

South Harrison Course Offering Information for 2016-2017
Updated 3-7-16

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*CTE=Career Technical Education

*PLTW = Project Lead the Way

KEY

AP **ADVANCED PLACEMENT**
PTC **PATHWAY TRAVEL COURSE**
***** **ONE SEMESTER = ONE CREDIT**

DC **DUAL CREDIT**
+ **WEIGHTED COURSE**
****** **TWO SEMESTERS = TWO CREDITS**

CTE: Agriculture**5056** INTRODUCTION TO AGRICULTURE, FOOD AND NATURAL RESOURCES (9,10 11,12)**

Introduction to Agriculture, Food and Natural Resources is highly recommended as a prerequisite to and a foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure and technology, leadership development, supervised agricultural experience and career opportunities in the area of agriculture, food and natural resources.

5008 ANIMAL SCIENCE (10 11,12)**
CORYDON CENTRAL ONLY

Animal Science provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science.

5074 ADVANCED LIFE SCIENCE: PLANTS & SOILS (10, 11, 12)**

Advanced Life Science: Plants and Soils provides students with opportunities to participate in a variety of activities which includes laboratory work. Students study concepts, principles and theories associated with plants and soils. Students

recognize how plants are classified, grown, function and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratory and fieldwork, how plants functions and the influence of soil in plant life.

Fulfills a Core 40 Science 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.

5974 WORK BASED LEARNING CAPSTONE, MULTIPLE PATHWAYS (12)**

Work Based Learning (WBL) 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 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.

Prerequisite: Completion of at least two content related courses (Introduction to Agriculture, Food and Natural Resources, Animal Science, Plant and Soil Science, Advanced Life Science Plants and Soils, Agribusiness, Horticultural Science, Landscape Management) and counselor approval.

CTE: BUSINESS

4524 INTRODUCTION TO ACCOUNTING (10,11,12)**
CORYDON CENTRAL ONLY – Pathway Travel Course

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 record.

4562 PRINCIPLES OF BUSINESS MANAGEMENT (11,12)**
CORYDON CENTRAL ONLY – Pathway Travel Course

Principles of Business Management focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free enterprise system. Students will attain an understanding of management, team building, leadership, problem solving steps and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized.

4562 PRINCIPLES OF BUSINESS MANAGEMENT/BUSN 101 + (11,12) DC**
CORYDON CENTRAL ONLY– Pathway Travel Course

Principles of Business Management focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free enterprise system. Students will attain an understanding of management, team building, leadership, problem solving steps and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized. **Note: This is a college course offered during the Flex A Dual Credit schedule.**

Prerequisite: Must have met Ivy Tech eligibility requirements.

4560 BUSINESS LAW AND ETHICS (Coming 2017-18) (11,12)**
CORYDON CENTRAL ONLY– Pathway Travel Course

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 and situation analyses.

4560 BUSINESS LAW AND ETHICS/BUSN 201 + (Coming 2017-18) (11,12) DC**
CORYDON CENTRAL ONLY– Pathway Travel Course

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 and situation analyses. **Note: This is a college course offered during the Flex A Dual Credit schedule.**

Prerequisite: Must have met Ivy Tech eligibility requirements.

4522 ADVANCED ACCOUNTING/ACCT 101 + (Coming 2017-18) (12) DC**
CORYDON CENTRAL ONLY - Pathway Travel Course

Advanced Accounting expands on the Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting covered in Introduction to 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. **Note: This is a year-long college course offered during the Flex B Dual Credit schedule.**

Prerequisite: Introduction to Accounting and must have met Ivy Tech eligibility requirements.

5260 WORK BASED LEARNING CAPSTONE, BUSINESS AND MARKETING (12)**

Work Based Learning (WBL) 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 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.

Prerequisite: Completion of at least two content related (Introduction to Accounting, Intro to Business, Business Law and Ethics, Principles of Business Management) and counselor approval.

