice programs, military training, and the workforce.

- 1. Take 29 – 31 credits from the following list. In order to graduate from Kokomo High School, you must earn a minimum of 46 credits. One credit equals one semester of a school year.**

English 8 credits in Literature, Composition, and Speech

Mathematics 6 credits in Algebra I, Geometry, Algebra II

Students from the class of 2016 and beyond must take a math or quantitative reasoning course each year in high school.

Science 6 credits in laboratory science from the following:
 2 credits in Biology
 2 credits in Chemistry, Physics or Integrated Chemistry/Physics
 2 credits in Chemistry, Physics, Earth/Space Science, AP Biology II

Social Studies 6 credits distributed as follows:
 2 credits in U.S. History
 1 credit in U.S. Government
 1 credit in Economics
 2 credits in World History/Civilization or Geography/History of the World

Physical Education 2 credits (1 per semester)

Health 1 credit

- 2. Choose 5 Directed Elective credits in courses from the list above or the list below:**

World Language French, German, Latin, Spanish

Arts Art, Music, Drama

Career Area At least 6 credits in a logical sequence from a technical field

- 3. Choose 2 - 4 credits from any courses at your school**

CORE 40 WITH TECHNICAL HONORS (minimum 47 credits)

For the **Core 40 with Technical Honors** diploma, students must:

*Complete all requirements for Core 40

*Earn 6 credits in the college and career preparation courses in a state approved College and Career Pathway and one of the following.

1. Pathway designated industry based certification or credential
2. Pathway dual credits from the lists of priority courses resulting in 6 transcribed college credits

*Earn a grade of “C” or better in courses that will count toward the diploma

*Have a grade point average of a “B” or better

*Recommended: Earn 2 additional credits in mathematics and 4-8 credits in World Languages for four year college admission

*Complete two of the following, one must be A or B:

A. Any of the Options of the Core 40 with Academic Honors

B. Score at or above the following levels on Work Keys:

Reading for Information-Level 6; Applied Mathematics-Level 6;
Locating Information-Level 5

C. Earn the following minimum scores on the Accuplacer:
Writing 80, Reading 90, Math 75

D. Earn the following minimum scores on the Compass;
Algebra 66, Writing 70, Reading 80

Advanced Placement Courses 2019-2020

Kokomo High School weighs Advanced Placement (AP) courses by adding an additional 3.5 grade points to the grade earned in AP courses on our 12-point scale for grade 12 students and 1.0 grade point on our 4-point scale for grade 9-11 students.

Effective beginning with students who enter high school 2012-2013

CORE 40 WITH ACADEMIC HONORS (minimum of 47 credits)

For the **Core 40 with Academic Honors** diploma, students must:

- *Complete all requirements for Core 40
- *Earn 2 additional Core 40 math credits
- *Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages)
- *Earn 2 Core 40 fine arts credits
- *Earn a grade of “C” or above in courses that will count toward the diploma
- *Have a grade point average of “B” or above**
- *Complete one of the following:
 - A. Complete AP courses (4 credits) and corresponding AP exams
 - B. Earn 6 verifiable transcribed college credits in dual credit courses from priority course list
 - C. Earn two of the following:
 - 1. A minimum of 3 verifiable transcribed college credits from the priority course list
 - 2. 2 credits in AP courses and corresponding AP exams,
 - 3. 2 credits in IB standard level courses and corresponding IB Exams
 - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics, writing sections and a minimum score of 530 on each
 - E. Earn an ACT composite score of 26 or higher and complete the written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams

INTERNATIONAL BACCALAUREATE PROGRAMME



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

INTERNATIONAL BACCALAUREATE MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB DIPLOMA PROGRAMME

The IB Diploma Programme is an academically challenging and balanced programme of education with final examinations that prepares a student for success at university and life beyond.

IB DIPLOMA COURSES

All courses will be weighted and only open to junior and senior students at Kokomo High School. Courses are grouped according to the International Baccalaureate Programme. Students can choose to take the full diploma or choose to take a DP course or two.

GROUP 1: STUDIES IN LANGUAGE & LITERATURE

LANGUAGE & LITERATURE HIGHER LEVEL

Grades 11-12

2 Year Course, 4 Credits Total

Core 40/AHD/IB Diploma

Language and Literature Higher Level, International Baccalaureate is a pre-university literature course in the student's native or best language and is based on the curriculum published by the International Baccalaureate Organization. Language A1 promotes an appreciation of language and literature and knowledge of the student's own culture, along with that of other societies, and develops the student's powers of expression, both in oral and written communication. The course emphasizes the skills involved in writing and speaking in a variety of styles and situations and offers the student the opportunity to read. Works are chosen from a broad list of prescribed authors and works representing different literary periods, genres, and regions in the target language, as well as literature in translation.

GROUP 2: LANGUAGE ACQUISITION

AB INITIO FRENCH STANDARD LEVEL

Grades 11-12

2 Year Course, 4 Credits Total

Core 40/AHD/IB Diploma

The IB World Language AB Initio French Standard Level course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them with opportunities to respond and interact appropriately in a defined range of everyday situations. Language ab initio is available at standard level only.

AB INITIO GERMAN STANDARD LEVEL

Grades 11-12

2 Year Course, 4 Credits Total

Core 40/AHD/IB Diploma

The IB World Language AB Initio German Standard Level course is designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken.

This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity. The language ab initio course develops students' linguistic abilities through the development of receptive, productive and interactive skills by providing them with opportunities to respond and interact appropriately in a defined range of everyday situations. Language ab initio is available at standard level only.

WORLD LANGUAGE B HIGHER LEVEL – SPANISH
2 Year Course, 4 Credits Total

Grades 11-12
Core 40/AHD/IB Diploma

World Language B Higher Level, International Baccalaureate is a world language course for students with two to five years previous experience in learning the target language and prepares students to be successful on the International Baccalaureate exam for the target language. It is based on the curriculum published by the International Baccalaureate Organization. This course prepares students to use the target language appropriately in a range of situations and contexts and for a variety of purposes and also focuses on language acquisition and development in the four primary language skills of listening, speaking, reading, and writing. Language skills are developed through the study and use of a range of written and spoken material, which extends from everyday oral exchanges to literary texts related to the target cultures. The course is further designed to promote an awareness of, and sensitivity to, the cultures related to the language studied.

WORLD LANGUAGE B STANDARD LEVEL – SPANISH
2 Year Course, 4 Credits Total

Grades 11-12
Core 40/AHD/IB Diploma

World Language B Standard Level, International Baccalaureate is a world language course for students with two to five years previous experience in learning the target language and prepares students to be successful on the International Baccalaureate exam for the target language. It is based on the curriculum published by the International Baccalaureate Organization. This course prepares students to use the target language appropriately in a range of situations and contexts and for a variety of purposes, and also focuses on language acquisition and development in the four primary language skills of listening, speaking, reading, and writing. Language skills are developed through the study and use of a range of written and spoken material, which extends from everyday oral exchanges to literary texts related to the target cultures. The course is further designed to promote an awareness of, and sensitivity to, the cultures related to the language studied.

GROUP 3: INDIVIDUALS & SOCIETY

HISTORY OF THE AMERICAS HIGHER LEVEL, ROUTE 2
2 Year Course, 4 Credits Total

Grades 11-12
Core 40/AHD/IB Diploma

History of the Americas Higher Level, International Baccalaureate promotes the understanding of the nature and diversity of history and its methods and interpretations. It is based on the curriculum published by the International Baccalaureate Organization but also meets the state requirements for US History. Students develop an international awareness and understanding and the ability to use and communicate historical knowledge. The course focuses on the Americas in the 20th century, including the United States, Canada, and the countries of Central and South America. Topics of special focus include peacemaking and peacekeeping in the years following World War I; causes, practices, and effects of wars throughout the 20th century; challenges and responses of democratic states; the Great Depression in the America; the Cold War in the America; and the Civil Rights and other social movements in the Americas.

Students will complete an Internal Assessment that is scored by the instructor and samples are moderated by the International Baccalaureate Organization. The Internal Assessment for history is a historical investigation paper on the topic of the student's choice and must be between 1,500 and 2,000 words. The historical investigation is divided in to six sections: a plan of investigation, a summary of evidence, an evaluation of sources, an analysis, a conclusion, and a list of sources (works cited).

PSYCHOLOGY STANDARD LEVEL
1 Year Course, 2 Credits Total

Grades 11-12
Core 40/AHD/IB Diploma

Psychology Standard Level, International Baccalaureate is divided into four required parts: biological, cognitive, learning, and humanistic psychology. Students must fulfill two options in the following areas: comparative psychology, cultural psychology, psychology of dysfunctional behavior, health psychology, lifespan psychology, psychodynamic psychology, or social psychology. The research methodology of ethics and qualitative and quantitative research must be undertaken and students must design and implement three experimental studies. This course is based on the curriculum published by the International Baccalaureate Organization.

PSYCHOLOGY HIGHER LEVEL
2 Year Course, 4 Credits Total

Grades 11-12
Core 40/AHD/IB Diploma

The IB Psychology Higher Level course aims to develop an awareness of how research findings can be applied to better understand human behavior and how ethical practices are upheld in psychological inquiry. Students learn to understand the biological, cognitive and sociocultural influences on human behavior and explore alternative explanations of behavior. They also understand and use diverse methods of psychological inquiry.

WORLD RELIGIONS STANDARD LEVEL
1 Year Course, 2 Credits Total

Grades 11-12
Core 40/AHD/IB Diploma

The IB World Religions Standard Level course is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions.

The religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others.

GROUP 4: SCIENCES

BIOLOGY HIGHER LEVEL
2 Year Course, 4 Credits Total

Grades 11-12
Core 40/AHD/IB Diploma

IB Biology Higher Level focuses on six core topics: cell biology, molecular biology, genetics, ecology, evolution/biodiversity, and human physiology. It is based on the curriculum published by the International Baccalaureate Organization. Students must complete additional study in eight topics: nucleic acids, metabolism, cell respiration, photosynthesis, genetics and evolution, animal physiology, and plant biology. Optional course topics for students include neurobiology and behavior, biotechnology and bioinformatics, ecology and conservations, and human physiology.

Internal Assessments:
Investigations (labs)
Unit Exams

Group 4 Investigation: all group 4 students (Biology, Chemistry, Physics and Sports, Exercise and Health Sciences) complete a collaborative investigation. The big topic is assigned by the teacher and the investigation is designed by the student teams.

BIOLOGY STANDARD LEVEL
1 Year Course, 2 Credits Total

Grades 11-12
Core 40/AHD/IB Diploma

IB Biology Standard Level focuses on six core topics: cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. It is based on the curriculum published by the International Baccalaureate Organization. Optional course topics include neurobiology and behavior, biotechnology and bioinformatics, ecology and conservations, and human physiology. Qualifying Accuplacer scores required for dual credit.

Internal Assessments:

Investigations (labs)

Unit Exams

Group 4 Investigation: all group 4 students (Biology, Chemistry, Physics and Sports, Exercise and Health Sciences) complete a collaborative investigation. The big topic is assigned by the teacher and the investigation is designed by the student teams.

CHEMISTRY HIGHER LEVEL
2 Year Course, 4 Credits Total

Grades 11-12
Core 40/AHD/IB Diploma

Chemistry Higher Level, International Baccalaureate is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. It is based on the curriculum published by the International Baccalaureate Organization. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Students must complete additional study in nine topics: atomic theory, periodicity, bonding, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy.

Group 4 Investigation: all group 4 students (Biology, Chemistry, Physics and Sports, Exercise and Health Sciences) complete a collaborative investigation. The big topic is assigned by the teacher and the investigation is designed by the student teams.

CHEMISTRY STANDARD LEVEL
1 Year Course, 2 Credits Total

Grades 11-12
Core 40/AHD/IB Diploma

Chemistry Standard Level, International Baccalaureate is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. It is based on the curriculum published by the International Baccalaureate Organization. As the central science, the chemical principles investigated

underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy.

Group 4 Investigation: all group 4 students (Biology, Chemistry, Physics and Sports, Exercise and Health Sciences) complete a collaborative investigation. The big topic is assigned by the teacher and the investigation is designed by the student teams.

PHYSICS HIGHER LEVEL
2 Year Course, 4 Credits Total

Grades 11-12
Core 40/AHD/IB Diploma

Physics Higher Level, International Baccalaureate is designed to introduce students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. It is based on the curriculum published by the International Baccalaureate Organization. Students study six topics: physics and physical measurement, mechanics, thermal physics, waves, electricity and magnetism, and atomic and nuclear physics. Students must complete additional study in six topics: measurement and uncertainties, mechanics, thermal physics, wave phenomena, electromagnetism, and quantum physics and nuclear physics. Optional course topics from which the student may only choose two include biomedical physics, the history and development of physics, astrophysics, relativity, and optics.

Internal Assessments:

Will occur at a rate of approximately one a month

Traditional and computer integrated laboratories will occur on a weekly basis

Rigorous daily homework

Group 4 Investigation: all group 4 students (Biology, Chemistry, Physics and Sports, Exercise and Health Sciences) complete a collaborative investigation. The big topic is assigned by the teacher and the investigation is designed by the student teams.

SPORTS, EXERCISE AND HEALTH SCIENCE STANDARD LEVEL Grades 11-12
1 Year Course, 2 Credits Total Core 40/AHD/IB Diploma

Sports, Exercise and Health Science Standard Level, International Baccalaureate involves the science that underpins physical performance and allows students opportunities to apply these principles both through inquiry and experimental (field and laboratory). Topics must cover anatomy, exercise physiology, energy systems, and movement analysis, skill in sport and measurement and evaluation of human performance. Students are required to do in-depth study of two of the following options:

optimizing physiological performance, psychology of sport, physical activity and health, and nutrition for sport, exercise and health. Students taking this course will also address issues and ethics on an international scale by considering sport, exercise and health within a global context relevant to the individual. The course is based on the curriculum published by the International Baccalaureate Organization.

Group 4 Investigation: all group 4 students (Biology, Chemistry, Physics and Sports, Exercise and Health Sciences) complete a collaborative investigation. The big topic is assigned by the teacher and the investigation is designed by the student teams.

GROUP 5: MATHEMATICS

IB MATHEMATICS: ANALYSIS AND APPROACHES HL OR SL

IB Mathematics: Analysis and Approaches HL or SL is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Mathematics: Analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example. Mathematics: Analysis and approaches reflects the emphasis on calculus and on algebraic, graphical and numerical approaches. The SL content is a complete subset of the HL content; HL students will complete a further 90 hours of additional higher level content, and will complete a third externally assessed paper during the May examination sessions.

Mathematics: Analysis and Approaches HL

Recommended Grade Level: 11

Recommended Prerequisite: Students should have a strong understanding of Arithmetic, Algebra, Geometry, Trigonometry, Calculus and Statistics

Credits: 4 semester course, 1 credit per semester

Counts as an Elective for all diplomas

Fulfills a Mathematics course requirement for Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas

Qualifies as a quantitative reasoning course

Mathematics: Analysis and Approaches SL

Recommended Grade Level: 11

Recommended Prerequisite: Students should have a strong understanding of Arithmetic, Algebra, Geometry, Trigonometry, Calculus, and Statistics

Credits: 2 or 4 semester course, 1 credit per semester

Counts as an Elective for all diplomas

Fulfills a Mathematics course requirement for Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
Qualifies as a quantitative reasoning course

IB MATHEMATICS: APPLICATIONS AND INTERPRETATION SL AND HL

IB Mathematics: Applications and Interpretation SL and HL is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example. Mathematics: Applications and interpretation emphasizes the applied nature of the subject, and also that interpretation of results in context is an important element of the subject. Mathematics: Applications and interpretation SL will be developed from Mathematical studies SL. The HL course will be new content including elements of the current HL statistics and discrete content. HL students will take a further 90 hours of additional higher level content and complete a third externally assessed paper during the May examination sessions.

Mathematics: Application and Interpretation HL

Recommended Grade Level: 11-12

Recommended Prerequisite: Students should have a good understanding of basic Arithmetic, Algebra, Geometry, Statistics, and Trigonometry

Credits: 4 semester course, 1 credit per semester

Counts as an Elective for all diplomas

Fulfills a Mathematics course requirement for Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas

Qualifies as a quantitative reasoning course

Mathematics: Application and Interpretation SL

Recommended Grade Level: 11-12

Recommended Prerequisite: Students should have a good understanding of basic Arithmetic, Algebra, Geometry, and Trigonometry

Credits: 2 or 4 semester course, 1 credit per semester

Counts as an Elective for all diplomas

Fulfills a Mathematics course requirement for Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas

Qualifies as a quantitative reasoning course

MATHEMATICAL STUDIES STANDARD LEVEL
2 Year Course, 4 Credits Total

Grades 11-12
Core 40/AHD/IB Diploma

Year One: The first year of this course meets the state requirements for Pre-calculus and Trigonometry. The first semester focuses on functions and systems of equations, logarithms, number sequences, quadratics, and limits. The second semester is analytic geometry, conics, and trig, including radian measure, the unit circle, trig functions and graphs, periodic behavior, vectors, vector operations and applications, and three dimensional solid volumes and surface areas. The internal assessment is introduced during the last quarter of the first year. This project is completed during the summer between Year One and Year Two of Math Studies SL. (Note: In order to meet the IDOE requirements of Pre-calculus and Trig for some of the diplomas and for some university admission requirements, Year One of Math Studies SL and of Mathematics SL are identical.)

Year Two: Differential Calculus is introduced, including differentiation (simple forms up to the chain rule), tangent and normal lines, optimization, and related rates. This course has more emphasis on topics in statistics, logic, set theory, probability, regression, and hypothesis testing than in Math SL. The Math Studies SL external assessment is during the second semester of this year as well.

MATHEMATICS STANDARD LEVEL
2 Year Course, 4 Credits Total

Grades 11-12
Core 40/AHD/IB Diploma

Year One: The first year of this course meets the state requirements for Pre-calculus and Trigonometry. The first semester focuses on functions and systems of equations, logarithms, number sequences, quadratics, and limits. The second semester is analytic geometry, conics, and trig, including radian measure, the unit circle, trig functions and graphs, periodic behavior, vectors, vector operations and applications, and three dimensional solid volumes and surface areas. The internal assessment is introduced during the last quarter of the first year. This project is completed during the summer between Year One and Year Two of Math SL. (Note: In order to meet the IDOE requirements of Pre-calculus and Trig for some of the diplomas and for some university admission requirements, Year One of Math Studies SL and of Mathematics SL are identical.)

Year Two: More emphasis is given to calculus topics in this course, with less time spent on statistics and probability (compared to Math Studies). Differential Calculus is introduced, including differentiation, tangent and normal lines, optimization, motion and related rates. Integral Calculus includes rules of integration, areas under a curve, and volumes of non-standard solids and volumes of rotation. Further topics in statistics, logic, set theory, probability, regression, and hypothesis testing complete the second year. The Math SL external assessment is during the second semester of this year as well.

MATHEMATICS HIGHER LEVEL

2 Year Course, 4 Credits Total

Prerequisite: Strong understanding of Arithmetic, Algebra, Geometry, Trigonometry and Statistics

Grades 11-12

Core 40/AHD/IB Diploma

The IB Mathematics Higher Level course includes the study of seven core topics and one option topic, as well as the creation of a student portfolio. This course focuses on developing important mathematical concepts in a comprehensible, coherent and rigorous way. Core topics provide students the opportunity to engage in detailed study of algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability, and calculus. Students will apply their mathematical knowledge to solve problems set in a variety of meaningful contexts and should feature justification and proof of results. Students in this course are expected to develop insight into mathematical form and structure, and should be intellectually equipped to appreciate the links between concepts in different topic areas. They will develop the skills needed to continue their mathematical growth in other learning environments. It is based on the curriculum published by the International Baccalaureate Organization. IB Mathematics Higher Level qualifies as a quantitative reasoning course.

COMPUTER SCIENCE STANDARD LEVEL

Prerequisite: Computer Science

1 Year Course, 2 Credits Total

Grades 11-12

Core 40/AHD/IB Diploma

Computer Science Standard Level, International Baccalaureate guides students through problem solving strategies and definitions to the construction of algorithms to create solutions, thereby developing skills of logic and analytical thinking. It is based on the curriculum published by the International Baccalaureate Organization. The common core includes: systems life cycle and software development, program construction in Java, computing system fundamentals, a case study, and a program dossier.

GROUP 6: THE ARTS**DANCE STANDARD LEVEL**

1 Year Course, 2 Credits Total

Grades 11-12

Core 40/AHD/IB Diploma

Dance Higher Level, International Baccalaureate is new to the International Baccalaureate Diploma Programme. Consistent with the educational philosophy of the IB, the Diploma Programme dance curriculum aims for a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

MUSIC STANDARD LEVEL

Prerequisite: Advanced Choir/Band
2 Year Course, 4 Credits Total

Grades 11-12
Core 40/AHD/IB Diploma

Music Standard Level, International Baccalaureate promotes a greater awareness and understanding of the power and variety of musical experiences for students who have a general interest in music, and also for students who intend to continue their formal study of music at university or conservatoire level. The course is based on the curriculum published by the International Baccalaureate Organization. It exposes students to a broad spectrum of music, ranging from classical and modern western traditions to the music of other regions and cultures. The course balances the creative and practical aspects of music with the theoretical or academic. Students study musical perception and analysis, enabling them to undertake studies of a wide range of musical genres and styles. Students also participate in the creation of music through compositions or performance. There are three compulsory parts: solo performance option for the student who has a background in musical performance, including musical perception and analysis; and vocal or instrumental solo performance—two or more recitals; group performance option for students with a general interest in music, or for those without prior experience, particularly members of ensembles, including musical perception and analysis and group performance—two or more public performances. Musical perception and analysis is a part of the syllabus common to all course options and consists of three elements: study of prescribed works; study of musical genres and styles; and musical investigation.

THEATRE ARTS STANDARD LEVEL

1 Year Course, 2 Credits Total

Grades 11-12
Core 40/AHD/IB Diploma

Theatre Arts Standard Level, International Baccalaureate aims to help students understand the nature of the theatre by making it as well as by studying it, and to understand the forms it takes in other cultures. It is based on the curriculum published by the International Baccalaureate Organization. Students are expected to demonstrate the following knowledge and skills: a knowledge of the major developments and techniques in the theatrical history of more than one culture; an ability to interpret and illuminate play scripts and other theatrical texts analytically and imaginatively; an understanding of the art of the stage and of the essential nature of criticism in the theatre, particularly self-criticism; an ability to perform before an audience, and to demonstrate an understanding of, and some skill in, acting techniques; sufficient technical skill to produce satisfactory work in at least one of the theatrical arts or crafts; an understanding of the processes of theatrical production; and an ability to research imaginatively, selectively and with persistence. All students must study five compulsory components: performance skills; world theatre studies; practical play analysis; theatre production; and an individual project.

VISUAL ARTS HIGHER LEVEL
2 Year Course, 4 Credits Total

Grades 11-12
Core 40/AHD/IB Diploma

Visual Arts Higher Level, International Baccalaureate provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art. The course is based on the curriculum published by the International Baccalaureate Organization. It exemplifies and encourages an inquiring and integrated approach towards visual arts in their various historical and contemporary forms and promotes visual and contextual knowledge of art from various cultures. The course enables students to learn about themselves and others through individual and collaborative engagement with the visual arts. The core elements in common to each course are introduction to art concepts, criticism and analysis, acquisition of studio technical and media skills, and relation of art to sociocultural and historical contexts. This course is for the specialist visual arts student with creative and imaginative abilities, who may pursue the visual arts at university or college level. It consists of two compulsory parts: studio work—the practical exploration and artistic production; and research workbooks—independent critical research and analysis, visual and written, in more than one culture. Visual Arts HL is option A which is an emphasis on studio work.

VISUAL ARTS STANDARD LEVEL
1 Year Course, 2 Credits Total

Grades 11-12
Core 40/AHD/IB Diploma

Visual Arts Standard Level, International Baccalaureate provides students with the opportunities to make personal, sociocultural, and aesthetic experiences meaningful through the production and understanding of art. The course is based on the curriculum published by the International Baccalaureate Organization. It exemplifies and encourages an inquiring and integrated approach towards visual arts in their various historical and contemporary forms and promotes visual and contextual knowledge of art from various cultures. The course enables students to learn about themselves and others through individual and collaborative engagement with the visual arts. The core elements in common to each course are introduction to art concepts, criticism and analysis, acquisition of studio technical and media skills, and relation of art to sociocultural and historical contexts. This course is for the specialist visual arts student with creative and imaginative abilities, who may pursue the visual arts at university or college level. It consists of two compulsory parts: studio work—the practical exploration and artistic production; and research workbooks—independent critical research and analysis, visual and written, in more than one culture.

ADDITIONAL REQUIREMENTS FOR IB DIPLOMA PROGRAMME STUDENTS

THEORY OF KNOWLEDGE COURSE
2 Year Course, 2 Credits Total

Grades 11-12
Core 40/AHD/IB Diploma

The Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. The TOK course examines how we know what we claim to know. The TOK course identifies eight specific ways of knowing. They are language, sense perception, emotion, reason, imagination, faith, intuition, and memory.

Areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and different methods of gaining knowledge. TOK distinguishes between eight areas of knowledge. They are mathematics, the natural sciences, the human sciences, the arts, history, ethics, religious knowledge systems, and indigenous knowledge systems.

There are two assessment tasks in the TOK course: an essay and a presentation. The essay is externally assessed by the IB and must be on any one of the six prescribed titles issued by the IB for each examination session. The maximum word limit for the essay is 1600 words. The presentation is approximately 10 minutes long and is assessed internally.

This course is required for DP diploma students.



IB CAREER CERTIFICATES (IBCC)

The IBCC links the challenge and international mindedness of Diploma Programme courses with a specific career pathway. Students must take a minimum of 2 DP courses SL or HL, approaches to learning courses and choose a specific career related pathway at the Kokomo Area Career Center.

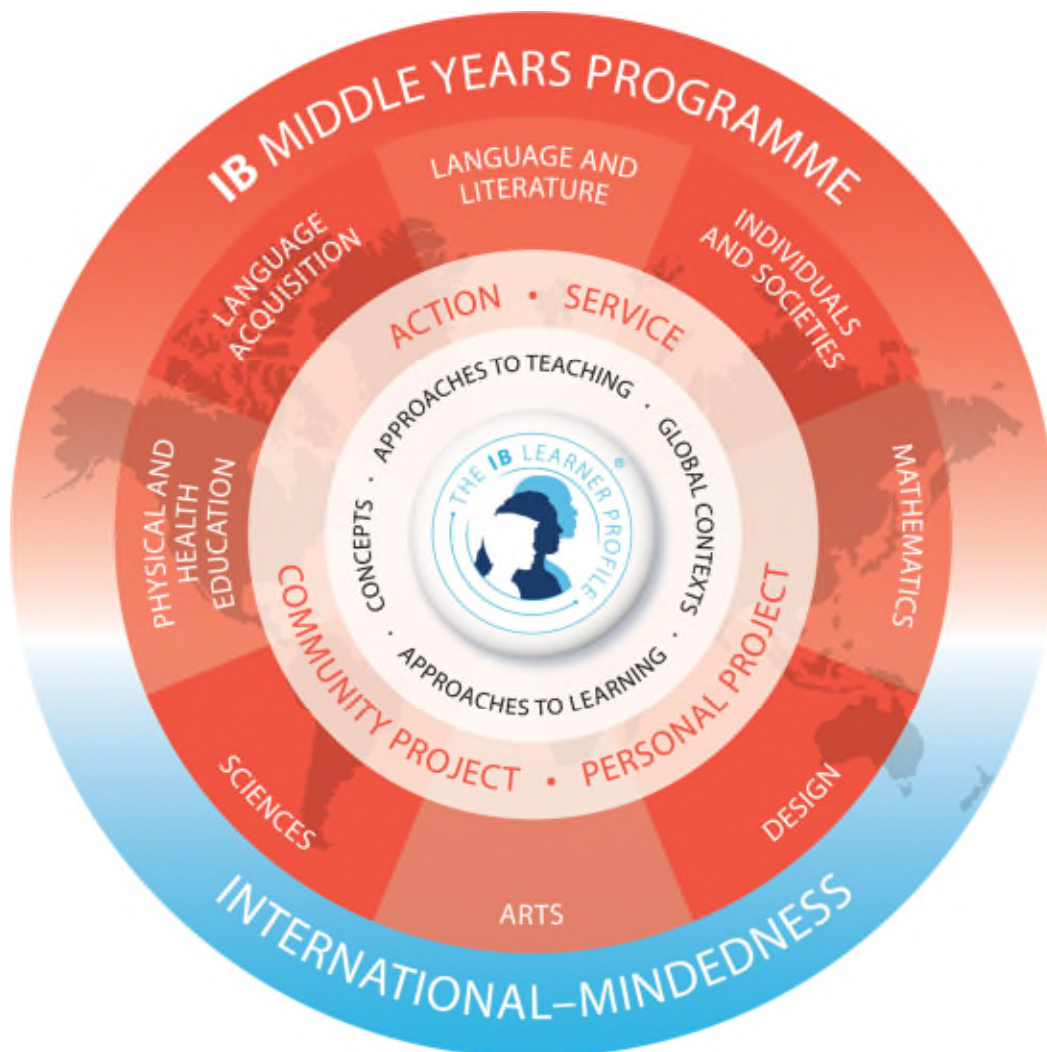
CAREER PATHWAYS

- Architecture and Construction
- Business and Marketing
- Education and Training
- Engineering and Technology
- Health Sciences
- Hospitality and Human Services
- Manufacturing
- Marketing
- Project Lead the Way (PLTW)
- Public Safety
- Transportation
- Visual Communications

Kokomo High School is an authorized IB World School for the International Baccalaureate Middle Years Programme. Authorized schools share a common philosophy—a commitment to high quality, challenging, international education that Kokomo High School believes is important for our students.

For further information about the IB and its programmes, visit:
<http://www.ibo.org>.

Students at Kokomo High School can choose to participate in the MYP, their freshman and sophomore year.



ARTS

ADVANCED CONCERT BAND IB MYP
 SYMPHONIC BAND IB-MYP (Semester 2)
 Prerequisite: Intermediate Concert Band

Grades 9-10 1 CREDIT
 Core 40/AHD Course

Advanced Concert Band IB and Symphonic Band IB students will be divided into two or more smaller bands based on an audition, musical ability, and instrumentation needs. These bands will rehearse separately; however, they may combine for various performances and events. These bands will rehearse and perform the finest concert band literature available for their ability. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: tone production, technical skills, intonation, music reading skills, listening skills, analyzing music and studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. A small fee may be assessed to participate in concert band. This is a co-curricular class, grades may be determined by after school performances and rehearsals. The Symphonic Band will meet second semester. Students use their understanding of the learner profile and approaches to learning to progress through band. Subject specific criterion is used to evaluate student learning and growth.

ADVANCED VISUAL/THEATRICAL ARTS IB MYP

Grade 10 1 CR/SEM

Advanced Visual and Theatre Arts IB is a yearlong course based on the Indiana Academic Standards for Advanced Visual Art and Advanced Theatre Arts. Students will engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Instruction in this course enables students to build upon the skills developed in the Theatre Arts course.

Activities in the course will enable the student to: improvise dialogue, identify the physical social and psychological dimensions and qualities of characters in plays, create consistent characters from a variety of theatrical works, construct personal meaning from a variety of performances, write scripts for theatre, film or television, demonstrate analytical skills by explaining roles, understand the interrelationships among the functions of playwrights, directors, actors, producers, designers and technicians, refine interpersonal and collaborative skills by identifying and resolving conflicts effectively and explore the historical traditions and the repertoire of the theatre. This course will also allow students to expand upon their ability to make artistic decisions and evaluations by discussing and critiquing live performances. Students use their understanding of the learner profile and approaches to learning to progress through the arts. Subject specific

criterion is used to evaluate student learning and growth.

Fine Arts requirement for the Core 40 with Academic Honors diploma, counts as a Directed Elective or Elective for any diploma.

BEGINNING CHORUS IB MYP

Grades 9-10 1 CR/SEM

Beginning Chorus IB students will learn to read music, sing parts, enjoy choir in a relaxed but structured setting, and realize the potential of the voice. Students can develop enough vocally to audition for another choir. 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 specific subject matter. Students use their understanding of the learner profile and approaches to learning to progress through choir. Subject specific criterion is used to evaluate student learning and growth. IB students have the opportunity to audition and participate in Karisma, Vocal Jazz, Chamber Choir, and Intermediate Choir.

Fine Arts requirement for the Core 40 with Academic Honors diploma, counts as a Directed Elective or Elective for any diploma

BEGINNING CONCERT BAND IB MYP

Grades 9-10 1 CR/SEM

Beginning Concert Band IB will concentrate on marching performances during first semester. The band will perform at all home football games and be evaluated at contests on Saturdays. These performances are a requirement of the class and are part of the grade. This class will also prepare pep band literature for home basketball games and perform a winter concert. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: tone production, technical skills, intonation, music reading skills, listening skills, analyzing music and studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students are required to pay or fundraise to participate in marching band. Students use their understanding of the learner profile and approaches to learning to progress through band. Subject specific criterion is used to evaluate student learning and growth.

Fine Arts requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

This is a co-curricular class. Grades will be based on work and attendance done outside of the school day.

INTERMEDIATE CONCERT BAND IB MYP
 SYMPHONIC BAND IB-MYP (Semester 2)
 Prerequisite: Beginning Concert Band, audition required

Grades 9-10 1 CREDIT
 Core 40/AHD Course

Intermediate Concert Band IB and Symphonic Band IB students will be divided into two or more smaller bands based on an audition, musical ability, and instrumentation needs. These bands will rehearse separately; however, they may combine for various performances and events. These bands will rehearse and perform the finest concert band literature available for their ability. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: tone production, technical skills, intonation, music reading skills, listening skills, analyzing music and studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. A small fee may be assessed to participate in concert band. This is a co-curricular class, grades may be determined by after school performances and rehearsals. The Symphonic Band will meet second semester. It is open to all students who participate in Beginning Concert Band. Students use their understanding of the learner profile and approaches to learning to progress through band. Subject specific criterion is used to evaluate student learning and growth.

VISUAL/THEATRICAL ARTS IB MYP

Grade 9 1 CR/SEM

Visual and Theatre Arts IB is a yearlong course based on the Indiana Academic Standards for Visual Art and Theatre. Students in this course build on the sequential learning experiences of Introduction to Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art. Students are also expected to demonstrate the following knowledge and skills: a knowledge of the major developments and techniques in the theatrical history of more than one culture; an ability to interpret and illuminate play scripts and other theatrical texts analytically and imaginatively; an understanding of the art of the stage and of the essential nature of criticism in the theatre, particularly self-criticism; an ability to perform before an audience, and to demonstrate an understanding of, and some skill in, acting techniques; an understanding of the processes of theatrical production; and an ability to research imaginatively, selectively and with persistence. Students use their understanding of the learner profile and approaches to learning to progress through the arts. Subject specific criterion is used to evaluate student learning and growth.

Fine Arts requirement for the Core 40 with Academic Honors diploma, counts as a Directed Elective or Elective for any diploma.

DESIGN

INTRO TO COMMUNICATIONS IB MYP

Grade 10 1 CREDIT

Intro to Communications IB is a technology course that focuses on how students use modern communication systems to exchange information and ideas. This course explores the application of the tools, materials, and techniques used to design, produce, use, and assess systems of communication. Instructional strategies introduce students to the world of communication technology through a variety of means including: presentations, discussions, and laboratory activities using the IB design cycle and approaches to learning. Students will produce graphic and electronic media as they apply communication technologies. This IB course will focus on project based activities interwoven with opportunities for students to communicate understandings through multiple modalities. Students use their understanding of the learner profile and approaches to learning to progress through technology and design. Subject specific criterion is used to evaluate student learning and growth

A Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRO TO DESIGN PROCESSES IB MYP

Grade 9 1 CREDIT

Intro to Design Processes IB is a course that specializes in modern design and engineering processes with a focus on the design cycle for creative problem solving. Classroom activities help students to understand the steps used to move an idea from a designer's mind into an engineered artifact, process, or system. Students will participate in design activities using critical thinking skills that require them to: identify problems; generate alternative solutions; select and refine the most plausible solution; develop specifications for the solution; model and test the solution; and present the final solution for approval. This IB course will focus on project based activities interwoven with opportunities for students to communicate understandings through multiple modalities. Students use their understanding of the learner profile and approaches to learning to progress through technology and design. Subject specific criterion is used to evaluate student learning and growth.

A Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INDIVIDUALS & SOCIETIES

AP MICROECONOMICS IB MYP

Grade 10 1 CREDIT
Core 40/AHD

AP Economics IB begins with the discussion of basic economic theory, supply and demand, business decision-making, the role of government and basic investing to prepare students for the microeconomics exam. The course then focuses on the business cycle, unemployment, inflation, money and banking, the role of government, fiscal and monetary policy, competing economic theories, and international trade and finance in preparation for the macroeconomics exam. Students will write several research papers and essays analyzing specific markets and broader economic issues. Students use their understanding of the learner profile and approaches to learning to progress through economics. Subject specific criterion is used to evaluate student learning and growth. This course is designed to prepare students for the College Board Achievement tests in both Microeconomics and Macroeconomics.

HUMANITIES AP US GOVERNMENT IB MYP

Grade 10 1 CREDIT
Core 40/AHD

The AP U.S. Government IB begins with discussion of the creation of the United States and its Constitution. The course then turns to political beliefs and socialization, political parties, interest groups, and elections. The primary focus of the course is the structure, function, and powers of the Congress, President, and Supreme Court. The course concludes with a detailed exploration of civil rights and liberties, as well as policy-making. The course then turns to civil rights and liberties, political beliefs, socialization, policy-making, political parties, interest groups, and elections. Students will write several research papers and essays analyzing constitutional and current political issues. Students selecting this course should have an interest in exploring and discussing such issues. Students use their understanding of the learner profile and approaches to learning to progress through U.S. Government. Subject specific criterion is used to evaluate student learning and growth. This course is designed to prepare students for the College Board Achievement test in U.S. Government and Politics. Qualifying Accuplacer scores and class taken with Mr. Mathias required for dual credit.

HUMANITIES ECONOMICS IB MYP

Grade 10 1 CREDIT
Core 40/AHD

The Economics IB course is designed to provide the student with an introduction to the forces that shape our economic lives. Students will explore basic economic theory, supply and demand, wages, business decision-making, investing, the business cycle, inflation, unemployment, labor unions, the role of government in the economy, money and the banking system, comparative economic systems, and international trade and finance.

This course will also explore the dynamics of our evolving economy and the tools that can be used to shape its growth. This IB course will be considered an honors level course which will focus on project based activities interwoven with opportunities for students to communicate understandings through multiple modalities. Students use their understanding of the learner profile and approaches to learning to progress through economics. Subject specific criterion is used to evaluate student learning and growth.

HUMANITIES US GOVERNMENT IB MYP

Grade 10 1 CREDIT
Core 40/AHD

The U.S. Government IB course explores aspects of the United States government. This course will explore comparative systems of government, the history of government, the writing and application of the Constitution, the legislative, executive and judicial branches, civil rights, and the political process. Students will be encouraged to discuss current events, participate in civic activities, and become involved as a citizen in the workings of the local, state, and federal political process. This IB course will be considered an honors level course which will focus on project based activities interwoven with opportunities for students to communicate understandings through multiple modalities. Students use their understanding of the learner profile and approaches to learning to progress through U.S. Government. Subject specific criterion is used to evaluate student learning and growth.

HUMANITIES WORLD HISTORY IB MYP

Grade 9 1 CR/SEM
Core 40/AHD

Humanities World History IB is a yearlong course. This course will lay the foundation for an understanding of the world and its problems. Attempts will be made throughout the course to relate events of world history to current problems. Writing and analysis of historical documents will be an important aspect of this course. Topics that will be explored include art, religion, music, the classics and philosophy. This IB course will be considered an honors level course which will focus on project based activities interwoven with opportunities for students to communicate understandings through multiple modalities. Students use their understanding of the learner profile and approaches to learning to progress through the major topics of World History. Subject specific criterion is used to evaluate student learning and growth.

LANGUAGE ACQUISITION

SPANISH I IB MYP

Grade 9 1 CR/SEM

Spanish I IB provides instruction enabling students to discuss the many reasons for studying a language and allows students to develop an understanding of the people who speak it. This course will provide students with opportunities to: respond to and give oral commands and make routine requests, understand and use appropriate forms of address

in courtesy expressions, ask and answer simple questions, participate in brief guided conversations, read isolated words and phrases in a situational context, comprehend brief written expressions and information, read short narrative texts on simple topics and write familiar words and phrases appropriately. Spanish I IB will be considered an honors level course which will focus on project based activities interwoven with opportunities for students to communicate understandings through multiple modalities. Students use their understanding of the learner profile and approaches to learning to progress through the major concepts of Spanish. Subject specific criterion is used to evaluate student learning and growth.

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH II IB MYP

Grades 9-10 1 CR/SEM

Spanish II will enable IB students to participate in classroom and service learning activities related to Spanish language and culture. Students will be able to: ask questions regarding routine activities, participate in conversations on a variety of topics, relate a simple narrative about a personal experience or event, interact in a variety of situations to meet personal needs, understand main ideas and facts from simple texts over familiar topics, read aloud with appropriate intonation and pronunciation, and write briefly in response to given situations. Spanish II IB will be considered an honors level course which will focus on project based activities interwoven with opportunities for students to communicate understandings through multiple modalities. Students use their understanding of the learner profile and approaches to learning to progress through the major concepts of Spanish. Subject specific criterion is used to evaluate student learning and growth.

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH III IB MYP

Grades 9-10 1 CR/SEM
Core 40/AHD

Spanish III provides instruction enabling you to understand and appreciate the Spanish culture by studying the social behaviors and values of the Spanish people. You will be able to: respond to factual and interpretive questions and interact in a variety of social situations, read for comprehension from a variety of authentic materials, read short literary selections of poetry, plays and short stories, complete authentic forms and documents, write paraphrases, summaries and brief compositions, describe different aspects of the culture, seek help in a mock crisis situation and participate appropriately at special event situations.

LANGUAGE & LITERATURE

ENGLISH 9 IB MYP

Grade 9 1 CR/SEM
Core 40/AHD

English 9 IB is a yearlong course. The purpose of English 9 IB is to enrich the freshman curriculum with challenging material suitable for advanced study. Students will review basic grammar, study advanced vocabulary, and read a variety of texts designed to give them an overview of the philosophical topics in classical and contemporary literature and current events. Students will study a variety of writing techniques, including creative and expository writing developed through analogy, description and comparison/contrast. The English 9 IB course will be considered an honors level course, which will focus on project-based activities interwoven with opportunities for students to communicate understandings through multiple modalities. Students use their understanding of the learner profiles and approaches to learning to progress through English. Subject specific criteria are used to evaluate student learning and growth.

ENGLISH 10 IB MYP

Grade 10 1 CR/SEM
Core 40/AHD

English 10 IB is yearlong course. This course helps students derive a rudimentary knowledge of the world's literary masterpieces. Students will probe classical works to discover the connecting forces of modern times. Students will evaluate the cultural, religions, national, and social influences on the literary works. Integrated with the study of world literature are cooperative learning, discussion, creative writing, and literary analysis. The English 10 IB course will be considered an honors level course which will focus on project based activities interwoven with opportunities for students to communicate understandings through multiple modalities. Students use their understanding of the learner profile and approaches to learning to progress through English. Subject specific criterion is used to evaluate student learning and growth.

MATHEMATICS

ALGEBRA I IB MYP

Grade 9 1 CR/SEM
Core 40/AHD

Algebra I IB formalizes and extends the mathematics students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards,

prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This IB course will be considered an honors level course which will focus on project based activities interwoven with opportunities for students to communicate understandings through multiple modalities. Students use their understanding of the learner profile and approaches to learning to progress through algebra concepts. Subject specific criterion is used to evaluate student learning and growth.

ALGEBRA II IB MYP
Prerequisite: Algebra I

Grades 9-10 1 CR/SEM
Core 40/AHD

Algebra II IB builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The IS course will be considered an honors level course which will focus on project based activities interwoven with opportunities for students to communicate understandings through multiple modalities. Students use their understanding of the learner profile and approaches to learning to progress through algebra concepts. Subject specific criterion is used to evaluate student learning and growth.

GEOMETRY IB MYP

Grades 9-10 1 CR/SEM
Core 40/AHD

Geometry IB plays an important supporting role in other areas of mathematics. It also helps students represent and make sense of the world. The student will develop an understanding of the following state approved standards: points, lines, angles and planes; polygons; quadrilaterals; triangles; right triangles; polyhedral and other solids; mathematical reasoning and problem solving. This IB course will be considered an honors level course which will focus on project based activities interwoven with opportunities for students to communicate understandings through multiple modalities. Students use their understanding of the learner profile and approaches to learning to progress through geometric concepts. Subject specific criterion is used to evaluate student learning and growth.

PHYSICAL & HEALTH EDUCATION

PHYSICAL EDUCATION II IB MYP

1 CREDIT

Physical Education II IB is based on Indiana's Academic Standards for Physical Education, and identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Students will spend 9 weeks in the pool and 9 weeks in the gym. Subject specific criterion is used to evaluate student learning and growth.

Fulfills the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PHYSICAL EDUCATION AND WELLNESS IB MYP

1 HEALTH CREDIT

Physical Education and Wellness IB is designed to assist students to see good health as a functional matter in their lives today rather than as a delayed benefit. Healthful living must become a part of the experience of students and the classroom experiences are designed to help develop their self-awareness and value judgments. Meaningful activities are used to motivate students in making these concepts a part of their lives. Special units in fitness and wellness, drug use and abuse, social and emotional health, CPR, and nutrition highlight this course. Subject specific criterion is used to evaluate student learning and growth.

Fulfills the health requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SCIENCE

AP ENVIRONMENTAL SCIENCE IB MYP

Grade 10 1 CR/SEM
Core 40/AHD

The goal of Environmental Science AP is to provide students with scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. It is an interdisciplinary science that embraces a wide variety of topics from different areas of study. It is designed for the student who is interested in the environment and environmental issues. The curriculum for this course is aligned to the College Board guidelines. Students may take the Advanced Placement Test for possible college credit.

BIOLOGY IB MYPGrade 9 1 CR/SEM
Core 40/AHD

Biology IB deals with the observation and study of living things. Considerable time is spent in laboratory work to develop powers of observation and decision-making skills. Major topics covered in the course are: diversity of living things, cell study, biochemistry, human genetics, evolution and natural selection, ecology, and a survey of the six major kingdoms of organisms on the earth. This IB course will be considered an honors level course which will focus on project based activities interwoven with opportunities for students to communicate understandings through multiple modalities. Students use their understanding of the learner profile and approaches to learning to progress through the major concepts of biology and life sciences. Subject specific criterion is used to evaluate student learning and growth.

CHEMISTRY IB MYPGrade 10 1 CR/SEM
Core 40/AHD

Chemistry IB is designed for all students desiring a vigorous introduction to the fundamental concepts in chemistry. Chemical principles are developed from experimental observations. Mathematical problem solving and laboratory work are emphasized. This IB course will be considered an honors level course which will focus on project based activities interwoven with opportunities for students to communicate understandings through multiple modalities. Students use their understanding of the learner profile and approaches to learning to progress through the major concepts of chemistry. Subject specific criterion is used to evaluate student learning and growth.

CTE BUSINESS & INFORMATION TECHNOLOGY

The Business Marketing and Information Technology Education Department follows state standards that were developed with state curriculum. A wide range of computer classes exists, helping students to meet CORE 40 requirements. The department also sponsors Future Business Leaders of America (FBLA), a business-oriented club for students interested in business as a possible career choice.

BUSINESS LAW AND ETHICS

Prerequisite: None

Grades 9-12 1 CR/SEM
Core 40 Directed Elective

Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods, case review, and situational analyses.

INTRO TO BUSINESS

Prerequisite: None

Grades 9-12 1 CR/SEM

Core 40 Directed Elective

Intro to Business (Business, Marketing and Entrepreneurship) introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course further develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

PERSONAL FINANCIAL RESPONSIBILITY

Prerequisite: None

Grades 9-12 1 CREDIT

Core 40 Directed Elective

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. Meets Indiana's financial literacy requirement (IC 20-30-5-19)

PREPARING FOR COLLEGE AND CAREERS

Prerequisite: None

Grades 9-12 1 CREDIT

Core 40 Directed Elective

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

CTE ENGINEERING & TECHNOLOGY

INTRODUCTION TO COMMUNICATIONS

Grades 9-12 1 CREDIT
Core 40 Directed Elective

Introduction to Communications is a course that specializes in identifying and using modern communication to exchange messages and information. This course explores the application of the tools, materials, and techniques used to design, produce, use, and assess systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Major goals of this course include an overview of communication technology; the way it has evolved, how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems. Using the base knowledge student will use the design process to solve design projects in each communication area.

INTRODUCTION TO CONSTRUCTION

Grades 9-12 1 CR/SEM
Core 40 Directed Elective

Introduction to Construction is a course that will offer hands-on training in the areas of construction including making various wood projects for Kokomo School Corporation. During the course the students will be introduced to all kinds of tools and methods that are used in Construction. The student will also learn and apply knowledge of the care and use of various types of hand and power tools and be able to use them in a safe manner. Students will be involved in design and research of projects and make drawings to follow for instruction in the woodshop. The students will then construct the projects in the woodshop that will benefit the school corporation along with various personal projects. Construction careers will also be discussed.

INTRODUCTION TO DESIGN PROCESSES

Grades 9-12 1 CREDIT
Core 40 Directed Elective

Introduction to Design Processes is a course that specializes in modern design and engineering processes with a focus on creative problem solving in developing, testing, communicating, and presenting post-evaluation of products. Students use the design process to analyze research, develop ideas, and produce products solutions. This process gives a framework through which they design, manufacture tests present their ideas. Students will demonstrate and utilize design principles and elements for visual presentation. Designing aspects will also cover aesthetics, ergonomics, the environment,

safety, and production. The design process is a core-learning tool for many courses enabling the student to solve problems in a systematic, logical and creative manner. Students develop a good understanding of the way the process helps them think creatively and developing aesthetic ideas. The design process encourages the students to engage in higher level thinking to create solutions for many types of problems.

CTE FAMILY & CONSUMER SCIENCE

Family and Consumer Science deals with the relationship between individuals, families, communities, and the environment in which they live. FACS represents many disciplines, those offered at Kokomo High School include; nutrition, food preparation, family economics and resource management, human development as well as other related subjects. FACS classes focus on families and their interrelationships with the communities.

ADULT ROLES AND RESPONSIBILITIES

Prerequisite: None

Grades 9-12 1 CREDIT

Core 40 Directed Elective

This course addresses the knowledge, skills, attitudes, and behaviors that students need as they prepare to take the next steps toward living independently. Content emphasizes creative and critical thinking and problem solving skills applied to areas related to living independently and family formation. Areas covered in the curriculum include communication skills related to marriage and family formation; money management and wise use of credit; consumer decisions regarding food and nutrition, clothing, shelter, healthcare, insurance, and transportation for individuals and families; relationship of technology to family and consumer resources; roles of individuals and families in the community and in protecting the environment.

This course is recommended for all students regardless of their career cluster or pathway. An elective course for Academic Honors and Technical Honors Diplomas. Indiana Academic Standards for English/Language Arts and Mathematics and National Standards for Family and Consumer Sciences have been integrated into this course.

ADVANCED NUTRITION AND FOODS

Prerequisite: Nutrition and Wellness

Grades 9-12 1 CREDIT

Core 40 Directed Elective

Advanced Nutrition and Foods is a sequential course in the development of nutrition and food concepts. This course addresses more complex concepts in nutrition and foods with emphasis on contemporary, economic, social, psychological, cultural, and global issues, including hunger, technology of foods, tools and equipment of the past, present, and future; acquiring, organizing, and evaluating information about foods and nutrition; nutrition and meal planning for special needs; and skills especially for entrepreneurial, catering, baking, or school-based enterprises. In-depth study of daily nutrition and wellness throughout the life span includes: selecting and preparing nutritious meals;

safety and sanitation in food production; meal planning and preparation for specific economic, psychological, and nutritional needs; community and world food concerns, including scarcity and hunger; advanced impact of science and technology on nutrition, food, and related tools and equipment. Students also explore careers in nutrition and all aspects of the food industries including experimentation in specialty or advanced gourmet preparation and dietetics.

An Elective course for Academic Honors and Technical Honors Diplomas
Indiana Academic Standards for English/Language Arts and Mathematics and
National Standards for Family and Consumer Sciences have been integrated into this course.

Career pathway for industry-based and entrepreneurial careers and a foundation for higher education courses of study.

EDUCATION PROFESSIONS I

Grades 11-12

Required Prerequisite: EDUC F-200 PSAT/SAT of 1030 or ACT of 22;
EDUC W-200 PSAT/SAT of 1030 or ACT of 23

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

** Students are required to meet IUK admissions requirements to take this class. This class is an IUK class taught by an IUK professor. Students are expected to attend IUK events, participate as an IUK student, and adhere to IUK policies and procedures. Students will participate in field experiences in grades PreK-8 across subject areas. Professional behavior is expected.

EDUCATION PROFESSIONS II

Grade 12

Required Prerequisite: EDUC K-205 PSAT/SAT of 1030 or ACT of 25;
EDUC P-250 PSAT/SAT of 1030 or ACT of 24

Education Professions II prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested

topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the Education Professions II teacher. Articulation with postsecondary programs is encouraged.

** Students are required to meet IUK admissions requirements to take this class. This class is an IUK class taught by an IUK professor. Students are expected to attend IUK events, participate as an IUK student, and adhere to IUK policies and procedures. Students will participate in field experiences in grades PreK-8 across subject areas. Professional behavior is expected.

NUTRITION AND WELLNESS

Prerequisite: None

Grades 9-12 1 CREDIT
Core 40 Directed Elective

This course enables students to realize the lifelong benefits of sound nutrition and wellness practices. It will empower them to apply these principles in their everyday lives. Topics include a study of basic nutrients and their relationship to good health; selection and preparation of nutritious meals and snacks based on the USDA Dietary Guidelines and Food Pyramid. The impact of daily nutrition and wellness practices on long-term health and wellness; physical, social, and psychological aspects of healthy nutrition and wellness choices are studied. Safe and sanitary procedures in storing and preparing food, using equipment, and mealtime etiquette are stressed throughout the course. Recycling issues associated with nutrition and wellness, as well as, impact of science and technology on nutrition and wellness issues is also included in this course. Laboratory experiences which emphasize both nutrition and wellness practices are required components of this course.

Recommended for all students regardless of their career cluster or pathway including those students with an interest in human services, wellness/fitness, health, or food and nutrition-related careers.

An Elective course for Academic Honors and Technical Honors Diplomas
Indiana Academic Standards for English/Language Arts and Mathematics and
National Standards for Family and Consumer Sciences have been integrated into
this course.

ENGLISH/LANGUAGE ARTS

The English curriculum is designed to meet the needs of all students. The English department uses the common state standards to develop its courses.

The English Department offers the following AP and Honors classes to address the needs of advanced students: English Language & Composition AP, English Literature & Composition AP, English 9 Honors, World Lit Honors (10th grade). ACP (Advanced College Project) awards dual credit for college freshman composition through Indiana University and Advanced Academic Composition 12 at Kokomo High School. Dual credit opportunities with Ivy Tech State College exist for several English courses.

K.H.S. ENGLISH DEPARTMENT CURRICULUM OFFERINGS

I. Academic

Freshmen:	English 9 (Academic and General)
Sophomores:	English 10 (Academic and General)
Juniors:	Composition 11 & American Literature
Seniors:	Adv Composition 12 & English Literature

II. Honors

- English 9 Honors
- English 10 Honors
- English Language & Composition AP (Grade 11)
- English Literature & Composition AP (Grade 12)
- Advanced Composition 12: ACP W131 (Semester 1)
- Literary Interpretation 12: ACPA 202/AP (Semester 2)

ADVANCED ACADEMIC COMPOSITION 12 (A)	Grade 12	1 CREDIT
Prerequisite: B or above in Comp 11; grade of A in Eng 11		Core 40/AHD

Advanced Academic Composition 12, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study and application of the rhetorical (effective) writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports. Advanced Composition Project: Students write job applications, resumes, and other informational documents that may include the development of flyers, posters, brochures, program agendas, or reports incorporating visual information in the form of pictures graphs, or tables. The completion of a writing portfolio is a requirement for this course.

ADVANCED COMPOSITION 12 (H): ACP W131/AP
LITERATURE & COMPOSITION

Grade 12 1 CREDIT
Core 40/AHD

First Semester Only

Prerequisite: 2.7 GPA, C or better in English 11

Advanced Composition 12: ACP further develops and refines writing skills introduced in other composition courses. This course provides students frequent opportunities to write for different audiences and purposes, using a process that includes: 1) prewriting, 2) drafting, 3) peer sharing, 4) revising, and 5) editing. W131 is a course in critical reading, writing, and thinking with sources in which students will experience the varied range of academic writing. Students will master the skills of summary, critique, analysis, synthesis, research, and documentation. Students will also learn to adapt the writing process and apply various organization strategies to match the purpose of the individual assignment. Topics for writing will be developed from reading about and discussing in depth issues under debate in different disciplinary fields and among the general public. Students are asked not only to discuss and write about these issues but also to examine the different analytical frameworks and assumptions that various authors and they themselves bring to such conversations. Students enrolled in W131 earn 3 hours of credit from Indiana University.

Tuition payment for course college credit is the responsibility of the student and parent. Students may elect to forego W131 credit and take the class as preparation for the College Board Advanced Placement English Literature and Composition Examination given in the spring.

ADVANCED SPEECH/COMMUNICATION

Grades 11-12 1 CR/SEM

Prerequisite: Speech or teacher recommendation

Core 40/AHD

Advanced Speech and Communication, a course based on the Indiana Academic Standards for English/Language Arts and emphasizing the High School Speech and Communication Standards, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multi-media presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery. Course can be offered in conjunction with a composition and literature course, or schools may embed Indiana Academic Standards for English/Language Arts within curriculum.

AMERICAN LITERATURE (A)

Grades 11-12 1 CREDIT

Prerequisite: C or above in English 10

Core 40/AHD

American Literature, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study of representative works and authors of the United States from pre-

revolutionary times to the present. Students read, analyze, evaluate, critique, and actively respond to a wide variety of literary genres that reflect American culture, including quality works of various ethnic and cultural minorities. Students compare readings and media from literature, history and other subjects by demonstrating how the ideas and concepts presented in the works are interconnected, distinctly American, and important to an understanding of the development of the current culture. This course is recommended for college preparatory students in grade 11.

COMPOSITION 11 (A)

Grades 11-12 1 CREDIT

Prerequisite: C or above in English 10

Core 40/AHD

Composition 11, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study and application of the rhetorical (effective) writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature. The completion of a writing portfolio is a requirement for this course.

CREATIVE WRITING

Grades 11-12 1 CREDIT

Prerequisite: English 9, English 10

Core 40/AHD

Creative Writing, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical 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 for writing, and the style of their own writing. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

ENGLISH 9 (A)

Grades 9-12 1 CR/SEM

Prerequisite: None

Core 40/AHD

English 9, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 9 and the Common Core State Standards for English/Language Arts, is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research

reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. This course is designed to prepare students for the English 10 End-of-Course Assessment (ECA) required for graduation as well as for college and career readiness.

ENGLISH 9 HONORS (H) Grade 9 1 CR/SEM
 Prerequisite: Key program acceptance, 600 or above in ISTEP+ Core 40/AHD
 English testing, B in 8th grade English and teacher recommendation.

English 9 Honors is a yearlong course designed for freshmen that were identified at the end of their eighth grade year as having outstanding ability in the area of language arts as demonstrated on standardized achievement tests. The purpose of English 9 Honors is to enrich the freshman curriculum with challenging material suitable for advanced study. Students will review basic grammar, study advanced vocabulary, and read a variety of reading materials designed to give them an overview of the philosophical topics in classical and contemporary literature and current events. Students will study a variety of writing techniques including creative and expository writing with emphasis on the five-paragraph essay developed by analogy, description and comparison/contrast. Through the integrated study of literature, composition and oral communication, English 9 honor students will further develop their use of language as a tool for learning and thinking and as a source of pleasure. This course is recommended for all students intending to take AP English as juniors or seniors.

ENGLISH 10 (A) Grades 10-12 1 CR/SEM
 Prerequisite: None Core 40/AHD

English 10, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 10 and the Common Core State Standards for English/Language Arts, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. This course is designed to prepare student for the English 10 End-of-Course Assessment (ECA) required for graduation as well as for college and career readiness.

ENGLISH 10 HONORS (H) Grade 10 1 CR/SEM
 Prerequisite: Honors program acceptance; 90% or above on English standardized test; B in 9th grade English and teacher recommendation Core 40/AHD

This yearlong course, designed for the Honors level sophomore, helps students derive a rudimentary knowledge of the world's literary masterpieces. Students will probe classical works to discover the connecting forces of modern times. Students will evaluate the cultural, religious, national, and social influences on the literary works. Integrated with the study of world literature are cooperative learning, discussion, creative writing, and literary analysis. This course is designed to prepare students planning to enroll in the Advanced Placement courses their junior and senior years.

ENGLISH 11 Grades 11-12 1 CR/SEM
 Prerequisite: None Core 40

English 11, an integrated English course based on 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 and a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, 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. This course is designed to prepare students for college and career readiness.

ENGLISH 12 Grade 12 1 CR/SEM
 Prerequisite: None Core 40

English 12 is a one-year course designed to expose students to an overview of major works of world masters in the following periods: The Ancient World, the Renaissance, the Age of Rationalism, Romanticism and Reason and the contemporary world. Through involvement in World Literature, students will develop a familiarity with some major works and develop an appreciation for the culture, aesthetics, and history of other societies. Students will learn to relate this knowledge to their own society and personal growth. In addition, students will be focusing on their writing skills through various required writing topics.

ENGLISH LANGUAGE & COMPOSITION Grade 11 1 CR/SEM
 ADVANCED PLACEMENT (H) Core 40/AHD

Prerequisite: Students should have advanced skills in reading, writing and analyzing; high motivation and achievement; and grades of B or above in academic freshman and sophomore English. Students are encouraged to follow the sequence of English 9 (Honors) and World Literature 10 (Honors) in preparation for this class. No English grade below B is acceptable.

English Language and Composition – Advanced Placement is a college level yearlong course designed for juniors who wish to develop an awareness of language, to sharpen their skills in effective writing and critical reading and to develop individual styles adaptable to a variety of college composition requirements. Students will evaluate fiction and non-fiction prose and generate written and oral responses to a variety of American authors and literature. Students will prepare for and take the College Board Advanced Placement English Language and Composition Examination given in the spring semester.

ENGLISH LITERATURE (A) Grade 12 1 CREDIT
 Prerequisite: C or above in American Literature Core 40/AHD

English Literature, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study of representative works of the English-speaking authors associated with the Commonwealth of Nations, including England, Scotland, Ireland, Wales, Canada, Newfoundland, Australia, New Zealand, India, South Africa, Kenya, Botswana, and others. Students examine a wide variety of literary genres that reflect the English-speaking peoples from the Anglo-Saxon Period to the present. Students analyze how the ideas and concepts presented in the works are both interconnected and distinctly reflective of the cultures and the countries in which they were written. This course is recommended for college preparatory students. It is recommended that students complete American Literature before attempting English Literature

ENGLISH LITERATURE & COMPOSITION Grade 12 1 CR/SEM
 ADVANCED PLACEMENT (H) Core 40/AHD

Prerequisite: This is open enrollment. While there is no strong prerequisite, students should have advanced skills in reading, writing, and analyzing literature. Students are strongly encouraged to take Advanced Placement English Language and Literature prior to this course.

English Literature and Composition – Advance Placement is a yearlong course in preparation for the College Board Advance Placement Literature and Composition Examination given in the spring. This course emphasizes close, thoughtful reading of literary texts. It is designed to help students interpret literature with greater insight, persuasiveness, and critical awareness. This course will provide students with the opportunity to engage with a variety of types of literature, including at least four novels,

one play, and a variety of short stories and poems. A major goal is to develop the ability to read and write with precision, responsibility and imagination through class discussion and the writing of several short, critical responses. Though this is a literature course, students will be expected to write extensively in response to literature including both short responses and formal essays.

ETYMOLOGY Grades 10-12 1 CREDIT
 Prerequisite: None Core 40

Etmology, a language studies course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (Latin, Greek, Germanic, and Romance Languages). Students analyze meanings of English words by examining roots, prefixes, and suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation. **ETYMOLOGY PROJECT:** Students complete a project, such as doing a case study on specific words or creating a historical timeline of the development of specific words, which demonstrates knowledge, application, and progress in Etymology course content.

FORENSICS Grades 9-12 1 CR/SEM
 Prerequisite: None

Forensics: Speech and Debate I

This course explores a wide variety and range of public speaking skills, including: Extemporaneous Speaking, Declamation, Original Oratory, Oral Interpretation (prose and poetry), and Storytelling at the novice level. Additionally, students are introduced to basic researching, argumentation, questioning, and rebuttal skills through a variety and range of debate disciplines, including: Congressional Debate, Public Forum Debate, and the basics of philosophy for Lincoln-Douglas Debate. Skill focus includes the development of techniques in diction, articulation, enunciation and projection. Students begin to analyze pieces of literature, create and deliver orations, write arguments, and evaluate performances. Students have the opportunity to participate in local and state level Speech and Debate (Forensic) competitions.

Forensics: Speech and Debate II

This course further develops skills in communication, logic, and reasoning learned in Speech and Debate I. Students continue to refine diction, articulation, enunciation and projection skills while applying more advanced techniques of public speaking. Students also continue to refine researching, argumentation, questioning, and rebuttal skills. Students exhibit personal responsibility through independent learning as they specialize in at least one area of focus (event). Additionally, students exhibit

team/collaborative responsibility and develop skills of evaluation and analysis of performances through the participation in required, in-class assignments. Students are expected to participate in local and state level Speech and Debate (Forensic) competitions.

Forensics: Honors Speech and Debate III

This course expands public speaking and forensic skills learned in Speech and Debate II. Students demonstrate an advanced level of skill in selecting and editing quality literature, sharpening research skills, and analyzing current issues. Students polish performances in their chosen area(s) of focus (event) as well as demonstrate an advanced level of skill in the evaluation of their own performances. Students demonstrate and apply an advanced level of skill in diction, articulation, enunciation and projection. Additionally, students will participate in advanced level class activities. Honors activities may include: required/advanced reading lists, required/advanced writing assignments, projects, enrichment activities, portfolio assessment, seminar, and performance. Emphasis is placed on the application of content within and across curricular areas. Students demonstrate advanced ability of independent learning. Students are expected to participate in local and state level Speech and Debate (Forensic) competitions.

Forensics: Honors Speech and Debate IV

This course expands the fundamental and advanced skills learned in Honors Debate III. Students demonstrate a superior level of skill in selecting and editing quality literature, researching methods, and analyzing current issues. Students expertly polish performances in their chosen area(s) of focus (event) as well as demonstrate superior skill in the evaluation of their own performances. Students will demonstrate superior levels of skill in diction, articulation, enunciation and projection. Students also learn principals of leadership and coaching techniques, as well as consistently demonstrate superior skills of analysis and evaluation by classmates and teammates. Additionally, students will participate in advanced level class activities and demonstrate superior work quality. Honors activities may include: required/advanced reading lists, required/advanced writing assignments, projects, enrichment activities, portfolio assessment, seminar, and performance. Emphasis is placed on the application of content within and across curricular areas. Students demonstrate mastery of independent learning. Students are expected to participate in local and state level Speech and Debate (Forensic) competitions.

LITERARY INTERPRETATION 12 (H): ACP A202/AP

Grade 12 1 CREDIT

LITERATURE AND COMPOSITION

Core 40/AHD

Second Semester Only

Prerequisite: Completion of ACP W131 with the grade of C or above

Advanced World Literature 12: ACP A202 emphasizes a close, thoughtful reading of representative literary texts. It is designed to help students interpret literature with greater insight, persuasiveness, and critical awareness. This course will provide students with the opportunity to engage with a variety of types of literature, including at least one novel

and one play, as well as a variety of short stories and poems. Students will also explore film as literature. The course is not a survey of the literature of any country or historical period. A major goal is to develop the ability to read and write with precision, responsibility and imagination through class discussion and the writing of several short, critical responses. Though this is a literature course, students will be expected to write extensively in response to literature, including both short responses and formal essays. Students enrolled in A202 may earn 3 hours of credit from Indiana University. This course will not count as an English requirement if an English major is pursued at Indiana University. Tuition payment for college credit is the responsibility of the student and parent. Students may elect to forego A202 credit and take the class as preparation for the College Board Advanced Placement Literature and Composition Examination given in the spring.

NOVELS Grades 11-12 1 CREDIT
 Prerequisite: English 9, English 10, or teacher recommendation

Novels, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors in the past and present or sets of novels in a given time period or across time periods or covering a particular theme. Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.

POETRY Grades 11-12 1 CREDIT
 Prerequisite: English 9, English 10, or teacher recommendation

Poetry, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study of poetic works, the interpretation of poetry, and the variety of structures, devices, and themes that differentiate one type of poetry from another. Students examine a wide variety of major poetic works from the English-speaking world and English translations of important works from the non-English-speaking world. Students analyze the impact of aural devices, such as meter, alliteration, assonance, and rhyme, on the overall interpretation of a poem and how poetry is a form of literary expression that has prevailed through the ages. Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.

PUBLICATIONS SALES Grades 10-12 1 CR/SEM

Prerequisite: Students must apply and be approved by the teacher before actual enrollment in this course.

This class is for students who enjoy going out in the community to sell advertising for the Red and Blue and the Sargasso. They will also produce the ads using Macintosh computers. In addition, they will help with the distribution of the two publications.

RED AND BLUE EDITORIAL Grades 10-12 1 CR/SEM

Prerequisite: It is recommended that students take Journalism. Students must apply and be approved by the teacher before actual enrollment in this course.

The Red and Blue editorial staff is responsible for reporting and writing stories based on the actions and interests of Kokomo High students. The staff members do the editing, designing, and photography for the monthly newspaper. Teacher recommendations assist in the selection of the students who are on the staff.

SARGASSO EDITORIAL Grades 10-12 1 CR/SEM

Prerequisite: Students must apply and be approved by the teacher before actual enrollment in this course. Journalism is recommended.

The Editorial staff of the school's yearbook is a scheduled class where students write, design, photograph, and produce the Sargasso.

TECHNICAL COMM: JOURNALISM (A) Grades 10-12 1 CREDIT

Prerequisite: Passed English 9

Core 40/AHD

Journalism, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study of communications history including the legal boundaries and the ethical principles that guide journalistic writing. It includes a comparison study of journalistic writing to other types of writing. Students may use this course to prepare for a career path in journalism by working on high school publications or media staffs.

DRAWING 3 Grade 12 1 CR/SEM
 Prerequisite: Drawing 2 Core 40/AHD

This course is designed for the serious art student that may be considering an art or art-related career. Students will work independently to develop their own personal visual style as they interpret drawing issues and media to prepare a well-rounded portfolio. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing concepts that can be addressed through a variety of means, which could include graphite, charcoal, pastels, and mixed media. Abstract, observational, and inventive works may demonstrate drawing competence.

DRAWING AP Grades 11-12 1 CR/SEM
Core 40/AHD

AP Drawing is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Drawing Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college 26 Indiana Department of Education High School Course Titles and Descriptions foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. The portfolio will have two sections: Sustained Investigation and Selected Works.

INTRO TO 2-DIMENSIONAL ART Grades 9-12 1 CR/SEM
 Prerequisite: None Core 40/AHD

This course is designed as a survey class to study drawing in various media, painting, mixed media and design. Emphasis is on the art elements and principles of design and other basics of composition in art. First semester, basic skills are developed through experimentation and practice and culminates in creating a still life work from direct observation. Second semester continues with new experiences and will focus on color theory and design.

INTRO TO 3-DIMENSIONAL ART: CRAFTS 1 Grades 10-12 1 CR/SEM
 Prerequisite: None Core 40/AHD

This course offers an introduction to crafts, such as fabric, fiber, wood, glass, and metal. The students will learn the meaning of creative crafts and appreciate the difference

between original work and “packaged” projects. Students in this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production. Some drawing skills are desired.

PAINTING 1	Grades 10-12 (9*)	1 CREDIT
Prerequisite: Drawing 1		Core 40/AHD

This course places the emphasis on the study of color and beginning painting techniques in watercolors, acrylic and multimedia collage. A personal approach is afforded to the individual as each searches for a personal style. Subject matter could include landscapes, florals, portraits and abstract approaches. Other topics explored include art history, aesthetics, careers and current events in art.

*Grade 9 students can take this course if their chosen career cluster is Art/AV/Technical Communication.

PAINTING 2	Grades 11-12	1 CREDIT
Prerequisite: Painting 1		Core 40/AHD

This course is a follow-up to Painting 1, offering more complex problems in composition and the use of various painting media such as: oils, watercolor, and acrylics. Individual skills and abilities are considered as these students specialize in painting. A range of subjects is studied such as: still life, landscape, figure, portraiture and abstraction. Students in this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production.

PAINTING 3	Grade 12	1 CR/SEM
Prerequisite: Painting 2		Core 40/AHD

Students taking Painting 3 engage in aesthetic inquiry and production to develop an individual style that leads to the creation of portfolio quality works. Students should be serious art students and will explore abstract, non-objective, and realistic paintings, using a variety of materials such as watercolor, acrylics and mixed media, as well as utilizing a variety of techniques and painting supports. Students will reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art.

BAND

ADVANCED CONCERT BAND	Grades 10-12	1 CR/SEM
Prerequisite: Beginning Concert Band		Core 40/AHD

Known as the “Wind Ensemble” students in the class will rehearse and perform the finest band literature available for their ability. Ensemble and solo playing are designed to

develop elements of musicianship including, but not limited to: tone production, technical skills, intonation, music reading skills, listening skills, analyzing music and studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. A small fee may be assessed to participate in the Wind Ensemble.

This is a co-curricular class, grades may be determined by after school performances and rehearsals (including pep band). The Wind Ensemble is a two-semester course. The Wind Ensemble will also be required to participate in ISSMA Solo and Ensemble. Participation is contingent on band director approval.

AP MUSIC THEORY

Grades 10-12 1 CR/SEM

Prerequisite: Ability to read music

Core 40/AHD

AP Music Theory is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music.

BEGINNING CONCERT BAND

Grade 9 1 CR/SEM

Prerequisite: Middle School Band

Core 40/AHD

Known as the "Concert Band", students in the class will rehearse and perform the finest band literature available for their ability. Ensemble and solo playing are designed to develop elements of musicianship including, but not limited to: tone production, technical skills, intonation, music reading skills, listening skills, analyzing music and studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. A small fee may be assessed to participate in the Concert Band.