CTE: Engineering/Technology –PLTW and Manufacturing

4812 INTRODUCTION TO ENGINEERING DESIGN- PLTW (9, 10,11,12) DC**

Introduction to Engineering Design 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). **Upon successful completion of this course students may earn up to 3 dual credit college hours for DESN 102.**

4814 PRINCIPLES OF ENGINEERING-PLTW (10,11,12) DC**

Principles of Engineering 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. 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. **Upon successful completion of this course students may earn up to 3 dual credit college hours for DESN 104.**

Prerequisite: Introduction to Engineering Design-PLTW

4826 DIGITAL ELECTRONICS-PLTW (11,12) DC**
SOUTH CENTRAL ONLY - Pathway Travel Course

Digital Electronics 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. ***Upon successful completion of this course students may earn up to 3 dual credit college hours for EECT 112.***

Prerequisite: Introduction to Engineering Design-PLTW

5975 Work Based Learning Capstone, Advanced Manufacturing and Engineering (12)**

Work Based Learning (WBL) 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 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.

Prerequisite: Completion of at least two content related courses (Introduction to Manufacturing, Introduction to Advanced Manufacturing, Introduction to Engineering, Principles of Engineering, Digital Electronics) and counselor approval.

CTE: Family & Consumer Sciences

5362* CHILD DEVELOPMENT (On-Line) (9,10,11,12)

Note: Course curriculum is on-line. Students are assigned to a content teacher where project based learning will be incorporated into the class.

Child Development is an introductory course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Authentic applications such as introductory laboratory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

5438 INTRODUCTION TO CULINARY ARTS AND HOSPITALITY (On-Line) (9,10,11,12)**

Note: Course curriculum is on-line. Students are assigned to a content teacher where project based learning will be incorporated into the class.

Introduction to Culinary Arts and Hospitality is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended. Topics include basic culinary skills in the foodservice industry, safety and sanitation, nutrition, customer relations and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course.

5342* NUTRITION AND WELLNESS (On-Line) (9,10,11,12)

Note: Course curriculum is on-line. Students are assigned to a content teacher where project based learning will be incorporated into the class.

Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. 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, 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. This course is the first in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

5360* ADVANCED CHILD DEVELOPMENT

(10,11,12)

SOUTH CENTRAL ONLY - Pathway Travel Course

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

5072 ADVANCED LIFE SCIENCE: FOODS**

(10, 11, 12)

SOUTH CENTRAL ONLY

Advanced Life Science: Foods provides students with opportunities to participate in a variety of activities which includes laboratory work, leadership development, supervised agricultural experience and exploration of career opportunities. This is a standards-based, interdisciplinary science course that integrates biology, chemistry and microbiology in the context of foods and the global food industry. Students enrolled in this course formulate, design and carry out food-base laboratory and field investigations as an essential course component. Students understand how biology, chemistry and physics principles apply to the composition of foods, the nutrition of foods, food and food product development, food processing, food safety and sanitation, food packaging and food storage.

Fulfills a Core 40 Science 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.

5412 EARLY CHILDHOOD EDUCATION I / ECED 100/101 +**

(11,12)

DC

SOUTH CENTRAL ONLY - Pathway Travel Course

Early Childhood Education prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in High School Approved Course Titles and Descriptions Indiana Department of Education 64 2016-17 School Year January 2016 Edition higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of suggested topics. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional. The course provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula, and services available to young children. Students examine basic principles of child development, importance of family, licensing, and elements of quality care of young children. The course addresses planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. Intensive experiences in one or more early childhood settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Early Childhood Education teacher. ***Upon successful completion students MAY earn up to 6 college credit hours (3 college credits for 1st semester ECED 100 and 3 college credits for 2nd semester ECED 101).***