This is a co-curricular class, grades may be determined by after school performances and rehearsals (including pep band).

The Concert Band is a two-semester course.

The Concert Band will also be required to participate in ISSMA Solo and Ensemble.

Participation is contingent on band director approval

DANCE/COLOR GUARD

Grades 9-12 1 CR/SEM

Prerequisite: Audition required

This group will perform as members of the marching band during marching season. This is a co-curricular class, which means that grades are dependent upon participation outside of the school day - practices during the week and performances on weekends. Students will audition the previous semester and will learn DANCE as well as flag, rifle, and saber. Students are required to pay or fund-raise a fee to participate.

This is a co-curricular class, grades may be determined by after school performances and rehearsals.

Participation is contingent on band director approval.

DANCE/WINTER GUARD

Grades 9-12 1 CR/SEM

Prerequisite: Audition required, completion of semester 1 Color Guard/Marching Band

This group will perform/compete during second semester. This is a co-curricular class, which means that grades are dependent upon participation outside of the school day – practices during the week and performances on weekends. Students will audition the previous semester and will learn DANCE as well as flag, rifle, and saber. Student must have participated in Semester 1 Color Guard or Marching Band of the current year to audition. Students are required to pay or fundraise a fee to participate.

HONORS CONCERT BAND

Grades 11-12 1 CR/SEM

Prerequisite: Beginning & Intermediate Concert Band

Core 40/AHD

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

Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

INSTRUMENTAL ENSEMBLE-PERCUSSION
Prerequisite: By Band Director Approval ONLY

Grades 9-12 1 CR/SEM
Core 40/AHD

Known as the “Percussion Ensemble”, students in the class will rehearse and perform the finest band literature available for their ability in addition to pieces written specifically for percussion. Ensemble and solo playing are designed to develop elements of musicianship including, but not limited to: tone production, technical skills, intonation, music reading skills, listening skills, analyzing music and studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. A small fee may be assessed to participate in the Wind Ensemble.

This is a co-curricular class, grades may be determined by after school performances and rehearsals (including pep band).

The Percussion Ensemble is a two-semester course.

The Percussion Ensemble will also be required to participate in ISSMA Solo and Ensemble.

Participation is contingent on band director approval.

INTERMEDIATE CONCERT BAND
Prerequisite: Beginning Concert Band

Grades 10-12 1 CR/SEM
Core 40/AHD

Known as the “Symphonic Band”, students in the class will rehearse and perform the finest band literature available for their ability. Ensemble and solo playing are designed to develop elements of musicianship including, but not limited to: tone production, technical skills, intonation, music reading skills, listening skills, analyzing music and studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. A small fee may be assessed to participate in the Symphonic Band.

This is a co-curricular class, grades may be determined by after school performances and rehearsals (including pep band).

The Symphonic Band is a two-semester course.

The Symphonic Band will also be required to participate in ISSMA Solo and Ensemble.

Participation is contingent on band director approval.

INTERMEDIATE ORCHESTRA
Prerequisite: Beginning Orchestra

Grades 10-12 1 CR/SEM
Core 40/AHD

Intermediate Orchestra is based on the Indiana Academic Standards for High School Instrumental Music. Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop and refine elements of musicianship including tone

production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

JAZZ ENSEMBLE

Grades 10-12 1 CR/SEM

Prerequisite: Beginning Concert Band

Core 40/AHD

Students signed up for Jazz Band will be divided into two or more smaller bands based on an audition, musical ability, and instrumentation needs.

The bands will rehearse and perform separately; however, they may combine for various performances and events. They will perform throughout the community and Midwest. Students will study all aspects of jazz including improvisation, theory, and listening skills. Students are expected to play improvisation solos. Students will be expected to pay or fund-raise a fee to participate in jazz band.

Students must be currently participating in high school band or Concert band to participate in Jazz Band. Exceptions may be made for non-concert band instruments by director approval only.

This is a co-curricular class, grades may be determined by after school performances and rehearsals (including pep band).

Participation is contingent on band director approval.

MUSIC HISTORY AND APPRECIATION

Grades 9-12 1 CR/SEM

Prerequisite: None

Core 40/AHD

Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts as well as disciplines outside the arts.

CHOIR

ADVANCED CHORUS: KARISMA SINGERS

Grades 9-12

1 CR/SEM

Prerequisite: Audition required

Core 40/AHD

Karisma Singers is an advanced level choir that provides students learning opportunities that continue to enable them to: develop musicianship and multiple performance skills through ensemble and solo singing. This group works to develop technique skills in the areas of (1) Technique-tone quality, intonation, note accuracy, diction, rhythmic accuracy, and breathing; (2) Musicianship-style, tempo, phrasing, expression, dynamics, and professionalism; (3) Music Literacy; (4) Demonstrate high level performance skills through stage movement, blocking, and choreography appropriate to the repertoire being studied; (5) learn to sing independently several vocal lines while singing a variety of quality repertoire (medium to advanced level) from multiple historic periods and cultural genres to include but not limited to Madrigal, Spiritual, Pop, Multicultural, and Jazz. Student comprehension will be monitored by frequent vocal, dance, and written evaluations. This group will participate in Choir Competitions, and perform publicly for community events. Some music is choreographed and after school and Saturday rehearsals are required. Costume fees may range from \$275 and above.

ADVANCED CHORUS: NEW ERA VOCAL JAZZ

Grades 10-12

1 CR/SEM

Prerequisite: Audition required

Core 40/AHD

New Era Vocal Jazz is a small male, female, mixed, (any combination) ensemble that afford vocally talented students the opportunity to excel in jazz and madrigal singing. Students learn to independently sing several vocal lines and learn about the intricacies of the human voice. The history of jazz will be discussed and its relationship to the American culture. Students will learn about the elements of jazz performance, including style, rhythm, harmony, composition, improvisation and articulation. Instruction is designed so that students are able to connect, examine, imagine, define, try, extend, refine, and integrate music into other subject areas. This group will participate in vocal contests and will perform publicly for community events. Public performance will serve as a culmination of musical learning. Students may have the opportunity to experience live performance during and after school. Members must purchase an outfit for this ensemble. Madrigal costumes are provided.

BEGINNING CHORUS: CHORALE

Grades 9-12

1 CR/SEM

Prerequisite: None

Core 40/AHD

Students learn to read music, sing parts, enjoy choir in a relaxed but structured setting, and realize the potential of the voice. Students can develop enough vocally to audition for another choir. This group is open to transfer students also. 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 specific subject matter. Chorale may be given the opportunity to perform in school concerts.

INTERMEDIATE CHORUS: CHAMBER CHOIR	Grades 9-12	1 CR/SEM
Prerequisite: Audition required		Core 40/AHD

Chamber Choir is an ensemble of multiple combinations that is introduced to advanced secular and sacred choral works. Music that reflects the masters is presented in various forms. This choir provides students learning opportunities that continue to enable them to: develop musicianship and multiple performance skills through ensemble and solo singing. This group works to develop technique skills in the areas of (1) Technique-tone quality, intonation, note accuracy, diction, rhythmic accuracy, and breathing; (2) Musicianship-style, tempo, phrasing, expression, dynamics, and professionalism; (3) Music Literacy; (4) Learn to sing independently several vocal lines while singing a variety of quality repertoire (medium to advanced level) from multiple historic periods and cultural genres to include but not limited to Madrigal, Spiritual, Pop, Multicultural, and Jazz. This group works towards perfection in fine-tuning pitch, rhythm, diction, and style. Student comprehension will be monitored by vocal and written tests. This choir will perform at school concerts and may be scheduled for other performances. Members may be chosen for solos and or ensembles in order to participate at choral contests. Outfits are provided by the Choral Department.

INTERMEDIATE CHORUS: CHORALIERS	Grades 9-12	1 CR/SEM
Prerequisite: Audition required		Core 40/AHD

Choraliers is a large female choir. This group is introduced to secular and religious choral works. Music that reflects the masters is presented in various forms. This group works to develop technique skills in the areas of (1) Technique-tone quality, intonation, note accuracy, diction, rhythmic accuracy, and breathing; (2) Musicianship-style, tempo, phrasing expression, dynamics, and professionalism; (3) Music Literacy; (4) Demonstrate high level performance skills through stage movement, blocking, and choreography appropriate to the repertoire being studied; (5) learn to sing independently several vocal lines while singing a variety of quality repertoire (medium level) from multiple historic periods and cultural genres to include but not limited to Madrigal, Spiritual, Pop, Multicultural, and Jazz. Student comprehension will be monitored by frequent vocal, dance, and written evaluations. This group may participate in Choir Competitions, and will perform publicly at school concerts and community events. Some music is choreographed and after school and Saturday rehearsals are required. Ensemble fees may range from \$275 and above.

DANCE

DANCE PERFORMANCE: ETHNIC-FOLK (L)

Grades 9-12 1 CREDIT
Core 40/AHD

Through a variety of experiences, students will learn several ethnic-folk dances from around the world, including salsa, swing, schuhplattler, cumbia, tango, and many other individual, group, and partner dances. Activities are designed to develop dance technique, performance skills, and the ability to express thoughts, perceptions, feelings, and images through movements. Students will have the opportunity to experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and form of artistic communication. They will also describe, analyze, interpret, and judge dance performances of professional dancers and companies and become aware of vocational and a vocational opportunities in dance. There will also be opportunities to perform at various school-related events.

The nature of this course allows for successive semesters of instruction at an advanced level provided defined proficiencies and content standards are utilized.

Laboratory course

THEATRE ARTS

ADVANCED THEATRE ARTS

Grades 9-12 1 CREDIT

Prerequisite: Theatre Arts

Core 40/AHD

Instruction in this course enables students to build upon the skills developed in the Theatre Arts course. Activities in the course will enable the student to: improvise dialogue, identify the physical social and psychological dimensions and qualities of characters in plays, create consistent characters from a variety of theatrical works, construct personal meaning from a variety of performances, write scripts for theatre, film or television, demonstrate analytical skills by explaining roles, understand the interrelationships among the functions of playwrights, directors, actors, producers, designers and technicians, refine interpersonal and collaborative skills by identifying and resolving conflicts effectively and explore the historical traditions and the repertoire of the theatre. This course will also allow students to expand upon their ability to make artistic decisions and evaluations by discussing and critiquing live performances. Career opportunities in theatre arts are also explored.

THEATRE ARTS
Prerequisite: None

Grades 9-12 1 CREDIT
Core 40/AHD

Instruction in this course enables students to improvise and write plays or scenes, imaginatively express thoughts, feelings, moods, and characters and apply techniques involving voice, gesture, facial expression and body movement to reproduce the subtleties of language and voice inflection in conveying emotion and meaning. Students are introduced to warm-up activities for body and voice, including mime activities. Students develop skills enabling them to speak clearly and expressively with appropriate articulation, pronunciation, volume, stress, rate, pitch, inflection and intonation. Using knowledge gained through the study of technical theatre and scripts, students focus on solving problems faced by actors, directors and technicians. They also refine their abilities to collaborate on performances and to evaluate their own and others' efforts. Study also includes activities from a variety of historical and cultural contexts. Students develop critical thinking skills through studying examples of theatre criticism followed by analyzing and evaluating live performance. Career opportunities in theatre arts are also explored.

MATHEMATICS

The Math Department curriculum is designed to meet the needs of all KHS students. Staff in-servicing has been conducted to address the state math standards. Teachers are working together in course teams to assure that each class in a particular course covers the same material. All textbooks have been matched to the state math standards.

Several dual credit courses are offered in the Math Department. If students qualify, they may take these courses and earn college credits which should transfer to Indiana supported universities and community colleges.

ALGEBRA I
Prerequisite: None

Grades 9-12 1 CR/SEM

Algebra I formalizes and extends the mathematics students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

This course fulfills the Algebra I requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

ALGEBRA II

Grades 9-12 1 CR/SEM

Prerequisite: Credit in Algebra I A/B

Recommended: C- or above in Algebra I A/B, passed the Algebra I ECA

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Fulfills the Algebra II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

ALGEBRA II HONORS

Grades 9-10 1 CR/SEM

Prerequisite: C- or above in Algebra IB, passed the Algebra I ECA

Algebra II Honors is an accelerated and enriched Algebra II course which moves at a faster pace than Algebra II. Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

A student who is not experiencing success in Honors Algebra II may be transferred to Algebra II after consultation with the student, teacher, parent, and counselor.

Fulfills the Algebra II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

CALCULUS AB, ADVANCED PLACEMENT

Grades 11-12 1 CR/SEM

Prerequisite: C- or above in PreCalculus and Trigonometry

Recommended: Credit or current enrollment in either Physics or AP Physics

Calculus AB, Advanced Placement is a course that provides students with the content established by the College Board. Topics include functions, graphs, and limits: analysis of graphs, limits of functions, asymptotic and unbounded behavior, continuity as a property of functions, derivatives: concepts of the derivative, derivative at a point, derivative as a function, second derivatives, application and computation of derivatives, integrals: interpretations and properties of definite integrals, applications of integrals, fundamental theorem of calculus, techniques of anti-differentiation, and numerical approximations to definite integrals. The use of graphing technology is required. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

If qualified, a student may obtain Ivy Tech dual credit status and earn college as well as high school credits for this course. Qualifying Accuplacer scores required for dual credit.

CALCULUS BC, ADVANCED PLACEMENT

Grades 11-12 1 CR/SEM

Prerequisite: C- or above in PreCalculus and Trigonometry

Recommended: Credit or current enrollment in either Physics or AP Physics

AP Calculus BC is a course based on content established by the College Board. *Calculus BC* is primarily concerned with developing the student's understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; (3) integrals; and (4) polynomial approximations and series. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A comprehensive description of this course can be found on the College Board AP Central

Students with previous credits in AP Calculus AB should understand that the first semester will be an accelerated and enriched version of AP Calculus AB. The second semester will be new material.

Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

If qualified, a student may obtain Ivy Tech dual credit status and earn college as well as high school credits for this course. Certain restrictions apply. Students who did *not* have dual status (or dropped the dual credit status) in Calculus AB, Advanced Placement in the previous school year are not qualified for dual credit in this course. Qualifying Accuplacer scores for Calculus AB required for dual credit.

Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf>

COMPUTER SCIENCE A, ADV PLACEMENT Grades 10-12 1 CR/SEM
 Recommended Prerequisite: AP Computer Science Principles or Computer Science I, Algebra II

AP Computer Science A is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The curriculum for AP Computer Science A is compatible with many CS1 courses in colleges and universities.

Counts as an Mathematics or Elective for all diplomas

Qualifies as a quantitative reasoning course

FINITE MATH Grades 11-12 1 CREDIT
 Prerequisite: C- or above in Algebra II

Finite Math will address the following state-mandated standards: counting techniques, recursion, linear programming, game theory, social choice, graph theory, and matrices. Counting techniques, recursion, and linear programming will be used to develop problem-solving skills. Game theory will be explored to determine the best winning practices. Social choice is an exploration of voting techniques. Does your vote really count? Graph Theory explores the quickest paths through cities and map coloring techniques. Lastly, matrices are used to organize and solve problems.

If qualified, a student may obtain Ivy Tech dual credit status and earn college as well as high school credits for this course. Certain restrictions apply.

GEOMETRY Grades 9-12 1 CR/SEM
Prerequisite: Students entering Grade 9 must receive a B- or above in 8th Grade Alg I

Geometry plays an important supporting role in other areas of mathematics. It also helps students represent and make sense of the world. The learner will develop an understanding of the following state approved standards: points, lines, angles and planes; polygons; quadrilaterals; triangles; right triangles; polyhedral and other solids; mathematical reasoning and problem solving. Students will be expected to communicate, represent, and connect mathematics through the language of geometry.

GEOMETRY HONORS Grade 10 1 CR/SEM
Prerequisite: B- or above in Algebra I, pass the Algebra I ECA

Geometry Honors is an enriched Geometry course. Students are required to complete a project incorporating technology as well as pursue more advanced topics in Geometry. Students in this class will be expected to participate in the Indiana Council of Teachers of Mathematics contest. A student, who is not experiencing success in the class, may be transferred to Geometry after consultation with the student, teacher, parent, and counselor. Geometry plays an important supporting role in other areas of mathematics. It also helps students represent and make sense of the world. The learner will develop an understanding of the following state approved standards: points, lines, angles and planes; polygons; quadrilaterals; triangles; right triangles; polyhedral and other solids; mathematical reasoning and problem solving. Students will be expected to communicate, represent, and connect mathematics through the language of geometry. Students will also learn strategies to prepare them for the SAT test.

INTEGRATED MATH I Grades 9-12 1 CR/SEM
Prerequisite: None

Integrated Mathematics I formalizes and extends the mathematics students learned in the middle grades. The critical areas deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Mathematics I use properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Counts as a Mathematics course for all diplomas
Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas

INTEGRATED MATH I LAB

Grades 9-12 1 CR/SEM

Prerequisite: None

Integrated Mathematics I Lab is a mathematics support course for Integrated Mathematics I. Integrated Mathematics I Lab is taken while students are concurrently enrolled in Integrated Mathematics I. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Integrated Mathematics I Lab align with the critical areas of Integrated Mathematics I: Relationships between Quantities; Linear and Exponential Relationships; Reasoning with Equations; Descriptive Statistics; Congruence, Proof, and Constructions; and Connecting Algebra and Geometry through Coordinates. However, whereas Integrated Mathematics I contains exclusively grade-level content, Integrated Mathematics I Lab combines standards from high school courses with foundational standards from the middle grades.

Integrated Mathematics I Lab is designed as a support course for Integrated Mathematics. As such, a student taking Integrated Mathematics I Lab must also be enrolled in Integrated Mathematics I during the same academic year.

Counts as a Mathematics course for General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors Diplomas

INTEGRATED MATH II

Grades 9-12 1 CR/SEM

Prerequisite: Integrated Math I

Integrated Mathematics II focuses on quadratic expressions, equations, and functions; by comparing their characteristics and behavior to those of linear and exponential relationships from *Integrated Mathematics I*. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, rounds out the course. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Counts as a Mathematics course for all diplomas

Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTEGRATED MATH III

Grades 9-12 1 CR/SEM

Prerequisite: Integrated Math II

Integrated Mathematics III provides students the opportunity to pull together and apply the accumulation of learning that they have from their previous courses. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. Finally, students bring together all of their experiences with functions and geometry to create models and solve contextual problems. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Counts as a Mathematics course for all diplomas

Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PRECALCULUS

Grades 10-12 1 CREDIT

Prerequisite: Credit Algebra I and II A/B, Geometry A/B, passed the Alg I ECA

Recommended: C- or above in Algebra II and Geometry

Precalculus extends the course of study in algebraic reasoning past Algebra II (or Integrated Math III). The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. This course will allow students to more accurately model real-life phenomena that are regular topics of discussion in college-level STEM courses. Students pursuing non-STEM careers will benefit from an increased understanding of mathematical modeling and data analysis, both of which are increasingly used in nearly all career fields.

Recommended for students pursuing any STEM or business discipline in post-secondary work. Also, required for some university admissions. If qualified, a student may obtain Ivy Tech dual credit status and earn college as well as high school credits for this course. Certain restrictions apply.

Counts as a Mathematics course for General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PROBABILITY AND STATISTICS

Grades 10-12 1 CREDIT

Prerequisite: C- or above in Algebra II

Probability and Statistics develops appreciation for statistical techniques in the analysis of data and also develops students' skills in applying these techniques. Graphing calculators will be used in this course. The learner will develop an understanding of the following state approved standards: descriptive statistics; probability; statistical inference; mathematical reasoning and problem solving. Students will be expected to communicate, represent, and connect mathematics through the language of probability and statistics.

STATISTICS, ADVANCED PLACEMENT

Grades 10-12 1 CR/SEM

Prerequisite: Credit in Algebra I A/B and Geometry A/B, C- or above in Algebra IIB and/or Precalculus, passed Algebra I ECA

AP Statistics is a course based on content established by the College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Topics include: (1) exploring data: describing patterns and departures from patterns (2) sampling and experimentation: planning and conducting a study (3) anticipating patterns: exploring random phenomena using probability and simulation and (4) statistical inference: estimating population parameters and testing hypotheses. The use of graphing calculators and computer software is required. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

Student may already have credit in Probability and Statistics and take this course.

Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

TRIGONOMETRY

Grades 11-12 1 CREDIT

Prerequisite: C- or above in both Algebra II and Geometry

Trigonometry provides students with the skills and understanding that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming.

Recommended for students pursuing AP Calculus AB, BC or any STEM discipline in post-secondary work.

If qualified, a student may obtain Ivy Tech dual credit status and earn college as well as high school credits for this course. Certain restrictions apply

Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MUTLIDISCIPLINARY

CADET TEACHING EXPERIENCE

Grade 12 1 CR/SEM

Prerequisite: Career Pathway in Education and Training

This elective course provides juniors and seniors organized exploratory teaching experiences in grades Kindergarten through 8th Grade. All teaching experiences will be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are interested in supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: classroom organization, classroom management, the curriculum and instructional process, observations of teaching and instructional experiences. Students with an interest in teaching as a career are encouraged to take this course.

CAREER EXPLORATION INTERNSHIP

Grades 11-12 1-3 CR(S)/SEM

Prerequisite: Preparing for College and Careers; Career Information and Exploration

The Career Exploration Internship course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. Unlike a cooperative education program in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

This course may be taken for additional semesters to allow students to explore additional career areas. A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Of the 85 or 170 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in

SERVICE LEARNING/COMMUNITY SERVICE

Grade 12 1 CR/SEM

Prerequisite: Must be able to drive, student must have an excellent record of attendance at KHS 93% or higher

Skills for Success Through Service Learning is a one-semester course focusing on developing the student's ethical, social and intellectual skills through brainstorming, developing, implementing and running service learning projects, both within the school and within the community. Through various service projects, students will gain an understanding of basic life skills, community needs and resources, civic responsibility, and career options. Activities will develop responsibility, organizational techniques, team-building skills, and respect for quality work. Students must fill out an application for this class. Students will be accepted into the class based academic, attendance, and discipline records. Students will sign an attendance and behavioral contract in order to be in this class. Parental permission to drive to service sites is required. Grading will be determined based on written reflections and participation in the development and implementation processes of the service learning projects.

PHYSICAL EDUCATION & HEALTH

The Physical Education Department's curriculum has been designed to meet the various needs of the student body and common state standards. Over 450 student-athletes have tremendous opportunities available to them in our advanced weight-training/conditioning classes. The weight room has forty-two pieces of Hammer-Strength Equipment, three Life Fitness treadmills, a Life-Fitness cross-trainer, two Verti-max machines, and four Schwinn Air-Dyne bikes. Regular physical education classes provide opportunities for recreational activities using the following facilities: two gymnasiums, pool and diving well, local bowling alleys, ten tennis courts, two softball diamonds, four soccer fields, and indoor and outdoor running tracks. Adaptive physical education classes give similar opportunities using many of the same facilities for students identified with physical, mental, or emotional disabilities. The P.E.: Energy Education Class is offered to students whose physical size limits their participation in traditional activities.

The Health Department curriculum, based on standards provided by the Indiana Department of Education, attempts to build student responsibility for life-long learning through several opportunities. Among these learning avenues are hands-on activities of performing cardio-pulmonary resuscitation and the use of models, charts, and posters. Group discussions, lectures, Internet activities and individual participation recognize student's individual learning styles. The established standards are broad, diverse, and comprehensive to give the students an understanding of personal hygiene, physical fitness, and the dangers of alcohol, drugs, poor life-styles and the physical effects of poor decisions. KHS students recognize how today's changing society may affect their values on health issues and attitudes, which can have a lasting effect on their lives.

ADVANCED HEALTH AND WELLNESS

Grades 10-12

1 CREDIT

Prerequisite: C or above in Health

Advanced Health/Physiology is a course designed to give more specialized information on the functions and structure of all the body systems. Emphasis is placed on the functioning of the human body as well as on the many things that can go wrong with the efficient working of the body systems. This course should be of great help to those students desiring to go into any of the health related fields such as nursing, medicine, physical therapy and teaching physical education.

ADVANCED P.E.: SWIMMING

Grades 10-12

1 CREDIT

Prerequisite: Teacher recommendation

This course is open to students in grades 10-12 with a strong background in swimming. American Red Cross (ARC) certification in Lifeguarding will be offered for those able to meet the requirements set forth by the ARC. Emphasis will be placed on lifesaving strokes and skills as well as recognition of potentially harmful situations in and around the swimming pool area. Students not wishing to become lifeguards but possessing strong swimming skills may also enroll.

ADVANCED P.E.: WEIGHT TRAINING

Grades 10-12

1 CR/SEM

This course will consist of a general program of weight lifting, stretching and light conditioning. The students will select a program of exercise including upper body, lower body and abdominal exercises. The instructor will review each exercise program to see that it is balanced and will not over-emphasize muscles or muscle groups. The students will select the appropriate program intensity depending on their personal goals. Students keep records of their progress and are tested on a regular basis. Instruction includes muscle anatomy and physiology as related to exercise, proper lifting techniques and program development.