5406 EARLY CHILDHOOD EDUCATION II / ECED 103/105 + (Coming 2017-18) (11,12) DC**
SOUTH CENTRAL ONLY - Pathway Travel Course
 Early Childhood Education II prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. ECE II is a sequential course that builds on the foundational knowledge and skills of Early Childhood Education I, which is a required prerequisite. In ECE II students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of ECE II include: overview of the Child Development Associate (CDA) credential, safe and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism. The course standards parallel the expectations and documentation required for Child Development Associate (CDA) credentialing. These include rigorous levels of self-critique and reflection; performance assessments by instructors, parents, and other professionals; comprehensive assessment of knowledge through a standardized exam; and other professional documentation. Extensive experiences in one or more early childhood education settings are required: a minimum total of 480 hours must be accrued in ECE I and ECE II. These experiences may be either school-based or "on-the-job" in community-based early childhood education centers, or in a combination of the two. A standards-based plan for each student guides the early childhood education experiences. Students are monitored in these experiences by the Early Childhood Education II teacher. **Upon successful completion students MAY earn up to 6 college credit hours (3 college credits for 1st semester ECED 103 and 3 college credits for 2nd semester ECED 105).**

5408 EDUCATION PROFESSIONS I / EDUC 101 + (11,12) DC**
CORYDON CENTRAL - Pathway Travel Course
 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.
Note: This is a college course offered during the Flex A Dual Credit schedule.

5404 EDUCATION PROFESSIONS II (Coming 2017-18) (12) DC**
CORYDON CENTRAL ONLY- Pathway Travel Course
 Education Professions II prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active 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.
Note: This course offered during the Flex A Dual Credit schedule.

5366* HUMAN DEVELOPMENT AND WELLNESS (10,11,12)
CORYDON CENTRAL ONLY- Pathway Travel Course
 Human Development and Wellness is valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers impacted by individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of these topics. Authentic applications through service learning are encouraged.

5480 WORK BASED LEARNING-Cadet Teaching Experience (11, 12)**

This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in grades kindergarten (K) through grade nine (9). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. Study topics and background reading provide the cadets with information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. **NOTE: Students will be assigned to schools on their campus.**

Prerequisite: Completion of at least two content related courses (Child Development, Advanced Child Development, Interpersonal Relationships, Human Development & Wellness, Early Childhood Education I, Early Childhood Education II, Education Professions I) and Counselor Approval.

5480* WORK BASED LEARNING CAPSTONE, FAMILY AND CONSUMER SCIENCES (12)

Work Based Learning (WBL) 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 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.

Prerequisite: Completion of at least two content related courses (Child Development, Advanced Child Development, Interpersonal Relationships, Human Development & Wellness, Early Childhood Education I, Early Childhood Education II, Education Professions I) and Counselor Approval.

5364* INTERPERSONAL RELATIONSHIPS (10,11,12)

Interpersonal Relationships is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. 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, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of interpersonal relationships. Direct, concrete language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

CTE: Health Science**5282** HEALTH SCIENCE EDUCATION I / HLHS 100 + CORYDON CENTRAL ONLY - Pathway Travel Course (11, 12) DC**

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. **Note: This is a college course offered during the Flex A Dual Credit schedule.**

Prerequisite: Must have met Ivy Tech eligibility requirements.

5274 MEDICAL TERMINOLOGY / HHS101 + (Coming 2017-18) (11,12) DC**
CORYDON CENTRAL ONLY - Pathway Travel Course

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. **Note: This is a college course offered during the Flex A Dual Credit schedule.**

Prerequisite: Must have met Ivy Tech eligibility requirements.