HEALTH

Grades 9-12

1 CREDIT

Prerequisite: None

Core 40/AHD

The objective of health is to assist students to see good health as a functional matter in their lives today rather than as a delayed benefit. Healthful living must become a part of the experience of students and the classroom experiences are designed to help develop their self-awareness and value judgments. Meaningful activities are used to motivate students in making these concepts a part of their lives. Special units in fitness and wellness, drug use and abuse, social and emotional health, CPR, and nutrition highlight this course.

P.E.: ENERGY EDUCATION I & II

Grades 9-10 1 CR/SEM

Prerequisite: Approval from PE Dept required

Core 40/AHD

P.E.: Energy Education is a physical education/health program designed to meet the needs of students who are overweight and uncomfortable with the traditional physical education curriculum. Weight-management skills will be emphasized in an attempt to meet the needs of students. Students will be encouraged to make lifestyle changes related to food habits and exercise in a supportive environment. Education will deal with medical problems, weight control, nutrition, maximizing personal characteristics and self-esteem.

PHYSICAL EDUCATION I

Grades 9-12

1 CREDIT

Prerequisite: None

Core 40/AHD

Freshman physical education will consist of team and individual activities. Each unit will be taught in any of the following environments: gymnasium, pool, or outdoor facilities when weather permits. Swimming activities include stroke work and treading water. Students are grouped according to abilities and progress with proficiency. Students participate in gym activities such as volleyball, aerobic conditioning, basketball, floor hockey, and badminton. Outdoor activities include tennis, softball, track, and soccer. With a focus on cardiovascular endurance training.

PHYSICAL EDUCATION II

Grades 10-12

1 CREDIT

Prerequisite: None

Core 40/AHD

Tenth-grade physical education will consist of team and individual activities. Each unit will be taught in any of the following environments: gymnasium, pool, or outdoor facilities when weather permits. This is a continuation of the 9th grade program. Students will have more of a focus on Lifetime Fitness. They will be grouped according to their abilities and progress at their own rate. Swimming activities include stroke technique work, lifesaving skills and diving. Emphasis in gym is placed on carry-over activities such as golf, tennis, volleyball, bowling, ultimate frisbee, and softball.

SUBSTANCE ABUSE

Grades 9-12

1 CREDIT

Prerequisite: None

Substance abuse deals with the use and abuse of tobacco, alcohol, and prescription and non-prescription drugs, including the legal aspects involved. This course is meant to inform students of psychological and physiological effects of the aforementioned drugs, including hazardous and toxic materials people are exposed to on the job.

SCIENCE

The Science Department uses the common state standards in every course and each teacher has a book containing the newest standards. All hands on learning activities in the science classes have been correlated with the state standards. Almost all the staff has attended state workshops, and the school district hosted a Science Proficiency Workshop for the state.

Science has a wide range of courses for the academic and non-academic student. The department teaches two levels of introductory chemistry, two levels of introductory biology as well as AP Chemistry, AP Biology, AP Environmental Science and AP Physics. The department has recently changed second-year biology to a semester of anatomy/physiology and a semester of microbiology/genetics to help students prepare for post-secondary education at all levels. This change has been especially helpful to KACC students aspiring to health occupations.

Integrated Chemistry/Physics is an introductory course to help the college bound non-science major student gain a better background in science. The second year chemistry class uses the instruments provided by the Purdue Chemobile project, giving students the opportunity to use and learn from highly sophisticated instruments used in industry. A large outdoor area and greenhouse are utilized for enrichment in biology and environmental science courses.

The department participates in many competitive projects such as the Technokats, Science Academic team, Science Fairs, Delphi Science Scholarship Project, and Butler University's Chemistry Competition.

Advanced Science – ASTRONOMY 1 CREDIT
 Prerequisite: Two semesters Core 40 science with B or above Core 40/AHD

Astronomy is the study of the physical nature of objects in the universe and methods used by scientists to understand them. Topics covered in this course are: the Solar System, stars, nebulae, galaxies and cosmology. Current and future NASA projects and research are a key aspect of the course.

Advanced Science – BIOCHEMISTRY 1 CREDIT
 Prerequisite: Successful completion of Chemistry G or Chemistry CP Core 40/AHD

Biochemistry is a survey course designed to review general principles of chemistry and biochemistry while relating them back to the physiological conditions of an organism, understanding the chemical and molecular events involved in biological processes. Topics designed in this course include the structure and function of biomolecules, relationship of biochemistry to the physiology of an organism, relationship of bioenergetics to the physiological state of an organism, description of the chemistry underlying metabolic reactions, regulation of metabolic pathways, nutrition and

metabolism, enzyme structure and catalysis, DNA, RNA and protein synthesis, and the role of DNA inheritance.

Advanced Science - CHEMISTRY II ORGANIC 1 CREDIT
 Prerequisite: B or above in Chemistry I Core 40/AHD

Chemistry II is an extension of the first year of chemistry. Extensive laboratory work is required. Units include organic chemistry, inorganic chemistry and qualitative analysis. Students may also have the opportunity to work with technical equipment. Good attendance is essential to doing well in this course.

Advanced Science – HUMAN GENETICS 1 CREDIT
 Prerequisite: Biology I with B or above grade Core 40/AHD

This one-semester course in Human Genetics will include: a review of basic genetics, embryology, human traits and variations, causes and prevention of birth defects, karyotyping, pedigrees, blood groups, cloning, DNA fingerprinting, telomeres and aging, the Human Genome Project, chromosome syndromes and bioethics.

Advanced Science – METEOROLOGY 1 CREDIT
 Prerequisite: Two semesters of Core 40 science, B or above Core 40/AHD

This course will focus on the basic principles of weather. Topics include developing an understanding of physical processes responsible for daily weather changes, beginning with an overview of the components making up the atmospheric environment. Weather fronts, air masses, and severe weather will be examined. Guest speakers may be used to discuss how professional services develop forecasts on a daily basis. Students enrolled in this course will research and prepare class presentations

Advanced Science – PHYSICAL GEOLOGY 1 CREDIT
 Prerequisite: Two semesters Core 40 science, B or above Core 40/AHD

This course is an overview of concepts studied in physical geology. Students will study the structure and dynamics of Planet Earth and their impact on human beings. Plate tectonics and its relationship to landforms and catastrophic events, weathering and erosion and earth resources are some topics that will be studied. .

BIOLOGY I

Prerequisite: None

1 CR/SEM
Core 40/AHD

Biology I deals with the observation and study of living things. Considerable time is spent in laboratory work to develop powers of observation and decision-making skills. Major topics covered in the course are: diversity of living things, cell study, biochemistry, human genetics, evolution and natural selection, ecology, and a survey of the six major kingdoms of organisms on the earth.

BIOLOGY I HONORS

Prerequisite: Grade of B or above in 8th grade science, recommendation of 8th grade science teacher, enrolled in Algebra I or Geometry Honors as a 9th grader, 615 or above on ISTEP+ math testing

1 CR/SEM
Core 40/AHD

This course will follow similar course material to Biology I, but some units will be covered in greater depth. Students will learn Greek and Latin derivatives related to science and medical science. An independent project is required each semester. Choice of projects includes research reports and a variety of collections.

BIOLOGY II AP

Prerequisite: B or above in Biology I & Chemistry

1 CR/SEM
Core 40/AHD

This course is intended to be a college course in biology. The units covered are biochemistry, cells, energy transformations, molecular biology, genetics, heredity, evolution, principles of taxonomy and systematics, survey of monera, protista, and fungi, plant anatomy and physiology, animal anatomy and physiology, and ecology. The curriculum for this course is aligned to the College Board guidelines. Students may take the Advanced Placement Test for possible college credit. Qualifying Accuplacer scores required for dual credit.

CHEMISTRY I G

Prerequisite: Completed Algebra I

1 CR/SEM
Core 40/AHD

Chemistry G (General) is an introduction to chemistry for the majority of college-bound high school students who will not be majoring in science. Fundamental chemistry concepts will be covered in this course, including the structure and properties of matter, chemical reactions, and the role of energy in those reactions. Laboratory investigations will be used to construct understanding and reinforce skills.

CHEMISTRY I CP

1 CR/SEM
Core 40/AHD

Prerequisite: Completion of Algebra I with a B or above, concurrently enrolled in Geometry or Algebra II, completed Biology I Honors with B or above, obtain biology teacher recommendation

Chemistry CP (College Prep) is designed for all students desiring a rigorous introduction to the fundamental concepts in chemistry. Chemical principles are developed from experimental observations. Mathematical problem solving and laboratory work are emphasized. Those students intending to enroll in AP science courses in high school should take this course. Strongly recommended for students who plan to major in chemistry, pre-med, engineering, nursing, or other science-related fields in college.

CHEMISTRY II AP

1 CR/SEM
Core 40/AHD

Prerequisite: Grade of B or above in Chemistry I CP and Algebra II, Precalculus recommended

This course is designed to prepare the student for the AP test in chemistry. This course differs from a general course with respect to textbook, topics covered, and emphasis on chemical calculations and designed to be taken after successful completion of Chemistry I CP. Physics and calculus recommended. The curriculum for this course is aligned to the College Board guidelines. Students may take the Advanced Placement Test for possible college credit.

EARTH SPACE SCIENCE

1 CR/SEM
Core 40

Prerequisite: None

The materials covered in earth space science are mostly about the non-living and the natural world. This course should be of great help to students desiring to pursue a career in astronomy, geology, oceanography, meteorology, and alternative energy. The major topics are studied to understand the dynamic interactions of the various systems of the earth. It is recommended that the students enter with basic knowledge of graphing, computing and reading comprehension skills.

ENVIRONMENTAL SCIENCE AP

1 CR/SEM
Core 40/AHD

Prerequisite: Grade of B or above in Biology I and II, Chemistry I CP, Chemistry I G, Physics, Algebra I and Algebra II

The goal of Environmental Science AP is to provide students with scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. An interdisciplinary science embraces a wide

variety of topics from different areas of study. It is designed for the student who is interested in the environment and environmental issues. The curriculum for this course is aligned to the College Board guidelines. Students may take the Advanced Placement Test for possible college credit.

INTEGRATED CHEMISTRY/PHYSICS

Grades 11-12 1 CR/SEM

Prerequisite: Completion of Biology

Core 40/AHD

This course is designed for students who are looking for a physical science credit requirement for the core 40 diploma, but are not considering pursuing science after high school. It is a full year course that incorporates elements of chemistry and physics, and as a result, is not intended for students planning on taking additional chemistry or physics in high school or college. This course is primarily intended for Juniors and Seniors looking to earn their final science credit for graduation.

PHYSICS I

1 CR/SEM

Prerequisite: Student has completed and/or currently enrolled in Chemistry G/CP or completed ICP with teacher's recommendation, completed a second year math course

Core 40/AHD

Physics is a basic study of matter and energy forms with an emphasis placed on the controlling principles and applications. Students having a wide variety of interest's find this course most useful as a background for future studies. The mathematics, discussions, laboratory work, and the literature are of moderate difficulty. The areas of understanding are matter, motion, space, sound, heat, light, electricity, and nuclear energy.

PHYSICS II (L)

Grades 11-12 1 CR/SEM

Prerequisite: Physics I, Pre-calculus/Trigonometry
(can be taken concurrently)

Core 40/AHD

Physics II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Physics II investigate physical phenomena and the theoretical models that are useful in understanding the interacting systems of the macro- and microcosms. Students extensively explore the unifying themes of physics, including such topics and applications of physics as: energy and momentum in two dimensions; temperature and thermal energy transfer; fluids; electricity; simple and complex circuits; magnetism; electromagnetic induction; geometric optics; particle and wave nature of light; modern physics. Use of laboratory activities aimed at investigating physics questions and problems concerning personal needs and community issues related to physics are embedded within the course. Qualifies as a quantitative reasoning course.

PHYSICS AP

Prerequisite: Student has completed Physics I with a B or above, or has received teacher's permission to enroll in class and has completed or currently enrolled in Precalculus

1 CR/SEM
Core 40/AHD

Physics B, Advanced Placement is a course that follows the College Board's Advanced Placement course outline. Topics and their relative emphasis include: (1) Newtonian Mechanics (35%); (2) Fluid Mechanics and Thermal Physics (15%); (3) Electricity and Magnetism (25%); (4) Waves and Optics (15%); (5) Atomic and Nuclear Physics (10%). Students enrolled in the course prepare for the College Board's Physics B Advanced Placement Examination.

PHYSICS C AP (L) *KHS is only offering the Mechanic C*

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

1 CR/SEM
Core 40/AHD

Physics C AP is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. There are two AP Physics C courses, Physics C: *Mechanics*, and Physics C: *Electricity and Magnetism*. *AP Physics C: Mechanics provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy, and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.* *AP Physics C: Electricity and Magnetism provides instruction in each of the following five content areas: electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism.* Qualifies as a quantitative reasoning course.

SOCIAL STUDIES

The Social Studies Department has prepared curriculum using the common state standards. Textbooks were selected that correlate with the state standards; curriculum was revised to reflect the standards. Teachers attend seminars and conferences throughout the year to learn new methods that may enhance their teaching abilities.

This department offers a wide range of courses. The following Advanced Placement Classes are available: Economics, European History, Human Geography, Government, Psychology, United States History and World History Modern. There are a variety of competitions and activities to address the needs of students. Some examples include: Debate, Academic Super Bowl Competition, and the Mayor's Youth Advisory Board.

CURRENT PROBLEMS, ISSUES, EVENTS

Grades 11-12 1 CREDIT

Prerequisite: None

Core 40/AHD Elective

This one-semester course is designed to examine current issues with an emphasis on cultural diversity. Internet, magazines, and TV will be used as springboards for researching and reporting on issues that reflect cultural biases or misunderstandings. Students will be required to present both written and oral reports. Students will need to demonstrate a willingness to expand their knowledge, understanding, and acceptance of various ethnic and religious groups both locally and globally.

ECONOMICS

Grade 12 1 CREDIT

Prerequisite: None

Core 40/AHD

Students will explore basic economic theory, supply and demand, wages, business decision-making, investing, the business cycle, inflation, unemployment, labor unions, the role of government in the economy, money and the banking system, comparative economic systems, and international trade and finance. This course will also explore the dynamics of our evolving economy and the tools that can be used to shape its growth.

ECONOMICS APPLIED

Grade 12 1 CREDIT

Prerequisite: None

Core 40/AHD

This course investigates the specific economic effects of market forces and government policies on individuals and major institutional groups, such as business and labor, in the economy. Special attention is given to economic concepts and principles used by consumers, producers, government, and voters. Learning experiences such as projects, personal finance, and computer activities are used to demonstrate practical applications of economic concepts.

ETHNIC STUDIES

Grades 9-12 1 CREDIT

Prerequisite: None

Core 40/AHD Elective

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

EUROPEAN HISTORY AP
Recommended Prerequisite: World History

Grades 10-12 1 CR/SEM
Core 40/AHD Elective

AP European History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

GEOGRAPHY & HISTORY OF THE WORLD
Prerequisite: None

Grades 9-10 1 CR/SEM
Core 40/AHD

Geography and History of the World is a two semester general education course designed to provide students with basic skills in geography by using maps and globes, identifying landforms, climate patterns, languages, cultural diversity using the continents in the first semester students will study Europe, North America, and South America. In the second semester students will study the continents of Asia, Africa, Australia and Oceania. Students will use a variety of geographic tools and information technology as they study global patterns of physical and cultural characteristics. Students are expected to apply knowledge of geographic concepts to research, inquiry, and participatory processes. This course is organized around the five themes of geography.

HUMAN GEOGRAPHY AP

Grades 10-12 1 CR/SEM

Prerequisite: C- or higher in Geography/History World or World History, Core 40/AHD
summer project must be completed by the first day of school

Advanced Placement Human Geography is a yearlong course that focuses on the distribution, processes and effects of human populations on the planet. Students are expected to engage with this content through the broad themes of population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography. The course is designed to prepare students for the AP exam and thus focuses on developing their reading, writing, and critical thinking abilities at a college level. CD-ROM and Internet activities will be used to explore certain

units further. Finally, in the course of the school year students will prepare and eventually write full essays for document based and free response questions. Emphasis is placed on geographic models and their applications. Students will also interpret and analyze primary and secondary sources; including tests, geographic models, maps, statistics, and visuals. This course is intended for students who plan to pursue a four-year college degree. Students who score a 3 or higher on the AP Exam will earn college credit. Students working toward an Academic Honors Diploma should consider this course.

INDIANA STUDIES

Prerequisite: None

Grades 9-12 1 CREDIT

Core 40/AHD Elective

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

MACROECONOMICS AP

Grade 12 1 CREDIT

Core 40/AHD

AP Macroeconomics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; Measurement of Economic Performance; National Income and Price Determination; Financial Sector; Stabilization Policies; and Economic Growth.

MICROECONOMICS AP

Grade 12 1 CREDIT

Core 40/AHD

AP Microeconomics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets,

distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; The Nature and Functions of Product Markets; Factor Markets; and Market Failure and the Role of Government.

PSYCHOLOGY

Prerequisite: None

Grades 11-12 1 CREDIT
Core 40/AHD Elective

Psychology is the scientific investigation of the behavior of individuals. Topics covered include scientific methodology, connections between brain and behavior, learning, human development, personality theory and mental disorders and their treatments. This course is an exploration of the ever-changing field of psychology as a scientific discipline.

PSYCHOLOGY AP

Prerequisite: C or better in English 9-10, C or better in at least one AP course

Grades 11-12 1 CR/SEM
Core 40/AHD

Psychology, Advanced Placement is a course based on content established by the College Board. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes. Topics include: (1) history and approaches, (2) research methods, (3) biological bases of behavior, (4) sensation and perception, (5) states of consciousness, (6) learning, (7) cognition, (8) motivation and emotion, (9) developmental psychology, (10) personality, (11) testing and individual differences, (12) abnormal psychology, (13) treatment of psychological disorders, and (14) social psychology A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

Advanced Placement (AP) courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. However, the bulleted items following each course description indicate the AP courses that could conceivably be completed in either one semester or two.

SOCIOLOGY

Prerequisite: None

Grades 11-12 1 CREDIT
Core 40/AHD Elective

Sociology endeavors to give students a better understanding of the processes of group behavior, socialization and social organizations. Students are given a basic knowledge of social institutions and their functions, allowed to exchange ideas and enhance their skills

in social interaction, and by making the students more aware of the social problems within their own culture. Students study human social behavior from a group perspective, including recurring patterns of attitudes and actions and how these patterns vary across time, among cultures and in social groups. Students examine society, group behavior, and social structures, as well as the impact of cultural change on society, through research methods using scientific inquiry. Students will create several projects and complete a research paper. Reading assignments must be completed at home. This class is intended for those who plan to enter college and are considering a career in the service industry, medical education, etc.

U.S. GOVERNMENT

Grade 12 1 CREDIT

Prerequisite: U.S. History

Core 40/AHD

This course explores aspects of the United States government. The course will explore comparative systems of government, the history of government, the writing and application of the Constitution, the legislative, executive and judicial branches, civil rights, and the political process. Students will be encouraged to discuss current events, participate in civic activities, and become involved as a citizen in the workings of the local, state, and federal political process. Credit in this course is required to meet graduation requirements for the State of Indiana.

U.S. GOVERNMENT & POLITICS AP

Grade 12 1 CREDIT

Prerequisite: Credit in U.S. History and advanced skills in reading, writing, and analyzing issues are essential. Students must have earned a C in US History to be prepared for the rigors of this course. College-bound students usually pair this course with AP Economics, although each can be taken separately. Summer project must be completed by the first day of school.

Core 40/AHD

AP United States Government and Politics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project.

U.S. HISTORY
Prerequisite: None

Grade 11 1 CR/SEM
Core 40/AHD

United States History is a two-semester course offering basic skills in reading, vocabulary building, map and chart interpretation, developing positive self- concepts and interpretation of historical and current events with emphasis on cause and effect and repetitive aspects as the two inter-relate. The first semester will concentrate on the period from 1870 to World War II. The second semester will begin with World War II and continue to the present.

U.S. HISTORY AP
Prerequisite: Advanced skills in reading, writing, and analyzing are required; summer reading and report must be completed by the first day of school

Grade 11 1 CR/SEM
Core 40/AHD

This course is designed to prepare the American History students for the College Board Achievement Test. Study will begin with the colonial period and conclude with modern time. The students will be expected to read extensively in the scholarly works of historians, analyze documents in American History, and write comprehensively about major American themes. The students selecting this method of fulfilling their American History requirement should be outstanding students with demonstrated abilities in writing, outside reading, and analysis.

WORLD HISTORY AND CIVILIZATION
Prerequisite: None

Grades 9-10 1 CR/SEM
Core 40/AHD

World History and Civilization will attempt to lay foundations for an understanding of the world and its problems. Attempts will be made throughout the course to relate events of world history to current problems. The first semester will develop Western culture to the Renaissance. The second semester will develop Western culture from the Renaissance to Modern Europe. Topics from the humanities that will be explored include art, religion, music, the classics, and philosophy.

WORLD HISTORY AND CIVILIZATION HONORS

Grades 9-10 1 CR/SEM
Core 40/AHD

Prerequisite: Grade 9-Key program acceptance or 600 or above in English ISTEP+ testing, B in 8th grade history/social studies and teacher recommendation, open to all students in grade 10

World History and Civilization Honors is a yearlong course designed for freshmen who were identified at the end of the eighth grade year as having outstanding ability in the

area of language arts/social studies as demonstrated by class work and standardized tests. It will further develop and apply writing techniques with special emphasis on the five-paragraph essay and feature work with the techniques of analogy, description, and comparison/contrast. Document based essays will also be introduced. This course will lay the foundation for an understanding of the world and its problems. Attempts will be made throughout the course to relate events of world history to current problems. This course is designed to feed into the social studies AP courses by advancing freshmen skills in reading, writing and analysis of historical documents. Topics from the humanities that will be explored include art, religion, music, the classics and philosophy.

WORLD HISTORY MODERN AP

Grades 10-12 1 CR/SEM
Core 40/AHD

AP World History Modern is designed to be the equivalent of a two- semester introductory college or university world history course. According to the College Board AP World History Modern students “investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

WORLD LANGUAGE

The World Languages Department has written curriculum based on common state standards. Teachers attend conferences and in-service opportunities to enhance their teaching of language. Teachers have taken advantage of technology training and have integrated this technology within their courses. In 1998, Spanish I was introduced in the middle schools. The middle school course meets the criteria of the high school curriculum and the state standards. Students who successfully complete the course may earn high school credit. The following activities/clubs are available to World Language students: French Club, German Club, Spanish Club, Latin Club, fieldtrips, foreign travel with teachers, and cultural experiences.

FRENCH I

Prerequisite: C in English, read at grade level

Grades 9-12 1 CR/SEM
Core 40/AHD

French I will provide instruction enabling you to discuss the many reasons for studying a language and allows you to develop an understanding of the people who speak it. This

course will provide you with opportunities to: respond to and give oral commands and make routine requests, understand and use appropriate forms of address in courtesy expressions, ask and answer simple questions, participate in brief guided conversations, read isolated words and phrases in a situational context, comprehend brief written expressions and information, read short narrative texts on simple topics and write familiar words and phrases appropriately.

FRENCH II

Prerequisite: French I

Grades 9-12 1 CR/SEM
Core 40/AHD

French II will enable you to participate in classroom and extracurricular activities related to French as well as participate in conversations dealing with daily activities and personal interests. You will be able to: ask questions regarding routine activities, participate in conversations on a variety of topics, relate a simple narrative about a personal experience or event, interact in a variety of situations to meet personal needs, understand main ideas and facts from simple texts over familiar topics, read aloud with appropriate intonation and pronunciation, and write briefly in response to given situations.

FRENCH III

Prerequisite: French II

Grades 9-12 1 CR/SEM
Core 40/AHD

French III provides instruction enabling you to understand and appreciate the French culture by studying the social behaviors and values of the French people. You will be able to: respond to factual and interpretive questions and interact in a variety of social situations, read for comprehension from a variety of authentic materials, read short literary selections of poetry, plays and short stories, complete authentic forms and documents, write paraphrases, summaries and brief compositions, describe different aspects of the culture, seek help in a mock crisis situation and participate appropriately at special event situations.

FRENCH IV

Prerequisite: French III

Grades 9-12 1 CR/SEM
Core 40/AHD

French IV allows you to participate in classroom and extracurricular activities related to French. You will be able to: respond to factual and interpretive questions, interact in complex social situations, express opinions and make judgments, give presentations on cultural topics, paraphrase or restate what someone has said, read for comprehension from a variety of authentic materials such as newspapers or magazines, write well-organized compositions on a given topic and begin using French creatively in writing simple prose and poetry.

FRENCH LANGUAGE AND CULTURE AP

Grades 11-12 1 CR/SEM

Prerequisite: French I, II, III

Core 40/AHD

The purpose of the materials and activities of the AP level French class is to expand on previously learned grammatical communication and cultural concepts of the French language and culture. This year serves as a review and an expansion of grammatical, historical and cultural concepts studied in Levels 1, 2, and 3. Thus, it is essential that every student has completed the previous levels. The AP level course will prepare students to successfully take the AP exam and or college placement tests by emphasizing communication and writing skills. In order to facilitate these higher level thinking skills, students will engage in a variety of presentational, interpersonal and interpretive speaking, writing and reading activities. Through these activities the students will be working on grammatical accuracy and cultural competence. The course is conducted entirely in the target language.

GERMAN I

Grades 9-12 1 CR/SEM

Prerequisite: C in English, read at grade level

Core 40/AHD

German I will provide instruction enabling you to discuss the many reasons for studying a language and allows you to develop an understanding of the people who speak it. This course will provide you with opportunities to: respond to and give oral commands and make routine requests, understand and use appropriate forms of address in courtesy expressions, ask and answer simple questions, participate in brief guided conversations, read isolated words and phrases in a situational context, comprehend brief written expressions and information, read short narrative texts on simple topics and write familiar words and phrases appropriately.

GERMAN II

Grades 9-12 1 CR/SEM

Prerequisite: German I

Core 40/AHD

German II will enable you to participate in classroom and extracurricular activities related to German as well as participate in conversations dealing with daily activities and personal interests. You will be able to: ask questions regarding routine activities, participate in conversations on a variety of topics, relate a simple narrative about a personal experience or event, interact in a variety of situations to meet personal needs, understand main ideas and facts from simple texts over familiar topics, read aloud with appropriate intonation and pronunciation, and write briefly in response to given situations.

GERMAN III

Grades 9-12 1 CR/SEM

Prerequisite: German II

Core 40/AHD

German III provides instruction enabling you to understand and appreciate the German culture by studying the social behaviors and values of the German people. You will be able to: respond to factual and interpretive questions and interact in a variety of social

situations, read for comprehension from a variety of authentic materials, read short literary selections of poetry, plays and short stories, complete authentic forms and documents, write paraphrases, summaries and brief compositions, describe different aspects of the culture, seek help in a mock crisis situation and participate appropriately at special event situations.

GERMAN IV Grades 9-12 1 CR/SEM
Prerequisite: German III Core 40/AHD

German IV allows you to participate in classroom and extracurricular activities related to German. You will be able to: respond to factual and interpretive questions, interact in complex social situations, express opinions and make judgments, give presentations on cultural topics, paraphrase or restate what someone has said, read for comprehension from a variety of authentic materials such as newspapers or magazines, write well-organized compositions on a given topic and begin using German creatively in writing simple prose and poetry.

GERMAN LANGUAGE AND CULTURE AP Grades 11-12 1 CR/SEM
Prerequisite: German I, II, III Core 40/AHD

German Language, Advanced Placement is a course based on content established by the College Board. Emphasizing the use of the German language for active communication, the AP German Language course has as its objective the development of Spoken Interpersonal Communication, Written Interpersonal Communication, Audio,

Visual, and Audiovisual Interpretive Communication, Written and Print Interpretive Communication, Spoken Presentational Communication, Written Presentational Communication, Course content might best reflect interests shared by the students and the teacher, e.g. the arts, current events, sports, etc. The AP German Language course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than being limited to any specific body of subject matter. Extensive practice in the organization and writing of compositions should also be emphasized. A comprehensive description of this course can be found on the

College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

LATIN I Grades 9-12 1 CR/SEM
Prerequisite: C in English, read at grade level Core 40/AHD

Latin I study provides you the reasons for studying a language and with an understanding of the people who speak or spoke it. You will be able to: respond to and give oral directions and commands, understand and use appropriate forms of address in courtesy expressions, ask and answer simple questions, read isolated words and phrases in a

situational context, read all language used orally, write familiar works and phrases in appropriate context and respond in writing to various prompts.

LATIN II Grades 9-12 1 CR/SEM
 Prerequisite: Latin I Core 40/AHD

Latin II will allow you to participate in classroom and extracurricular activities related to Latin and participate in conversations dealing with the influence of the classical world on modern culture. You will be able to: ask questions regarding activities, tell about daily routines and events, relate a simple story or event, interact in a variety of situations dealing with personal need, understand main ideas and facts from simple texts over familiar topics, read aloud, in Latin, with appropriate intonation and pronunciation, write short messages that respond to given situations and write simple guided texts on familiar topics.

LATIN III Grades 9-12 1 CR/SEM
 Prerequisite: Latin II Core 40/AHD

Latin III will enable you to appreciate and understand the social behaviors and values of the Roman people. You will participate in discussions concerning the Roman culture and language. You will be able to: respond to factual and interpretive questions, restate what someone else has said, give short presentations on cultural topics, read for comprehension from a variety of authentic materials, make judgments about what is read, use the language creatively in writing poetry, prose and essays, and write a short well-organized composition on a given topic.

LATIN IV Grades 9-12 1 CR/SEM
 Prerequisite: Latin III Core 40/AHD

Latin IV allows you to participate in classroom and extracurricular activities related to Latin. You will be able to: respond to factual and interpretive questions in a manner that displays knowledge of our classical heritage, give presentations on cultural topics, paraphrase or restate what someone else has said, read for comprehension from a variety of longer authentic materials and make judgments about what is read, write well-organized compositions on a given topic and use the language creatively in writing simple poetry and short prose.

SPANISH I Grades 9-12 1 CR/SEM
 Prerequisite: C in English, read at grade level Core 40/AHD

Spanish I provides instruction enabling you to discuss the many reasons for studying a language and allows you to develop an understanding of the people who speak it. This

course will provide you with opportunities to: respond to and give oral commands and make routine requests, understand and use appropriate forms of address in courtesy expressions, ask and answer simple questions, participate in brief guided conversations, read isolated words and phrases in a situational context, comprehend brief written expressions and information, read short narrative texts on simple topics and write familiar words and phrases appropriately.

SPANISH II

Prerequisite: Spanish I

Grades 9-12 1 CR/SEM
Core 40/AHD

Spanish II will enable you to participate in classroom and extracurricular activities related to Spanish as well as to participate in conversations dealing with daily activities and personal interests. You will be able to: ask questions regarding routine activities, participate in conversations on a variety of topics, relate a simple narrative about a personal experience or event, interact in a variety of situations to meet personal needs, understand main ideas and facts from simple texts over familiar topics, read aloud with appropriate intonation and pronunciation, and write briefly in response to given situations.

SPANISH III

Prerequisite: Spanish II

Grades 9-12 1 CR/SEM
Core 40/AHD

Spanish III provides instruction enabling you to understand and appreciate the Spanish culture by studying the social behaviors and values of the Spanish people. You will be able to: respond to factual and interpretive questions and interact in a variety of social situations, read for comprehension from a variety of authentic materials, read short literary selections of poetry, plays and short stories, complete authentic forms and documents, write paraphrases, summaries and brief compositions, describe different aspects of the culture, seek help in a mock crisis situation and participate appropriately at special event situations.

SPANISH IV/ACP

Prerequisite: 2.7 GPA, C or better in Spanish III

Grades 11-12 1 CR/SEM
Core 40/AHD

Spanish IV allows you to participate in classroom and extracurricular activities related to Spanish. You will be able to: respond to factual and interpretive questions, interact in complex social situations, express opinions and make judgments, give presentations on cultural topics, paraphrase or restate what someone has said, read for comprehension from a variety of authentic materials such as newspapers or magazines, write well-organized compositions on a given topic and begin using Spanish creatively in writing simple prose and poetry.

SPANISH V

Grade 12 1 CR/SEM

Prerequisite: Pass Spanish IV with C- or above

Core 40/AHD

The Spanish V language course emphasizes the use of Spanish for active communication. It encompasses aural/oral skills, reading comprehension, grammar and composition. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines. Students will: comprehend formal and informal spoken Spanish; acquire vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as modern literature in Spanish; compose expository passages; and express ideas orally with accuracy and fluency.

SPANISH AP

Grade 11 1 CR/SEM

Prerequisite: C or above in Spanish IV, teacher recommendation

Core 40/AHD

The Spanish AP language course is intended to cover the equivalent of a third-year college course in advanced Spanish composition and conversation. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar and composition. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Students will: comprehend formal and informal spoken Spanish; acquire vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Spanish; compose expository passages; and express ideas orally with accuracy and fluency. The curriculum for this course is aligned to the College Board guidelines. Students may take the Advanced Placement Test for possible college credit.

SPANISH FOR HERITAGE SPEAKERS I

Grades 9-12 1 CR/SEM

Language for Heritage Speakers I is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

Counts as a Directed Elective or Elective for all diplomas

Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

SPANISH FOR HERITAGE SPEAKERS II

Grades 9-12 1 CR/SEM

Language for Heritage Speakers II builds upon *Language for Heritage Speakers I*, and is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

Counts as a Directed Elective or Elective for all diplomas

Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

 SPANISH FOR HERITAGE SPEAKERS III

Grades 9-12 1 CR/SEM

Language for Heritage Speakers III builds upon Language for Heritage Speakers II, and is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

Counts as a Directed Elective or Elective for all diplomas

Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

 SPANISH LITERATURE AP

Grade 11 1 CR/SEM

Prerequisite: 3 years of Spanish with the grade of C

Core 40/AHD

The AP Spanish Literature and culture course is designed to provide students with a learning experience equivalent to that of an introductory college course in literature written in Spanish. The course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides opportunities for students to demonstrate their proficiency in Spanish through interpersonal, interpretive, and presentational communication. Special attention is placed upon critical, analytical reading and writing. Students will be encouraged to reflect upon the many voice and cultures included in a rich and diverse body of literature written in Spanish.

STATE APPROVED APPLIED COURSES FOR THE CERTIFICATE OF COMPLETION

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State Approved *Applied* Courses for the Certificate of Completion

The 2018-19 edition of the Indiana Department of Education’s State Approved *Applied* Course Titles and Descriptions are course titles and descriptions that have been approved for schools to use during the 2017-2018 school year for students taking a course for an applied unit.

Course descriptions provide brief statements of the content of high school courses. These descriptions are intended to assist schools in communicating, in a broad context, the course content and standards.

Code numbers and titles listed for each course description must be used when reporting courses on Indiana Department of Education documents.

***Applied* Courses and the Certificate of Completion**

Background:

The new Certificate of Completion Course of Study provides a framework for providing a free appropriate public education to students who have been taken off of a diploma path. It allows increased access to the general education curriculum and it also guides schools in developing appropriate applied classes based on alternate achievement standards.

The Dear Colleague letter on the provision of a Free and Appropriate Public Education and the passage of the Every Student Succeeds Act (ESSA) at the federal level, emphasize the requirement for challenging academic content standards to apply to EACH AND EVERY public school student. Students who are not on diploma track still have the right to learn academic content.

Many students with disabilities who have had appropriate academic and vocational instruction and leave high school without a diploma are capable and willing to work;

however, the existing Certificate of Completion is not recognized as a meaningful document by the employment community. There is now an emphasis on employability skills and the development of a transition portfolio to better showcase what students will be able to do in postsecondary employment settings after obtaining a Certificate of Completion.

Guidance:

On December 6, 2017, the State Board of Education approved general and applied courses for the 2018-19 school year. The approved *Applied* course descriptions are included in this document. During the student's annual case review in grade 8, the case conference committee shall discuss diploma types, course requirements and employment options and include on the student's individualized education program (IEP) the type of diploma the student will seek. If the student is placed on a non-diploma track and wishes to pursue a Certificate of Completion, new guidelines have been set, effective with students entering high school as 9th graders during the 2018-19 school year.

New Certificate of Completion (CoC) information and guidance can be found here. This includes the CoC Course of Study, which aligns closely with the General Diploma requirements summary, as well as a presentation and Coffee Talk with an introduction and summary of these changes. Students on CoC track will be scheduled into general education courses and will receive modifications based on their needs and as indicated in their IEP. If course standards are modified, the student would be taking the course for an applied unit. High School credit may be earned if the course is not modified in any way. Students on a CoC track could have all applied units or a combination of applied units and credits on their transcript.

Applied Courses:

Approximately 60 *Applied* courses have been identified and thus have a corresponding course description and content connectors. These applied courses are available here, in addition to the full list of state approved course descriptions posted here. While students may take any general education course for an applied unit, the list of identified *Applied* courses are those with corresponding modified descriptions and content connectors. Additional courses may be added next school year depending on needs identified in the field.

When documenting these courses on the transcript, the state course code and title should match that of the general education course. Although not required, it is *recommended* that the local course title included 'Applied' and the local course number include an A following the state approved number. For state reporting purposes only the state approved four-digit code and appropriate state approved title can be reported. Those students taking the course(s) for an applied unit will be identified on the DOE-CC (Course Completion) collection (similar to how reporting is done for students earning dual credit).

Finally, it is important to note that students who receive a Certificate of Completion will not be counted as diploma recipients on the Graduate Report or for accountability purposes.

For additional information, see the Certificate of Completion Resources webpage (DOE) at <https://www.doe.in.gov/student-services/student-assistance/coc>.

***APPLIED* COURSE TITLES & DESCRIPTIONS**

The Certificate of Completion course of study must be followed (effective for the freshman cohort starting in school year 2018/2019) for students with an IEP who are not pursuing a diploma track. The Certificate of Completion provides increased access to the general education curriculum by providing flexibility in earning either credits or applied units in general education and/or special education classes. The Certificate of Completion can be earned through any combination of applied units and credits.

Indiana Certificate of Completion Course of Study

Effective with the students who enter high school in 2018-19 school year (Class of 2022)

The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student's Individual Education Plan (IEP).

Minimum total 40 credits/applied units: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned and special education courses in which non-credit applied units are earned.

English/Language Arts	8 credits/applied units
	Including a balance of literature, composition, vocabulary, speech/communication
Mathematics	4 credits/applied units
	Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance. Student must take a math or applied math course each year in high school.
Science	4 credits/applied units
	Including a balance of physical, earth/nature, life, engineering and technology
Social Studies	4 credits/applied units
	Including a balance of history, civics and government, geography, economics
Physical Education	2 credits/applied units
Health & Wellness	1 credit/applied unit
Employability	10 credits/applied units
	Job exploration, work- or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, introduction to post-secondary options
	Investigation into opportunities for enrollment in postsecondary programs, work place readiness training to develop employability and independent living skills and instruction in self-advocacy
Electives	7 credits/applied units

Certificate of Completion Transition Portfolio

Students earning a certificate of completion fulfill **at least one** of the following (aligned with transition goals):

1. **Career Credential:** Complete an industry-recognized certification, one-year certificate or state-approved alternative
2. **Career Experience:** Complete project- or work-based learning experience or part time employment
3. **Work Ethic Certificate:** Earn a Work Ethic Certificate (criteria to be locally determined)
4. **Other Work Related Activities:** As determined by the case conference committee

Assumptions:

- 1) High Expectations for all students is a shared responsibility.
- 2) General Education courses are accessed whenever appropriate to fulfill the Certificate of Completion course of study.
- 3) Students' IEP goals are aligned with grade level standards/content connectors that drive curriculum and instruction.
- 4) Communication skills, reading skills, and problem solving skills are integrated into all courses.
- 5) Courses can be repeated with new goals if appropriate; more than four years may be needed for completion.
- 6) All courses are driven by the Transition IEP and individual goals of each student.

CTE: BUSINESS, MARKETING INFORMATION TECHNOLOGY & ENTREPRENEURSHIP

APPLIED BUSINESS MATH is a course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of application of money management skills, navigating industry specific technology and apps, establishing and managing budgets, and maintaining inventory for products and other necessary skills that provides the foundation for students interested in careers in business related fields and everyday life. The content includes basic mathematical operations related to accounting, banking and finance, marketing, management, and retail. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

Recommended Grade Level: 10-12

Applied Units: 4 units maximum

Counts as an Elective for the Certificate of Completion

Fulfills a Mathematics requirement for the Certificate of Completion

Qualifies as an Applied Math course for the Certificate of Completion

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

Recommended Grade Level: 11-12

Units: 4 units maximum

Counts as an Elective or Employability requirement for the Certificate of Completion

APPLIED INTERACTIVE MEDIA prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development and use of digitally generated or computer-enhanced products. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the “virtual workplace”.

Recommended Grade Level: 11-12

Applied Units: 12 units maximum

Counts as an Elective or Employability requirement for the Certificate of Completion

APPLIED 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 and apply skills in financial literacy and responsible decision making. Content includes analyzing personal standards, needs, wants, and goals; identify sources of income, and navigating technology for money management. A project based approach and applications through authentic settings such as work based observations, service learning experiences and community based instruction are appropriate. Direct, concrete applications of basic mathematics proficiencies in projects are encouraged.

Recommended Grade Level: 9-12

Applied Units: 2 units maximum

Counts as an Elective for the Certificate of Completion

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

Recommended Grade Level: 9-12

Applied Units: 2 units maximum

Counts as an Elective or Employability for the Certificate of Completion

CTE: FAMILY & CONSUMER SCIENCE

APPLIED ADULT ROLES AND RESPONSIBILITIES is recommended for all students as life foundations and academic enrichment for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project or community based approach that utilizes problem solving skills, communication, leadership, self-determination skills, management processes, and fundamentals to college, career and community membership success. Service learning and other authentic applications are strongly recommended.

Recommended Grade Level: 9-12

Applied Units: 2 units maximum

Counts as an Elective or Employability Requirement for the Certificate of Completion

APPLIED CONSUMER ECONOMICS enables students to apply economic principles to their individual, family, workplace, and community lives. A project-based approach that utilizes higher order thinking, communication, leadership, self-determination and management processes is recommended to strengthen the understanding and application of consumer economics issues. The course focuses on interrelationships among economic principles and individual and family roles of exchanger, consumer, producer, saver, investor, and citizen. Economic principles to be studied include scarcity, supply and demand, market structure, the role of government, money and the role of financial institutions, labor productivity, economic stabilization, and trade.

Recommended Grade Level: 9-12

Applied Units: 1 unit maximum

Counts as an Employability or Social Studies requirement for the Certificate of Completion

APPLIED HUMAN DEVELOPMENT is valuable for all students as a life foundation and academic enrichment. Course content includes individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness.

Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project or community based approach that utilizes problem solving skills, communication, leadership, self-determination skills, and management processes is recommended in order to apply and generalize these skills in authentic settings.

Recommended Grade Level: 9-12

Applied Units: 2 units maximum

Counts as an Employability Requirement or Elective for the Certificate of Completion

APPLIED INTERPERSONAL RELATIONSHIPS is an introductory course that is relevant for students interested in careers that involve interacting with people and for everyday life relationships. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, self-determination, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project or community based approach is recommended in order to apply these topics of interpersonal relationships. This course provides a foundation for all careers and everyday life relationships that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, the general public, family and friends.

Recommended Grade Level: 9-12

Applied Units: 2 units maximum

Counts as an Employability Requirement or Elective for the Certificate of Completion

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

Recommended Grade Level: 9-12

Applied Units: 2 units maximum

Counts as an Employability Requirement or Elective for the Certificate of Completion

APPLIED 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 and apply skills in financial literacy and responsible decision making. Content includes analyzing personal standards, needs, wants, and goals; identify sources of income, and navigating technology for money management. A project based approach and applications through authentic settings such as work based observations, service learning experiences and community based instruction are appropriate. Direct, concrete applications of basic mathematics proficiencies in projects are encouraged.

Recommended Grade Level: 9-12

Applied Units: 2 units maximum

Counts as an Elective for the Certificate of Completion

Qualifies as Applied Math course for the Certificate of Completion

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

Recommended Grade Level: 9-12

Applied Units: 2 units maximum

Counts as an Elective or Employability requirement for the Certificate of Completion

CTE: WORKED BASED LEARNING

5974A Work Based Learning Capstone, Multiple Pathways

5975A Work Based Learning Capstone, Advanced Manufacturing and Engineering

5260A Work Based Learning Capstone, Business and Marketing

5480A Work Based Learning Capstone, Family and Consumer Sciences

5207A Work Based Learning capstone, Health Sciences

5892A Work Based Learning Capstone, Trade and Industry

APPLIED INTERDISCIPLINARY COOPERATIVE EDUCATION (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations vary by student needs, interests and goals but include a combination of work-based learning and school-based instruction. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. The following two components must be included as part of the Interdisciplinary Cooperative Education course.

Related Instruction, that is classroom- or site- based, shall be organized and planned around the activities associated with the student's individual job and career objectives; and shall be taught during the same semesters as the student is receiving on-the-job training. Student performance should be monitored to determine progress in (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies.

On-the-Job Training is the actual work experience in an occupation in any one of the Indiana College and Career Pathways 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. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with pre- determined training plans and agreements and who assist in evaluating the student's job performance. Students in an ICE placement must be paid in accordance with federal and state student employment and cooperative education laws.

Recommended Grade Level: 11-12

Applied Units: 6 units maximum

Counts as an Employability Requirement or Elective for the Certificate of Completion

APPLIED WORK BASED LEARNING CAPSTONE is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds individual students' skills and knowledge within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating progress and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.

Recommended Grade Level: 11-12

Applied Units: 6 units maximum

Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion

ENGLISH/LANGUAGE ARTS

APPLIED COMPOSITION, a course based on the Indiana Academic Standards or Content Connectors for English/Language Arts, is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style.

Recommended Grade Level: 10-12

Applied Units: 2 units maximum

Counts as an English/Language Arts Requirement or Elective for the Certificate of Completion

APPLIED DEVELOPMENTAL READING is a supplemental course that provides students with individualized, specially designed instruction to support success in completing course work aligned with the Indiana Academic Standards or Content Connectors for English/Language Arts.

Recommended Grade Level: 9-12

Applied Units: 4 units maximum

Counts as an Elective for the Certificate of Completion

APPLIED ENGLISH 9 is an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

Recommended Grade Level: 9-10

Applied Units: 4 units maximum

Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED ENGLISH 10, an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

Recommended Grade Level: 9-10

Applied Units: 4 units maximum

Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED ENGLISH 11, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access online information.

Recommended Grade Level: 11-12

Applied Units: 4 units maximum

Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED ENGLISH 12, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access online information.

Recommended Grade Level: 11-12

Applied Units: 4 units maximum

Counts as an English/Language Arts Requirement for the Certificate of Completion

APPLIED LANGUAGE ARTS LAB is a supplemental course that provides students with individualized or small group instruction designed to support skills and content aligned to Indiana Academic Standards or Content Connectors for English/Language Arts.. All students should be concurrently enrolled in an English course or have met the ELA requirements for the Certificate of Completion.

Recommend Grade level: 9-12

Applied Units: 4 units maximum

Counts an Elective for the Certificate of Completion

APPLIED SPEECH, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and/or multi-media presentations, including student portfolios, viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Student products are aligned to their mode of communication.

Recommended Grade Level: 9-12

Applied Units: 2 units maximum

Counts as an English/Language Arts or Employability Requirement for the Certificate of Completion

APPLIED TECHNICAL COMMUNICATIONS, a course based on the Indiana Academic Standards or Content Connectors for English/Language Arts, is the application of the processes and conventions needed for effective technical writing-communication. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. TECHNICAL WRITING PROJECT: Students complete a project, such as a multi-media presentation, proposal, or portfolio that demonstrates knowledge, application, and writing progress.

Recommended Grade Level: 10-12

Applied Units: 2 units maximum

Counts as an Employability Requirement or Capstone

HEALTH & WELLNESS

APPLIED ADVANCED HEALTH EDUCATION, an elective course that is aligned to Indiana's Academic Standards for Health & Wellness, provides knowledge and skills to help students adopt and maintain healthy behaviors. Through a variety of instructional strategies, students practice applying health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. Advanced Health & Wellness provides students with opportunities to learn and apply personal health and wellness, physical activity, healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco, alcohol, and other drug- free lifestyle; and promoting human development and family health. The scientific components of health and wellness, health issues and concerns, health risk appraisals, individual wellness plans, health promotion and health careers are expanded and explored within the context of the course. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

Recommended Grade Level: 11-12

Applied Units: 2 units maximum

Counts as a Health/Wellness requirement for the Certificate of Completion

APPLIED CURRENT HEALTH ISSUES, an elective course that can be aligned to Indiana's Academic Standards for Health & Wellness. This course focuses on specific health issues and/or emerging trends in health and wellness, but not limited to: personal health and wellness; non-communicable and communicable diseases; nutrition; mental and emotional health; tobacco-prevention; alcohol and other drug-prevention; human development and family health; health care and/or medical treatments; and national and/or international health issues. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

Recommended Grade Level: 9-12

Applied Units: 2 units maximum

Counts as an Elective or Health/Wellness requirement for the Certificate of Completion

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

Recommended Grade Level: 9-12

Applied Units: 2 units maximum

Counts as an Elective or Health & Wellness requirement for the Certificate of Completion

MATHEMATICS

APPLIED ALGEBRA I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 4 strands: Numbers Sense, Expressions and Computation; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; and Quadratic and Exponential Equations and Functions. The strands are further developed by focusing on the content of the Algebra content connectors.

Recommended Grade Level: 9-12

Applied Units: 4 units maximum

Counts as a Math Requirement for the Certificate of Completion

APPLIED ALGEBRA I LAB is a mathematics support course. Algebra I Lab should be taken while students are concurrently enrolled in a math course or have met the math requirements for the Certificate of Completion. This course provides students with additional time to build the foundations necessary for high school math courses and work

on specific, individualized math skills, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas align with the critical areas of Math: Number Sense, Computation, Data Analysis, Geometry, Measurement and Algebraic Thinking. Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

Recommended Grade Level: 9-12

Applied Units: 4 units maximum

Counts as a Mathematics Course or an Elective for the Certificate of Completion

Applied Algebra I Lab is designed as a support course for Applied Algebra I. A student taking Applied Algebra I Lab must also be enrolled in Algebra I or Applied Algebra I during the same academic year.