CTE: Manufacturing

4784 INTRODUCTION TO MANUFACTURING (9,10,11,12)**

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

4796 INTRODUCTION TO ADVANCED MANUFACTURING AND LOGISTICS (10,11,12) DC**
SOUTH CENTRAL ONLY - Pathway Travel Course

Introduction to Advanced Manufacturing and Logistics is a course that specializes in how people use modern manufacturing systems with an introduction to advanced manufacturing and logistics and their relationship to society, individuals, and the environment. Students apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students investigate the properties of engineered materials such as: metallic, polymers, ceramics, and composites. Students study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. After gaining a working knowledge of these materials, Students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, MSDS's, chart and graph reading and MSSC concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors. **Note: Upon successful completion of this course students may earn up to 6 dual credit college hours. See Advanced Manufacturing Hire Tech Pathway for more information.**

5608 ADVANCED MANUFACTURING I (Coming 2017-18) (11,12) DC**
SOUTH CENTRAL ONLY - Pathway Travel Course

Advanced Manufacturing I, is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Industrial Technology and Software Controls covers wiring and schematic diagrams used to design, install, and repair electrical/electronic equipment such as wireless communication devices, and programmable controllers. Course content will include basic theories of electricity, electronics, digital technology, and basic circuit analysis. Activities include experiences in: soldering; use of an oscilloscope, meters, signal generators and tracers; bread boarding; circuit simulation software; and troubleshooting. Understanding and using the underlying scientific principles related to electricity, electronics, circuits, sine waves, and Ohm's Law are integral to this course. Manufacturing Trends covers basic concepts in manufacturing operations and plant floor layout in the production environment. Applications of Computer Numerical Control (CNC), and lathe and turning operations are developed as a foundation for machining operations. Coordinate system concepts are introduced as relevant to machining processes, as well as fluid and mechanical power, welding, and lean manufacturing. Fluid power concepts will include hydraulic components and circuits, laws and principles, fluid power controllers, and the construction of systems. In the mechanical power portion of the course, students will learn

about machine specifications, basic forces, friction, simple machines, motors, and motor controls. Students will also be introduced to lean manufacturing, where they will study concepts including: lean goals, product quality, eliminating waste, cost effectiveness, lean concepts, resource planning, continuous improvement, and the various advantages of lean manufacturing. **Upon successful completion of this course students may earn up to 6 dual credit college hours. See Advanced Manufacturing Hire Tech Pathway for more information.**

Prerequisite: Introduction to Advanced Manufacturing and Logistics

5975 Work Based Learning Capstone, Advanced Manufacturing and Engineering (12)**

Work Based Learning (WBL) 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 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.

Prerequisite: At least two courses from the Manufacturing Pathway (Introduction to Manufacturing, Introduction to Advanced Manufacturing, Introduction to Engineering Design, Principles of Engineering).

English/Language Arts

1002 ENGLISH 9**

English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write, responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

1002 ENGLISH 9 HONORS +**

English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write, responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information. **Honors classes use the same curriculum structure but are more rigorous preparing students for college level work including AP courses.**

Prerequisite: Grade of A or B in previous English class or staff recommendation.

1004 ENGLISH 10**

English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9- 10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

1004 ENGLISH 10 HONORS +**

English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9- 10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced

with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. . Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information. **Honors classes use the same curriculum structure but are more rigorous preparing students for college level work including AP courses.**
Prerequisite: Grade of A or B in previous English class or staff recommendation.

1006** ENGLISH 11

English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

1006** ENGLISH 11 HONORS +

English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information. **Honors classes use the same curriculum structure but are more rigorous preparing students for college level work including AP courses.**

Prerequisite: Grade of A or B in previous English class or staff recommendation.

1056** ENGLISH 11 AP + - ENGLISH LANGUAGE AND COMPOSITION

DC

Corydon Central Only

AP English Language and Composition 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 course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. **Upon successful completion students MAY earn up to 6 college credit hours (3 college credits for 1st semester ENG 111 and 3 college credits for 2nd semester ENG 112).**

Prerequisite: Must have met Ivy Tech eligibility requirements.

1008** ENGLISH 12

English 12, an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grades 11- 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective 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 in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

1124** ENGLISH 12 HONORS/ADVANCED ENGLISH/LANGUAGE ARTS +

DC

English 12, an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grades 11- 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view

or perspective 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 in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information. ***Advanced English/Language Arts, College Credit, is an advanced course based on the Indiana Academic Standards for English/Language Arts in grades 11 and 12. Upon successful completion students MAY earn up to 6 college credit hours (3 college credits for 1st semester ENG 111 and 3 college credits for 2nd semester ENG 112).***

Prerequisite: Grade of A or B in previous English class or staff recommendation.

1058 ENGLISH 12 AP + - ENGLISH LITERATURE AND COMPOSITION
CORYDON CENTRAL ONLY**

DC

AP English Literature and Composition 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 course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. ***Upon successful completion students MAY earn 3 college credit hours for ENG 206.***

Prerequisite: Must have met Ivy Tech eligibility requirements.

English/Language Arts Electives

1096* TECHNICAL COMMUNICATIONS

(12)

Technical Communication, a course based on the Indiana Academic Standards for English/Language Arts, is the study and 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 advertising campaign for a generic product or idea or a multi-media proposal of an action plan to implement a project or service, which demonstrates knowledge, application, and writing progress in the Technical Communication course content. ***Fulfills an English/Language Arts graduation requirement.***

1098* ADVANCED COMPOSITION

(12)

Advanced Composition, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical 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. ***Fulfills an English/Language Arts graduation requirement.***

1086* STUDENT MEDIA

(9, 10, 11, 12)

Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design media, including school newspapers and yearbooks, and a variety of other media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields. Students can earn 1-8 credits over the course of their high school career. ***This is the designated school Media course, including newspaper and yearbook.***

Fine Arts

4206 MUSIC HISTORY AND APPRECIATION**

(9, 10, 11, 12)

Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. 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 of the arts.

4170 ADVANCED CONCERT BAND**

(9, 10, 11, 12)

Advanced Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This 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.**

4164 JAZZ ENSEMBLE**

(9, 10, 11, 12)

CORYDON CENTRAL ONLY

Jazz Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director.

4188 ADVANCED CHORUS**

(9, 10, 11, 12)

Advanced Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. 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.**

4248 THEATRE PRODUCTION**

(9, 10, 11, 12)

Theatre Production is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Production take on responsibilities associated with rehearsing and presenting a fully mounted theatre production. They read and analyze plays to prepare for production; conceive and realize a design for a production, including set, lighting, sound and costumes; rehearse and perform roles in a production; and direct or serve as assistant director for a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate a theatre arts career then develop a plan for potential employment or further education through audition, interview, or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community

4000* INTRODUCTION TO TWO-DIMENSIONAL ART

(9, 10, 11, 12)

Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking

this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources. ***Students enrolled in this course are automatically enrolled in the second semester titled Advanced Two-Dimensional Art #4004.***

4004* ADVANCED TWO-DIMENSIONAL ART

(9, 10, 11, 12)

Advanced Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

Prerequisite: Introduction to Two-Dimensional Art.

4040* CERAMICS

(10, 11, 12)

Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to High School Approved Course Titles and Descriptions Indiana Department of Education 144 2016-17 School Year January 2016 Edition the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. ***Ceramics #4040 and Painting #4064 rotate from year to year. 2016-17 will be Ceramics, 2017-18 will be Painting.***

4064* PAINTING (2017/18)

(10, 11, 12)

Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. ***Ceramics #4040 and Painting #4064 rotate from year to year. 2016-17 will be Ceramics, 2017-18 will be Painting.***

4060* DRAWING

(10, 11, 12)

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

4062* PHOTOGRAPHY CORYDON CENTRAL ONLY

(10, 11, 12)

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room

processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Health and Physical Education

3506* HEALTH & WELLNESS EDUCATION (9, 10)

Health & Wellness, a course based on Indiana's Academic Standards for Health & Wellness, 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 High School Approved Course Titles and Descriptions Indiana Department of Education 152 2016-17 School Year January 2016 Edition (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 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.