APPLIED GEOMETRY formalizes and extends students' geometric experiences from the middle grades. These critical areas comprise the Geometry course: Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Recommended Grade Level: 9-12

Applied Units: 4 units maximum

Counts as a Math Requirement for the Certificate of Completion

APPLIED MATHEMATICS LAB provides students with individualized instruction designed to increase math related competencies and/or mathematics coursework aligned with Indiana's Academic Standards or Content Connectors for Mathematics.

Recommended Grade Level: 9-12

Applied Units: 4 units maximum

Counts as an Elective for the Certificate of Completion

MULTIDISCIPLINARY

APPLIED BASIC SKILLS DEVELOPMENT provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, (9) employability skills, which are essential for high school achievement and post-secondary outcomes. Determination of the skills to be emphasized in this course is based on Indiana's standards and Content Connectors, individual school

corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations and may be applied using instructional practices related to community based instruction.

Recommended Grade Level: 11-12

Applied Units: 8 units maximum

Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion

APPLIED CAREER EXPLORATION INTERNSHIP is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. Unlike a cooperative education program in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

Recommended Grade Level: 11-12

Applied Units: 4 units maximum

Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion

APPLIED CAREER INFORMATION AND EXPLORATION provides students with opportunities to learn about themselves including interests, strengths and needed supports while exploring various traditional and nontraditional occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as community based instruction, internships, mock interviews, and guest speakers. Portfolio and resume development experience and career-related assessments may also be provided to students.

Recommended Grade Level: 9-12

Applied Units: 4 units maximum

Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion

APPLIED COMMUNITY SERVICE is a course created by public law IC 20-30-14, allowing juniors and seniors the opportunity to earn up to two high school credits for completion of approved community service projects or volunteer service that “relates to a course in which the student is enrolled or intends to enroll.”

Recommended Grade Level: 11-12

Applied Units: 2 units maximum

Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion

APPLIED ENVIRONMENTAL STUDIES provides students opportunities to utilize several disciplines in examining ecosystems from a variety of human viewpoints. This course fosters an awareness of aesthetics in urban and rural areas and the ecological, economic, social and political interdependence of environmental factors. It introduces students to the knowledge, attitudes, commitments, and skills needed to make decisions and to choose personal actions that will contribute to intelligent resource management. This course also provides students with the skills needed to investigate the ecological effects regarding the uses of: (1) energy, (2) water, (3) air, (4) soils, (5) minerals, (6) wildlife, and (7) other natural resources. Field trips and community investigations provide examples of practical applications of resource management. Topics include: (1) identifying and monitoring the disposal of hazardous wastes, (2) acid rain, (3) land- use practices ranging from wilderness areas to areas under multiple- use management, (4) water and solid waste treatment, (5) transportation systems, (6) human population demands on the land, and (7) the impact of these factors on the quality of life and the culture of the area.

Recommended Grade Level: 9-12

Applied Units: 2 units maximum

Counts as an Employability Requirement or Elective Certificate of Completion

PHYSICAL EDUCATION

APPLIED ELECTIVE PHYSICAL EDUCATION, a course based on selected standards from Indiana’s Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-

depth study in one or more specific areas. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. With staff support, students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness and includes self-monitoring. Ongoing assessment may include individual progress and/or performance-based skill evaluation.

Recommended Grade Level: 9-12

Applied Units: 8 units maximum

Counts as the Health & Wellness Requirement for the Certificate of Completion

APPLIED PHYSICAL EDUCATION I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.

Recommended Grade Level: 9-12

Applied Units: 2 units maximum

Counts as the Health & Wellness requirement for the Certificate of Completion

APPLIED PHYSICAL EDUCATION II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in four of the following areas that were not covered in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.

Recommended Grade Level: 9-12

Applied Units: 2 units maximum

Counts as the Health & Wellness requirement for the Certificate of Completion

SCIENCE

APPLIED BIOLOGY I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

Recommended Grade Level: 9-12

Applied Units: 4 units maximum

Counts as a Science Requirement for the Certificate of Completion

APPLIED EARTH AND SPACE SCIENCE I is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation and experimentation by conducting investigations and evaluating and communicating the results of those investigations. Course may include a variety of learning experiences and tools support the process of investigation, data collection and analysis.

Recommended Grade Level: 9-12

Applied Units: 4 units maximum

Counts as an Elective or Science Requirement for the Certificate of Completion

APPLIED LIFE SCIENCE is an introduction to biology course. Students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental biological concepts and principles. Students explore the functions and processes of cells within all living organisms, general concepts of genetics, and the relationships of living organisms to each other and to the environment as a whole.

Recommended Grade Level: 9-12

Applied Units: 2 units maximum

Counts as an Elective or Science Requirement for the Certificate of Completion

APPLIED PHYSICAL SCIENCE is a course in which students develop problem solving skills and strategies while performing laboratory and field investigations of fundamental

chemical, physical, and related Earth and space science concepts and principles that are related to students' interests and that address everyday problems.

Recommended Grade Level: 9-12

Applied Units: 2 units maximum

Counts as an Elective or Science Requirement for the Certificate of Completion

SOCIAL STUDIES

APPLIED APPLIED ECONOMICS investigates the specific economic effect of market forces in the economy on business and labor. Special attention is given to economic concepts and principles used by consumers, producers, and voters. Learning experiences, such as projects, field trips, and computer applications, are strongly encouraged as ways to demonstrate practical applications of economic concepts. This course may include design and implementation of school based businesses.

Recommended Grade Level: 11-12

Applied Units: 2 units maximum

Counts as an Elective, Employability or Social Studies Requirement for the Certificate of Completion

APPLIED CITIZENSHIP AND CIVICS is an overview of citizenship roles and responsibilities designed to help students become independent thinkers and conscientious citizens. This course deals with political trends and behavior which citizens consider to be relevant to the most pressing issues of the day. The course provides students experiences that will develop attitudes of citizenship within a democratic society. Topics include: (1) the policymaking process, (2) public participation and policymaking, (3) citizenship rights and responsibilities in a changing society, and (4) the relationship between modern society and government. Study of the local government should be a component of this course.

Recommended Grade Level: 11-12

Applied Units: 2 units maximum

Counts as an Elective, Employability or Social Studies Requirement for the Certificate of Completion

APPLIED CURRENT PROBLEMS, ISSUES AND EVENTS gives students the opportunity to apply investigative and inquiry techniques to the study of problems or issues existing in the class, school, community, state, country or world. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or

issues selected will have significance to the student and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

Recommended Grade Level: None

Applied Units: 2 units maximum

Counts as an Elective, Employability or Social Studies Requirement for the Certificate of Completion

APPLIED ECONOMICS examines the allocation of resources and their uses for satisfying human needs and wants. The course identifies economic behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade. Students may be offered opportunities to better understand and apply course content through a variety of instructional strategies including project- and community-based instruction and real world experiences.

Recommended Grade Level: None

Applied Units: 2 units maximum

Counts as a Social Studies Requirement or Elective for the Certificate of Completion

APPLIED GEOGRAPY AND HISTORY OF THE WORLD is designed to enable students to use geographical tools, skills and historical concepts to apply their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety sources, organizing information by creating graphic representations, analyzing information to understand, determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. Students use the knowledge, tools, and skills obtained from this course in order to understand, analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

Recommended Grade Level: None

Applied Units: 4 units maximum

Counts as a Social Studies Requirement or Elective for the Certificate of Completion

APPLIED INDIANA STUDIES is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. Examination of individual leaders (state or local) and their roles in a democratic society will be included. Student will examine the participation of citizens in the political process to understand their role. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

Recommended Grade Level: None

Applied Units: 2 units maximum

Counts as a Social Studies Requirement or Elective for the Certificate of Completion

Must be offered at least once per school year

APPLIED INTRODUCTION TO SOCIAL SCIENCE develops an understanding of the nature of the social sciences and presents reasons for studying them. The course involves consideration of the social sciences such as: (1) the study of humanity; (2) the reasons for separate fields or disciplines; (3) the objectives, materials, and methods of each discipline; and (4) the difficulties encountered by social scientists in applying scientific method to the study of human life. Content may include group and individual behavior, education, social systems, and the role of the social studies.

Recommended Grade Level: None

Applied Units: 2 units maximum

Counts as a Social Studies Requirement or Elective for the Certificate of Completion

APPLIED MODERN WORLD CIVILIZATION provides students a look at the twentieth and twenty-first century world. It is a study of different cultures as they exist in the world today, including comparative analysis of the various types of government, economic, and social systems. International relationships are examined partly from the viewpoint of national interests, including the successes and failures of diplomacy.

Recommended Grade Level: None

Applied Units: 2 units maximum

Counts as a Social Studies Requirement or Elective for the Certificate of Completion

APPLIED STATE AND LOCAL GOVERNMENT is the study of the function and organization of state, county, city, town, and township government units. This course also traces the role and influence of political and social institutions on a state's political development. The implications of this development for governmental units should be

discussed relative to current political and governmental situations. Field trips, observations, and interviews with state and local leaders should be encouraged whenever possible and content may also focus on school or social communities.

Recommended Grade Level: None

Applied Units: 2 units maximum

Counts as a Social Studies Requirement or Elective for the Certificate of Completion

APPLIED TOPICS IN HISTORY provides students the opportunity to study specific historical eras, events, or concepts. Application of knowledge and development of historical research skills using primary and secondary sources is included. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth-century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history.

Recommended Grade Level: None

Applied Units: 2 units maximum

Counts as a Social Studies Requirement or Elective for the Certificate of Completion

APPLIED TOPICS IN SOCIAL SCIENCE provides students with an opportunity for in-depth study of a specific topic, theme, or concept in one of the social science disciplines such as anthropology, archaeology, economics, geography, political science, psychology, or sociology. It is also possible to focus the course on more than one discipline. Courses taught under this title should emphasize application of scientific methods of inquiry and help students develop effective research and thinking skills.

Recommended Grade Level: None

Applied Units: 2 units maximum

Counts as a Social Studies Requirement or Elective for the Certificate of Completion



KOKOMO AREA CAREER CENTER

Career and Technical Education

Exciting and rewarding opportunities exist for all students in Career and Technical education! There are classes listed on the following pages to meet many career interest areas. Students are encouraged to select classes based on their career pathway and interests.

Technology changes rapidly, therefore the income opportunities and the demand for skilled, capable, thinking workers is increasing. To be competitive for the high-skill, high-wage career opportunities you must demonstrate employable skills and academic success. In addition, you need to have work experience or volunteer experience in your area of study. All of this can be achieved at the Kokomo Area Career Center.

CAREER & COLLEGE PREPARATION AVAILABLE AT KACC

The career and college preparation programs available at the Kokomo Area Career Center cover a wide variety of career and job clusters. Students have the opportunity to learn new skills, practice those skills in a real-life lab situation, and demonstrate their skills in an actual work experience. Kokomo Area Career Center students also have the opportunity to begin their college career (most at no additional cost) while still in high school.

Upon Graduation, Kokomo Area Career Center students may earn not only a diploma, but also a technical certificate, and/or a college transcript. These accomplishments, along with the lab and work experience related to their program of study prepare KACC graduates for any challenge they wish to pursue after high school.

Taking advantage of the opportunities available within the Kokomo Area Career Center is one of the best ways a student can prepare for his/her future.

KOKOMO AREA CAREER CENTER PATHWAYS

AGRICULTURE

AGRIBUSINESS MANAGEMENT provides foundation concepts in agricultural business. It is a two-semester course that introduces students to the principles of business organization and management from a local and global perspective, with the utilization of technology. Concepts covered in the course include; accounting and record keeping, business planning and management, food and fiber, forms of business, finance, management, sales and marketing, careers, leadership development. Students will demonstrate principles and techniques for planning, development, application and management of agribusiness systems through a supervised agriculture experience (work based learning) programs.

Recommended Grade Level: 11-12

Recommended Prerequisite: Introduction to Agriculture, Food and Natural Resources

Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Counts as an Elective or Directed Elective for all diplomas

Qualifies as a quantitative reasoning course

HORTICULTURE SCIENCE I is a two-semester course that provides students with a background in the field of horticulture. Coursework includes hands-on activities that encourage students to investigate areas of horticulture as it relates to the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Students are introduced to the following areas of horticulture science: reproduction and propagation of plants, plant growth, growth-media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest, greenhouse management, floral design, and pest management. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

Horticulture I and Agribusiness courses **MUST BE TAKEN TOGETHER**. Students will learn about the biology, growth and management of plants. They will apply this knowledge to a field plot and will care for, market and harvest their product.

Recommended Grade Level: 10-11

Recommended Prerequisite: Introduction to Agriculture, Food and Natural Resources

Credits: 2-semester course, 2 semesters required, 1-3 credit(s) per semester, 6 credits maximum

Counts as a Directed Elective or Elective for all diplomas

Fulfills a Life Science or Physical Science requirement for the General Diploma

HORTICULTURE SCIENCE II is a continuation of Horticulture Science I. Students will continue to study the biology and technology involved in the production, procession and marketing of plants and their products.

Recommended Grade Level: 11-12

Required Prerequisite: Horticulture Science I and Agribusiness

Credits: 2 credits per semester, 2 semesters required, 2 credits per semester

ARTS, AV TECHNOLOGY & COMMUNICATIONS

COMMERCIAL PHOTOGRAPHY I is an organized learning experience that includes theory, laboratory, and studio work as each relates to all phases of camera use, photographic processing, and electronic photographic editing. Instruction covers the topics of composition and color dynamics; contact printing and enlarging; developing film; lighting techniques and meters; large and medium format cameras and other current photographic equipment used for portrait, commercial, and industrial photography. Focus is placed on camera operation and composition related to traditional photographic principles and also tools and creative effects for editing and/or enhancing photographs. Instruction emphasizes the planning, development, and production of materials that visually communicate ideas and information.

Recommended Grade Level: 10-12

Recommended Prerequisite: Interactive Media

Credits: 2 credits per semester, maximum of 2 semesters, 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:

Ivy Tech: PHOT 104 Basic Photography; 3 cr.

Additional cost: approx. \$15 (flash drive)

COMMERCIAL PHOTOGRAPHY II is a continuation of Commercial Photography I. Students will further their study of camera use, electronic photographic editing and study various type of photography.

Recommended Grade level: 11-12

Required Prerequisite: Commercial Photography I

Credits: 1 credit per semester, maximum of 2 semesters

Counts as a Directed Elective or Elective for the General, Core 40, core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Additional cost: approx. \$15 (flash drive)

GRAPHIC DESIGN & LAYOUT (Graphic Design II) includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in silk screening and air brush techniques as well as activities in designing product packaging and commercial displays or exhibits.

This course 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.

Recommended Grade Level: 11-12

Prerequisite: Computer Illustrations & Graphics

Credits: 2 credits per semester, maximum of 2 semesters, 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:

Ivy Tech: VISC 115; 3cr;(qualifying test scores required for dual credit)

No additional cost

GRAPHIC IMAGING TECH I (Graphic Design I) introduces students to the computer's use in visual communication. The focus of the course is on basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. These skills are then developed by creating work with imaging, drawing, interactive, and page layout software. The course includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, produce vector illustrations, graphics and logos, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design products that impart information and ideas. Advanced instruction might also include experiences in silk screening and air brush techniques as well as activities in designing product packaging and commercial displays or exhibits.

Recommended Grade Level: 10-12

Recommended Prerequisite: Interactive Media

Credits: 2 credits per semester, maximum of 2 semesters, 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:

Ivy Tech: VISC 101 Fundamentals of Design;3 cr; (qualifying Accuplacer scores required for dual credit)

Additional cost: approx. \$15 (flash drive)

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

Recommended Grade Level: 9-12

Recommended Prerequisite: None

Credits: 2 credit per semester, maximum of 2 semesters, 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

Additional Cost: approx. \$15 (flash drive)

This course is aligned with postsecondary courses for Dual Credit:

IVY Tech: VISC 105 Video & Sound; 3 cr (qualifying Accuplacer scores are required for dual credit)

INTRODUCTION TO COMMUNICATION is a course that specializes in identifying and using modern communication to exchange messages and information. This course explores the application of the tools, materials, and techniques used to design, produce, use, and access systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Major goals of this course include an overview of communication technology; the way it has evolved, how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems. Using the base knowledge student will use the design process to solve design projects in each communication area.

Recommended Grade Level: 9-12

Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 credits

RADIO & TELEVISION I (TV Production I) focuses on communication, media and production. Emphasis is placed on career opportunities, production, programming, promotion, sales, performance, and equipment operation. Students will also study the history of communication systems as well as communication ethics and law. Students will develop oral and written communication skills, acquire software and equipment operation abilities, and integrate teamwork skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, job shadowing, field trips, and internships.

Recommended Grade Level: 10-12

Recommended Prerequisite: Interactive Media

Credits: 2 credits per semester, maximum of 2 semesters, 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

University of Southern IN; RTV150; 1 credit; \$80/cr; GPA min., 11th/12th Grade

University of Southern IN; RTV 151; 3 credits; \$80/cr; GPA min

Additional cost: approx. \$15 (flash drive)

RADIO & TELEVISION II (TV Production II) prepares students for admission to television production programs at institutions of higher learning. Students train on professional equipment creating a variety of video projects. Students enrolling in this program should have successfully completed Radio and Television I. During this second-year program students integrate and build on first-year curriculum while mastering advanced concepts in production, lighting and audio.

Recommended Grade Level: 11- 12

Prerequisite: Radio & Television I

Credits: 2 credits per semester, maximum of 2 semesters, 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:

Additional cost: Approximately \$15 (flash drive)

RADIO & TELEVISION III (TV Production III) continues the training on professional equipment and student continue on personal and school-assigned projects.

Recommended Grade Level: 12

Prerequisite: Radio & Television II

Credits: 2 credits semester 1. Semester 2 is WBL: Multiple for 2 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

Additional cost: approx. \$15 (flash drive)

ARCHITECTURE & CONSTRUCTION

ARCHITECTURAL DRAFTING & DESIGN I will provide students with a basic understanding of the detailing skills commonly used by a drafting technician. Areas of study include: lettering, sketching, proper use of equipment, geometric constructions with emphasis on orthographic (multi-view) drawings that are dimensioned and noted to ANSI standards. This course includes the creation and interpretation of construction documents. 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. Another purpose of this introductory course is to provide students with a basic understanding of the features and considerations associated with the operation of a computer-aided design (CAD) system. Students will gain valuable hands-on experience with Auto CAD. They will be expected to complete several projects relating to command topics. 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.

Recommended Grade Level: 9-12

Credits: 2 credits per semester, 2 semesters max, 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

Ivy Tech: DESN 101 Intro to Design Tech, 3 cr; DESN 113 2D CAD, 3cr

No additional cost

ARCHITECTURAL DRAFTING & DESIGN II presents a history and survey of architecture and focuses on creative design of buildings in a studio environment. Covers problems of site analysis, facilities programming, space planning, conceptual design, proper use of materials, selection of structure and construction techniques. Develops presentation drawings, and requires oral presentations and critiques. Generation of form and space is addressed through basic architectural theory, related architectural styles, design strategies, and a visual representation of the student's design process. This course will 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. 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.

Recommended Grade Level: 10-12

Prerequisite: Architectural Drafting and Design I

Credits: 2 credits per semester, maximum of 2 semesters, 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: Credit for DESN 101

Ivy Tech: DESN 105-Architectural Design I:

No additional cost, Qualifies as quantitative reasoning class

CONSTRUCTION TRADES I includes classroom and laboratory experiences concerned with the formation, installation, maintenance, and repair of buildings, homes, and other structures. A history of building construction to present-day applications emphasizing future trends and construction as a career. Provides instruction and practice in the use

of working drawings and applications from the print to the work. Includes 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 will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing, room schedules and plot plans. Examines the design and construction of floor and wall systems and student develops the skill needed for layout and construction of floor and wall systems from blueprints and professional planning documents. Instruction will be given in the following areas, administrative requirements, definitions, building planning, foundations, wall coverings, roof and ceiling construction, and roof assemblies. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including Occupational Safety and Health Administration's Safety & Health Standards for the construction industry.

Recommended Grade Level: 10-12

Recommended Prerequisite: Introduction to Construction

Credits: 3 credits per semester, maximum of 2 semesters, maximum of 6 credits

2 credit per semester option is also available for the AM

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:

Ivy Tech: INDT 113 Basic Electricity; 3 cr

Additional cost: tools, warm clothes—cost will vary depending on what items student already has

CONSTRUCTION TRADES II includes classroom and laboratory experiences concerned with the formation, installation, maintenance, and repair of buildings, homes, and other structures including recent trends in residential construction industry. Information is presented concerning 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. The student obtains skills 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.

Recommended Grade Level: 11-12

Prerequisite: Construction Technology I

Credits: 3 credits per semesters, maximum of 2 semesters, maximum of 6 credits

2 credit per semester option is also available for the AM

Counts as a Directed Elective or Elective for the General, Core 40, core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Additional cost: tools, warm clothes—cost will vary depending on what items student already has

MECHANICAL DRAFTING & DESIGN I provides students with a basic understanding of the detailing skills commonly used by a drafting technician. Areas of study include: lettering, sketching, proper use of equipment, geometric constructions with emphasis on orthographic (multi-view) drawings that are dimensioned and noted to ANSI standards. Another purpose of this course is to provide students with a basic understanding of the features and considerations associated with the operation of a computer-aided design (CAD) system. Students will gain valuable hands-on experience with Auto CAD. They will be expected to complete several projects (increasing in difficulty) relating to command topics. Topics include: 2D drawing commands, coordinate systems, editing commands, paper and model space, inquiry commands, layers, plotting, text, and basic dimensioning.

Recommended Grade Level: 9-12

Recommended Prerequisite: None

Credits: 2 credits per semester, 2 semesters maximum, 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

Ivy Tech: DESN 101 Intro to Design Tech, 3 cr; DESN 113 2D CAD, 3cr

No additional cost

MECHANICAL DRAFTING & DESIGN II covers working with drawings in both detailing and assembly. Presents fastening devices, thread symbols and nomenclature, surface texture symbols, classes of fits, and the use of parts lists, title blocks and revision blocks. This course will also 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. Advanced CAD will enable the student to make the transition from 2D drafting to 3D modeling. Students will draw and calculate three dimensional problems. Theory and methods include graphic developments and the relationships between points, lines and planes, curved lines and surfaces, intersections, and development. Computer software and hardware experiences, as they relate to technology students, will be covered.

Recommended Grade Level: 10-12

Prerequisite: Mechanical Drafting and Design I

Credits: 2 credits per semester, maximum of 2 semesters ,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. Credit for DESN 101

Ivy Tech: DESN 104 Mechanical Graphics, 3cr

No additional cost

Qualifies as quantitative reasoning class

BUSINESS & MARKETING

ADMINISTRATIVE & OFFICE MANAGEMENT prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and to perform business-related functions. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business administration, management, and finance. Individual experiences will be based upon the student's career and educational goals. Students will have both classroom and lab experiences.

Recommended Grade Level: 12

Required Prerequisite: Principles of Business Management or Principles of Marketing

Credits: 2 semester course, 2 semesters required, 1-2 credits per semester, 4 credits maximum

Counts as a Directed Elective or Elective for all diplomas

ENTREPRENEURSHIP & NEW VENTURES CAPSTONE introduces entrepreneurship, and develop skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and "go to" market strategies will be explored through mini-case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting, and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software. Students will learn these concepts and skills and then APPLY. The KACC Entrepreneurship class will run its own business. Students will be responsible for product concept, business plan, marketing, production and execution of delivery of goods. This will be a hands-on Entrepreneurship class. It is preferred that students have previously taken a business or graphic design class. This class will meet at KACC.

Recommended Grade Level: 11 & 12

Recommended Prerequisite: Principles of Business Management or Principles of Marketing

Credits: 2-semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

Counts as a Directed Elective or Elective for all diplomas

INTRODUCTION TO ACCOUNTING introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making.

Recommended Grade Level: Grade 9-10

Recommended Prerequisite: None

Credits: 2-semester course, 2 semesters required, 1 credit a semester, maximum of 2 cr
Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with
Academic Honors and Core 40 with Technical Honors diplomas
Quantitative reasoning course

KOKOMOCEO (ENTREPRENEURSHIP & NEW VENTURES CAPSTONE) is a yearlong course designed to utilize partnerships that provide an overview of business development and processes. The local business community partners with area schools to create project based experiences for students by providing funding, expertise, meeting space, business tours and one-on-one mentoring. Students visit area businesses, learn from guest speakers, participate in a class business, write business plans, and start and operate their own business. Business concepts learned through the experiential CEO-Entrepreneurship class are critical; the 21st century skills of problem solving, teamwork, self-motivation, responsibility, higher order thinking, communication and inquiry are at the heart of student development throughout the course. The class meets for 1 ½ hours each school day from 7:30 AM- 9:00 AM in a variety of businesses. The class is facilitated by a licensed teacher and completely supported financially by our CEO Business Investors. MUST APPLY FOR PROGRAM- see your counselor.