3542 PHYSICAL EDUCATION I (On-Line) (9, 10, 11, 12)**

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide 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 both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). **High School PE is taught in 8th grade. Students in grades 9-12 who need PE, must take it on-line.**

3560* ELECTIVE PHYSICAL EDUCATION (10, 11, 12)

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 cardiorespiratory 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. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

MATH

2520 ALGEBRA I (9)**

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These 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 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.

2520 ALGEBRA I HONORS +**

(9)

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These 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 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. ***Honors classes use the same curriculum structure but are more rigorous preparing students for college level work including AP courses.***

Prerequisite: Grade of A or B in previous Math class or staff recommendation.

2522 ALGEBRA II**

(10, 11)

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. Algebra II is made up of 5 strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. 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.

2522 ALGEBRA II HONORS +**

(10, 11)

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. Algebra II is made up of 5 strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. 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. ***Honors classes use the same curriculum structure but are more rigorous preparing students for college level work including AP courses.***

Prerequisite: Grade of A or B in previous Math class or staff recommendation.

2532 GEOMETRY**

(9, 10, 11)

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Five critical areas comprise the Geometry course: Logic and Proofs; 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. **Ninth grade students who took Algebra I in 8th grade will take Geometry their 9th grade year).**

2532 GEOMETRY HONORS +**

(9, 10, 11)

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal

mathematical arguments. Five critical areas comprise the Geometry course: Logic and Proofs; 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. **Honors classes use the same curriculum structure but are more rigorous preparing students for college level work including AP courses. Ninth grade students who took Algebra I in 8th grade will take Geometry their 9th grade year).**

Prerequisite: Grade of A or B in previous Math class or staff recommendation.

2564 PRE-CALCULUS +**

(11, 12)

DC

Pre-Calculus extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. 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. **Upon successful completion students MAY earn up to 6 college credit hours (3 college credits for 1st semester M136 and 3 college credits for 2nd semester M137).**

Prerequisites: Algebra II and Geometry and staff recommendation for student who have not passed the Math Graduating Qualifying Exam.

2530 FINITE MATH +**

(11, 12)

DC

CORYDON CENTRAL ONLY

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite Math is made up of five strands: Sets, Matrices, Networks, Optimization, and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. 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. **Upon successful completion students MAY earn up to 3 college credit hours for M135.**

Prerequisites: Algebra II and Geometry and staff recommendation for student who have not passed the Math Graduating Qualifying Exam.

2562 AP CALCULUS +**

(11, 12)

DC

AP Calculus AB 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 Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. **Upon successful completion students MAY earn 3 college credit hours for M211.**

Prerequisites: Algebra II, Geometry, and Pre-Calculus.

MULTIDISCIPLINARY

0500 BASIC SKILLS DEVELOPMENT**

(9, 10, 11, 12)

Basic Skills Development is a multidisciplinary course that 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, which are essential for high school course work achievement.

0522* CAREER INFORMATION AND EXPLORATION**(9, 10)**

Career Information and Exploration provides students with opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of occupational preparation or training needed for various 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 field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students. ***This is a one required College and Career Readiness course for all 9th and 10th grade students, both years. Students will earn one credit in 9th grade and one credit in 10th grade.***

0532* COLLEGE-ENTRANCE PREPARATION (On-Line)**(11, 12)**

College-Entrance Preparation utilizes individual student score reports from the PSAT, PLAN, and/or Accuplacer to prepare students for the SAT, ACT, Accuplacer and/or Compass college readiness assessments. Based on student score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science sections of college admission and placement exams. As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment. Teachers are encouraged to use a curriculum with longitudinal, successful results. Course may also include college selection and application units, to better prepare students for overall college-readiness. Being "college ready" means being prepared for any postsecondary education or training experience, including readiness for study at two-year and four-year institutions leading to a postsecondary credential (i.e., a certificate, license, Associate's or Bachelor's degree). Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit bearing college courses without the need for remedial coursework.

Prerequisites: Algebra II (Or concurrent enrollment in Algebra I)

0520* PEER TUTORING**(11, 12)**

Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12), through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

SCIENCE**3025** BIOLOGY I****(9)**

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.