Recommended Grade Level: Grade 12

Recommended Prerequisite: Principles of Business Management or Principles of Marketing

Credits: 2 credits per semester, 2-semester class

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with
Academic Honors and Core 40 with Technical Honors diplomas

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.

Recommended Grade Level: Grade 11-12

Recommended Prerequisite: Introduction to Business

Credits: 1 credit per semester, maximum of 2 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
Qualifying Accuplacer scores required

PRINCIPLES OF MARKETING introduces the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management.

Recommended Grade Level: Grade 9-12

Recommended Prerequisite: None

Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 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

No additional cost

SPORTS & ENTERTAINMENT MARKETING is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace.

Recommended Grade Level: Grade 9-12

Recommended Prerequisite: Principles of Marketing

Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 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

No additional cost

STRATEGIC MARKETING builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of Indiana Department of Education 76 High School Course Titles and Descriptions theories from psychology, social psychology, and economics. The relationship between consumer behavior and marketing activities will be reviewed.

Recommended Grade Level: 12

Recommended Prerequisite: Principles of Business Management or Principles of Marketing

Credits: 2-semester course, 2 semesters required, 1-2 credits per semester, 4 credits maximum

Counts as a Directed Elective or Elective for all diplomas

WORK BASED LEARNING is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds students' skills and knowledge in their chosen career path or furthers their study within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating achievement and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course. In the stand-alone WBL courses, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Therefore, at least two courses in a student's pathway would be prerequisite to the student enrolling in the stand-alone WBL courses. There are several models of Work Based Learning. A school may choose to use a single model or differentiate instruction by using multiple models depending on a student's pathway and career objectives. The models are:

- Apprenticeship
- Cooperative
- Internship
- School Based Enterprise
- Service Learning Based

Please Note: Depending on the model used, there are federal and state student employment and cooperative education laws that must be followed.

The following Work Based Learning courses are available:
5974 Work Based Learning Capstone

COMPUTER SCIENCE

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

Recommended Grade Level: 10-11

Must be accepted as an IUK student

Prerequisite: Top 50% class, 11th/12th grade, PSAT/SAT of 1030 or ACT of 20

Credits: 2-semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Counts as a Directed Elective or Elective for all diplomas

Dual Credit Indiana University Kokomo: CSCI B 100 4 cr; CSCI C 101 4 cr

ENGINEERING

Project Lead the Way

DIGITAL ELECTRONICS (DE) is a course of study in applied digital logic that encompasses the design and application of electronic circuits and devices found in video games, watches, calculators, digital cameras, and thousands of other devices. Instruction includes the application of engineering and scientific principles as well as the use of Boolean algebra to solve design problems. Using computer software that reflects current industry standards, activities should provide opportunities for students to design, construct, test, and analyze simple and complex digital circuitry software will be used to develop and evaluate the product design. This course engages students in critical thinking and problem-solving skills, time management and teamwork skills.

Recommended Grade Level: 10-12

Recommended Prerequisite: Introduction to Engineering Design, Principles of Engineering

Credits: 1 credit per semester, 2 semester maximum, maximum of 2 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

Qualifies as a quantitative reasoning course for General, AHD & THD

This course is aligned with postsecondary courses for Dual Credit

Ivy Tech: EECT 112 Digital Fundamentals; 3cr

Qualifying Accuplacer scores required for dual credit

No additional cost

INTRODUCTION TO ENGINEERING DESIGN (IED) is an introductory course, which develops student problem solving skills using the design process. Students document their progress of solutions as they move through the design process. Students develop solutions using elements of design and manufacturability concepts. They develop hand sketches using 2D and 3D drawing techniques. Computer Aided Design (CAD).

Recommended Grade Level: 9-12

Recommended Prerequisites: none

Credits: 1 credit per semester, 2 semester maximum, maximum of 2 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

Ivy Tech: DESN 102 - Technical Graphics; 3cr

No additional cost

PRINCIPLES OF ENGINEERING (POE) is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems.

Recommended Grade Level: 10-12

Recommended Prerequisite: Introduction to Engineering Design

Credits: 1 credit per semester, 2 semester maximum, maximum of 2 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

Qualifies as a quantitative reasoning course for General, AHD & THD

This course is aligned with postsecondary courses for Dual Credit

Ivy Tech: DESN 104 Mechanical Graphics; 3cr

IED (DESN 101) credit required to receive dual credits for POE

No additional cost

HEALTH SCIENCE

ANATOMY & PHYSIOLOGY is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

Recommended Grade Level: 11-12

Recommended Prerequisite: Biology, Health Science Education I

Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 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

Fulfills a Core 40 Science course requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma

Additional cost: approximately \$0

DENTAL CAREERS I prepares the student for an entry-level dental assisting position. Emphasis is placed on the clinical environment, chair-side assisting, equipment/instrument identification, tray set-ups, sterilization, and characteristics of microorganisms and disease control. In addition, oral, head and neck anatomy, basic embryology, histology, tooth morphology, charting dental surfaces, and illness are all introduced. Simulated in-school laboratories and/or extended laboratory experiences are also included to provide opportunities for students to further develop clinical skills and the appropriate ethical behavior. Leadership skills are developed and community service provided through HOSA. Students have the opportunity to compete in a number of competitive events at both the state and national level.

Recommended Grade Level: 11

Recommended Prerequisite: Health Science Education I

Credits: 2 credits per semester, maximum of 2 semesters, 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

Additional cost: approximately \$60

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

Recommended Grade Level: 12

Prerequisite: Dental Careers I

Credits: 2 credits per semester, maximum of 2 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

No additional cost

HEALTH SCIENCE II-C.N.A. is a two-semester program with the focus on preparing qualified students for entry-level placement in a long-term care facility. Students will have the opportunity to apply concepts, skills and work attitudes taught in this related class. Students are placed at facilities under direct supervision of a licensed nurse with a predetermined training plan. Upon completion of 75 clinical hours, students will be qualified to take the State Certification Exam.

Recommended Grade Level: 11-12, must have transportation 2nd semester to clinical site

Recommended Prerequisite: Health Science I

Credits: 2 credits per semester, 2 semester maximum

Counts as 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 course for Dual Credit

Ivy Tech: HLHS 107-C.N.A. Preparation; 5 cr: HLHS 113 Dementia Care, 3cr

STATE LICENSE: CERTIFIED NURSING ASSISTANT

Additional costs: approximately \$150 (includes cost of C.N.A. State Exam)

HEALTH SCIENCE II- PHYSICAL THERAPY builds on content and skills of Health Science Education I and prepares students with the knowledge, skills and attitudes essential for physical therapy careers. Extended laboratory experiences provide students the opportunity to assume and practice technical skills previously learned in the classroom in clinical settings under the direction of licensed physical therapists. Content includes an overview of the health care delivery systems and employment opportunities at a variety of entry levels. In addition students will learn skills specific to physical therapy including observing patient progress, helping patients with specific exercises, using massage and stretching for treatment, aiding patients with devices for movement, educating patients and families, basic assistance in cleaning treatment areas and clerical work. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers, including self-analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and application processes for admission into a postsecondary program.

Recommended Grade Level: 11-12

Recommended Prerequisite: Health Science I

Credits: 2 per semester, 2 semester maximum

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas

Additional cost; approx. \$40

HEALTH SCIENCE EDUCATION I content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, an introduction to health care systems, anatomy, physiology, and medical terminology. Leadership skills developed through HOSA participation are also included. Lab experiences are organized and planned around the activities associated with the student's career objectives. Job seeking and job maintenance skills, personal management skills, self-analysis to aid in career selection and completion of the application process for admission into a post-secondary program of their choice are also included in this course.

Recommended Grade Level: 9- 12

Recommended Prerequisite: None

Credits: 2 credits per semester, maximum of 2 semesters, 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 the following Post-Secondary courses for Dual Credit:

Ivy Tech: HLHS 100 Introduction to Health Careers

Additional cost: approximately \$35

HEALTH SCIENCE EDUCATION II: Special Topics is an extended laboratory experience designed to address the advancement and specialization of healthcare careers through the provision of a specialized course for a specific healthcare workforce need in the school's region. Practicum is at a qualified clinical site, and is designed to give the student the opportunity to practice technical skills previously learned in the classroom; all while working under the direction of the appropriately licensed healthcare professional. Throughout the course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels; an overview of the healthcare delivery systems, healthcare teams, and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills for providing basic care appropriate for their healthcare setting and audience. Course standards and curriculum must be tailored to the specific healthcare profession, preparing students to advance in this career field, and where applicable, provide students with opportunities for certification or dual credit. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from high school, to post-secondary opportunities, and to work in a variety of health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.

Recommended Grade Level: 12

Required Prerequisite: 4 credits and a GPA of C or higher in a Health Science class (Anatomy and Physiology, Health Care Systems I, PLTW Biomedical Sciences (PBS, HBS, MI), any Health Science II (C.N.A, Physical Therapy, Veterinary Careers) or Dental Assisting I

Credits: 2 credits per semester; maximum of 6 credits

Counts as a Directed Elective and Elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

Additional cost: approx. \$115

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

NOTE: Use of the *PLTW* Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.

Recommended Grade Level: 10-12

Recommended Prerequisite: Principles of the Biomedical Sciences

Credits: 1 credit per semester, 2 semester maximum, maximum of 2 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

Fulfills a Core 40 Science elective requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma

Additional cost: approx. \$25

MEDICAL INTERVENTIONS (*PLTW*) (MI) is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions including vascular stents, cochlear implants, and prosthetic limbs. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. Using 3-D imaging software, students will design and build a model of a therapeutic protein. NOTE: Use of the *PLTW* Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.

Recommended Grade Level: 11-12

Recommended Prerequisite: Principles of the Biomedical Sciences and Human Body Systems

Credits: 1 credit per semester, 2 credits maximum

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Fulfills a Core 40 Science elective requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma

Additional cost: approx. \$25

MEDICAL TERMINOLOGY prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information. Students have the opportunity to acquire skills in interpreting medical records and communications accurately and logically. Emphasis is on forming a foundation for a medical vocabulary including meaning, spelling, and pronunciation. Medical abbreviations, signs, and symbols are included.

Recommended Grade Level: 10-12

Recommended Prerequisite: Health Science Education I

Credits: 1 credit per semester, maximum of 2 semesters, maximum of 2 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:

Ivy Tech: HLHS 101 Medical Terminology; 3cr—(qualifying Accuplacer scores required for dual credit)

Additional cost: approximately \$0

PRINCIPLES OF BIOMEDICAL SCIENCES (*PLTW*) (PBS) introduces this field through “hands-on” projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person’s life.

Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. Schools must agree to be part of the Project Lead the Way network and follow all training and data collection requirements. NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.

Recommended Grade Level: 9-12

Prerequisite: Biology I or concurrent enrollment in Biology I is required

Credits: 1 credit per semester, 2 semesters maximum, maximum of 2 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

Fulfills a Core 40 Science elective requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma

Additional cost: approx. \$25

VETERINARY CAREERS I is a lab intensive course that introduces students to animal care and veterinary medicine while using field experiences to attain necessary skills. Students will learn and demonstrate standard protocols used in veterinary careers. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers, including self-analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program. Participation in FFA or HOSA encourages development of leadership, communication, community service and career related skills.

Recommended Grade Level: 11

REQUIRED Prerequisite: 75% or higher in BOTH Algebra I and Biology I

Recommended Prerequisites: Animal Science; Advanced Life Science Animals, HSE I

Credits: 2 credits per semester, 2 semester class

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Additional cost: approx. \$50

VETERINARY CAREERS II is designed as an extended laboratory experience at the student's choice of clinical site; usually clinics, animal hospitals, or research laboratories, designed to provide students the opportunity to assume the role of a veterinary assistant 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. It 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 veterinarians. In addition, students will learn skills for monitoring and caring for animals before and after surgery, maintain and sterilize surgical instruments, clean and disinfect kennels and operating rooms, provide emergency first aid to animals, give medication, do routine lab tests, feed and bathe animals, and collect fluid or tissue samples. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers, including self-analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program. Participation in HOSA or FFA encourages development of leadership, communication, community service and career related skills

Recommended Grade Level: 12

Recommended Prerequisite: Veterinary Careers I

Credits: 2 semester course, 2 semesters required, 2 credits per semester, maximum of 4 credits

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma High School

HOSPITALITY & HUMAN SERVICES

CULINARY ARTS: BAKING & PASTRY is an area of concentration within the Culinary Arts field. Students enrolled in this class will specialize in the area of baking, pastries, and elegant deserts. Students will also learn about different career areas involving Culinary Arts and their specialty area. This class also affords students who have taken Culinary Arts I and II a chance to extend their knowledge and develop a specialized skill. There are no pre-requisites for this class.

Recommended Grade Level: Grade 10-12

Required Prerequisite: Culinary Arts I

Credits: 2 credits per semester, 2 semesters maximum, 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

IVY Tech: HOSP 105 Introduction to Baking (prerequisite of VU REST 120 required);

3 cr

Additional cost: approximately \$40

CULINARY ARTS & HOSPITALITY prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course builds a foundation that prepares students to enter the Advanced Culinary Arts or Advanced Hospitality courses. Major 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. Instruction and laboratory experiences will allow students to apply principles of purchasing, storage, preparation, and service of food and food products; apply basic principles of sanitation and safety in order to maintain safe and healthy food service and hospitality environments; use and maintain related tools and equipment; and apply management principles in food service or hospitality operations. 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. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students' laboratory experiences. Students are monitored in their laboratory experiences by the Culinary Arts and Hospitality teacher. Articulation with postsecondary programs is encouraged.

Recommended Grade Level: 9-12

Recommended Prerequisite: None

Credits: 2 credits per semester, 2 semester maximum, 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

Must be a 11th/12th grade for dual credit. This course is aligned with the following Post-Secondary courses for Dual Credit:

Vincennes University: REST 120 Food Service Sanitation; (qualifying test scores required for dual credit) 3cr; CULN 110 Quantity Food Production; 5 cr; REST 100

Introduction to Hospitality Management; 3cr

SERVE SAFE CERTIFICATION

Additional cost: approximately \$40

CULINARY ARTS & HOSPITALITY II prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the food industry, including (but not limited to) food production and services; food science, dietetics, and nutrition; and baking and pastry arts. Major 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. Advanced Culinary Arts builds upon skills and techniques learned in Culinary Arts and Hospitality Management, which must be successfully completed before enrolling in this advanced course. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students' laboratory and work-based experiences. Students are monitored in these experiences by the Advanced Culinary Arts teacher. Articulation with postsecondary programs is encouraged.

Recommended Grade Level: 10-12

Prerequisite: Culinary Arts and Hospitality Management

Credits: 2 credits per semester, 2 semester maximum, 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 the following Post-Secondary courses for Dual Credit

Vincennes University: REST 155 Quantity Food Purchasing

Additional cost: approximately \$40

CULINARY ARTS & HOSPITALITY II: HOSPITALITY MANAGEMENT prepares students for employment in the hospitality industry. It provides the foundations for study in higher education that leads to a full spectrum of hospitality careers. This is a broad-based course that introduces students to all segments of hospitality, what it includes, and career opportunities that are available; provides a survey of management functions, highlighting basic theories and facts; and exposes students to current trends and current events within the industry. Three major goals of this course are for students to be able to: Identify current trends in hotel and restaurant management, distinguish the difference between hospitality and tourism, and state differences in front of the house versus back of the house. Intensive experiences in one or more hospitality industry settings are a required component of the course. A standards-based plan for each student guides the industry experiences. Students are monitored in their industry Indiana Department of Education 94 High School Course Titles and Descriptions experiences by the Advanced Hospitality Management teacher. Industry experiences may be either school-based or “on the job” in community-based hospitality settings, or in a combination of the two.

Recommended Grade Level: 12

Required Prerequisite: Culinary Arts and Hospitality I

Credits: 2-semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

Counts as a Directed Elective or Elective for all diplomas

COSMETOLOGY I offers 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.

Recommended Grade Level: Grade 11

Recommended Prerequisite: None

Credits: 3 credits per semesters, max of 2 semesters, maximum of 6 credits

Counts as 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:

Vincennes University: COSM 100 Cosmetology I (qualifying Accuplacer scores required for dual credit) 7cr; COSM 150 Cosmetology II (prerequisite of COSM 100 required); 7cr

STATE COSMETOLOGY LICENSE AT COMPLETION OF 2 YEARS

Additional Cost: approximately \$600

COSMETOLOGY II emphasis will be toward the development of advanced skills in styling, hair coloring, permanent waving, facials and manicuring. Students will also study anatomy and physiology, professionalism, and salon management in relation to cosmetology

Recommended Grade Level: Grade 12

Prerequisite: Cosmetology I

Credits: 3 credits per semesters, max of 2 semesters, 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:

Vincennes University: COSM 200 Cosmetology III (prerequisite of COSM 150 required); 7cr; COSM 250 Cosmetology IV (prerequisite of COSM 200 required); 9cr

STATE COSMETOLOGY LICENSE UPON COMPLETION

Additional cost: approximately \$30

MANUFACTURING

ADVANCED MANUFACTURING I is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Domains include safety and impact, electricity, manufacturing essentials, fluid power principals, mechanical principals, lean manufacturing, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Students take this course with the goal of being a skilled machine operator, repair technician, or working in management at any company that produces goods and services using advanced manufacturing techniques. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience. Students will also receive instruction in Welding.

Recommended Grade Level: 11-12

Recommended Prerequisite: Introduction to Advanced Manufacturing

Credits: 2 semester course, 2 semesters required, 1 credit per semester

Counts as a Directed Elective or Elective for all diplomas

ADVANCED MANUFACTURING II builds on classroom and lab experiences students experienced in Advanced Manufacturing I. Domains include safety and impact, drafting principles, manufacturing programming, CAD/CAM and CNC technologies, automation and robotics, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Students continue this course with the goal of being a skilled machine operator, repair technician, or management at any company that produces goods and services using advanced manufacturing techniques. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

Recommended Grade Level: 12

Required Prerequisite: Advanced Manufacturing I

Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum

Counts as a Directed Elective or Elective for all diplomas

Qualifies as a quantitative reasoning course

WELDING TECHNOLOGY I includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Shielded Metal Arc welding. This course is designed for individuals seeking careers in Welding, 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.

Recommended Grade Level: 9-12

Recommended Prerequisite: None

Credits: 2 credits per semester, 2 semester maximum, 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:

Ivy Tech: INDT 114- Introductory Welding, 3cr; WELD 108- Shielded Metal Arc, 3cr; WELD 100 Welding Processes, 3 cr; WELD 206 Sh8ielded Metal Arc II, 3cr

No additional cost

WELDING TECHNOLOGY II includes classroom and laboratory experiences that develop a variety of skills in Gas Metal Arc welding, Flux Cored Arc Welding, Gas Tungsten Arc welding, Plasma Cutting and Carbon Arc. This course is designed for individuals who intend to pursue careers as a Welders, Technicians, 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.

Recommended Grade Level: 10- 12

Prerequisite: Welding Technology I

Credits: 2 credits per semester, 2 semester maximum, 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:

Ivy Tech: WELD 207-Gas Metal Arc (MIG) Welding, 3cr ; WELD 208 Gas Tungsten Arc Weld, 3cr; WELD 272 Adv Gas Metal Arc II, 3cr; WELD 273 Adv Gas Tungsten (TIG), 3cr

No additional cost

WELDING TECHNOLOGY III continues the classroom and laboratory experiences that students began in years one and two. Students may also have the opportunity to work independently on projects presented to the Welding Technology program.

Recommended Grade Level: 11-12

Prerequisite: Welding Technology II

Credits: 2 credits semester 1. Semester 2 is WBL: Multiple for 2 credits

Counts as a Directed Elective or Elective for the General, Core 0, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

No additional cost

PUBLIC SAFETY

CRIMINAL JUSTICE I Introduces specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss prevention services, and homeland security. This course provides an introduction to the purposes, functions, and history of the three primary parts of the criminal justice system as well as an introduction to the investigative process. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports. This course 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.

Recommended Grade Level: Grade 10-12

Recommended Prerequisite: None

Credits: 2 credits per semester, maximum of 2 semesters, 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:

IVY Tech: CRIM 101 Introduction to Criminal Justice (qualifying Accuplacer scores required for dual credit); 3cr; CRIM 105; Introduction Criminology; 3cr

Additional cost: \$0

CRIMINAL JUSTICE II introduces students to concepts and practices in controlling traffic as well as forensic investigation at crime scene. Students will have opportunities to use mathematical skills in crash reconstruction and analysis activities requiring measurements and performance of speed/acceleration calculations. Additional activities simulating criminal investigations will be used to teach scientific knowledge related to anatomy, biology, and chemistry as well as collection of evidence and search for witnesses, developing and questioning suspects, and protecting the integrity of physical evidence found at the scene and while in transit to a forensic science laboratory. Procedures for the use and control of informants, inquiries keyed to basic leads, and other information-gathering activity and chain of custody procedures will be reviewed.

Recommended Grade Level: Grade 11-12

Prerequisite: Criminal Justice I

Credits: 2 credits per semester, maximum of 2 semesters, 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:

IVY Tech: CRIM 111 Introduction to Traffic Enforcement (prerequisite of CRIM 101 required); 3cr; CRIM 113 Criminal Investigation (prerequisite of CRIM 101 required); 3cr
No additional cost

TRANSPORTATION

AUTOMOTIVE COLLISION REPAIR TECHNOLOGY I includes classroom and laboratory experiences concerned with 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. Course coverage also includes instruction in personal and environmental safety practices as related to OSHA and other agencies that affect individuals working in the ground transportation technology areas. Additional instruction is given in the course on measurement principles and automotive fasteners. Instruction should also emphasize computerized frame diagnosis, computerized color mixing, and computerized estimating of repair costs. Additional academic skills taught in this course include precision measurement and mathematical calibrations as well as scientific principles related to adhesive compounds, color mixing, abrasive materials, metallurgy, and composite materials.

Recommended Grade Level: 9-12

Credits: 2 credits per semester, maximum of 2 semesters, 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:

Ivy Tech: AUBR 101- Body Repair Fundamentals

Additional cost: \$0

AUTOMOTIVE COLLISION REPAIR TECHNOLOGY II Introduces concepts in auto paint considerations with emphasis on the handling of materials and equipment in modern automotive technologies. Instruction should also emphasize computerized frame diagnosis, computerized color mixing, and computerized estimating of repair costs. Additional academic skills taught in this course include precision measurement and mathematical calibrations as well as scientific principles related to adhesive compounds, color mixing, abrasive materials, metallurgy, and composite materials.

Recommended Grade Level: 10-12

Prerequisite: Automotive Collision Repair Technology I

Credits: 2 credits per semester, 2 semesters maximum, 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: Ivy Tech: AUBR 103 Auto Paint Fundamentals, 3cr

Additional cost: \$0

AUTOMOTIVE COLLISION REPAIR TECHNOLOGY III continues the instruction from Automotive Collision Repair II. Students may also have the opportunity to work on projects presented to the Automotive Collision Repair program.

Recommended Grade Level: 11-12

Prerequisite: Automotive Collision Repair Technology II

Credits: 2 credits semester 1. Semester 2 is WBL: Multiple for 2 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

Additional cost: \$0

AUTOMOTIVE SERVICES TECHNOLOGY I is a one-year course that encompasses the sub topics of the NATEF/ASE identified areas of Steering and Suspension and Braking Systems. This one-year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of semester based or yearlong instruction. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, engine repair as time permits. This one-year offering must meet the NATEF program certifications for the two primary areas offered in this course. This course 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. Mathematical skills will be reinforced through precision measuring activities and cost estimation/calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

Recommended Grade Level: 9-12

Credits: 2 credits per semester, maximum of 2 semesters, 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:

Ivy Tech: AUTC 100 Intro to Auto Service; 3cr;

Additional cost: approximately \$125

AUTOMOTIVE SERVICES TECHNOLOGY II is a one-year course that encompasses the sub topics of the NATEF/ASE identified areas of Electrical Systems and Engine Performance. This one year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of semester based or yearlong instruction. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, engine repair as time permits. This one-year offering must meet the NATEF program certifications for the two primary areas offered in this course. Mathematical skills will be reinforced through precision measuring activities and cost estimation/calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

Recommended Grade Level: 10-12

Prerequisite: Automotive Services Technology I

Credits: 2 credits per semester, maximum of 2 semesters, 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

Ivy Tech: AUTI 111 Electrical Systems I, 3 cr; AUTI 121 Steering & Suspension , 3 cr;

AUTI 122 Braking Systems, 3cr; AUTI 145 Driveline Service, 3 cr; AUTI 131 Engine Performance I, 3cr

Additional cost: \$0 (will already have tools from Auto Service Tech I)

AUTOMOTIVE SERVICES TECHNOLOGY III continues to build on skills and knowledge from Automotive Services Technology II. Students may have the opportunity to participate in an internship or cooperative experience within the work force.

Recommended Grade Level: 11-12

Prerequisite: Automotive Services Technology II

Credits: 2 credits semester 1. Semester 2 is WBL: Multiple for 2 credits

Counts as Directed Elective or Elective for the General. Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Additional cost: \$0 (will already have tools from Auto Service Tech I, II)