3025 BIOLOGY I HONORS +****(9)**

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. ***Honors classes use the same curriculum structure but are more rigorous preparing students for college level work including AP courses.***

Prerequisite: Grade of A or B in previous Science class.

5074 ADVANCED LIFE SCIENCE: PLANTS & SOILS****(10, 11, 12)**

Advanced Life Science: Plants and Soils provides students with opportunities to participate in a variety of activities which includes laboratory work. Students study concepts, principles and theories associated with plants and soils. Students

recognize how plants are classified, grown, function and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratory and fieldwork, how plants functions and the influence of soil in plant life.

5072 ADVANCED LIFE SCIENCE: FOODS** (10, 11, 12)
SOUTH CENTRAL ONLY

Advanced Life Science: Foods provides students with opportunities to participate in a variety of activities which includes laboratory work, leadership development, supervised agricultural experience and exploration of career opportunities. This is a standards-based, interdisciplinary science course that integrates biology, chemistry and microbiology in the context of foods and the global food industry. Students enrolled in this course formulate, design and carry out food-base laboratory and field investigations as an essential course component. Students understand how biology, chemistry and physics principles apply to the composition of foods, the nutrition of foods, food and food product development, food processing, food safety and sanitation, food packaging and food storage.

Fulfills a Core 40 Science 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.

3108 INTEGRATED CHEMISTRY-PHYSICS** (10, 11, 12)

Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

5276 ANATOMY AND PHYSIOLOGY +** (11, 12) DC
CORYDON CENTRAL ONLY – Pathway Travel Course

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. Instruction 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. ***Upon successful completion students MAY earn up to 6 college credit hours (3 college credits for 1st semester APHY 101 and 3 college credits for 2nd semester APHY 102).***

3026 ** BIOLOGY II + (10, 11, 12) DC

Biology II is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences. ***Upon successful completion students MAY earn 3 college credit hours for BIOL101.***

3020 AP BIOLOGY +** (11, 12) DC
CORYDON CENTRAL ONLY – Pathway Travel Course

AP Biology 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 major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. ***Upon successful completion students MAY earn 5 college credit hours for BIOL105.***

3064 CHEMISTRY I +** (10, 11, 12)

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I

compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction 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.

Prerequisite: Biology I and Algebra I

3060 AP CHEMISTRY +
CORYDON CENTRAL ONLY**

(11, 12)

DC

AP Chemistry 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 content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

Prerequisite: Biology I and Chemistry I

3080 AP PHYSICS 1: ALGEBRA-BASED +**

(10, 11, 12)

DC

AP Physics1 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 Physics 1: Algebra-based is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.

Prerequisite: Algebra II and Concurrent enrollment: Pre-Calculus

SOCIAL STUDIES

1548 WORLD HISTORY AND CIVILIZATION**

(10,11, 12)

World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

1548 WORLD HISTORY AND CIVILIZATION HONORS +**

(10,11, 12)

World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history. ***Honors classes use the same curriculum structure but are more rigorous preparing students for college level work including AP courses.***

1542 UNITED STATES HISTORY**

(11, 12)

United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students

develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

1542 UNITED STATES HISTORY HONORS +**

(11, 12)

DC

United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time. ***Honors classes use the same curriculum structure but are more rigorous preparing students for college level work including AP courses. Upon successful completion students MAY earn up to 6 college credit hours (3 college credits for 1st semester HIST 101 and 3 college credits for 2nd semester HIST 102).***

1540* UNITED STATES GOVERNMENT

(12)

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be included. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

**1560* AP UNITED STATES GOVERNMENT AND POLITICS +
CORYDON CENTRAL ONLY**

(12)

DC

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 United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Topics include: (1) constitutional underpinnings, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties. **Upon successful completion students MAY earn 3 college credit hours for POLS 101.**

Prerequisite: Must have met Ivy Tech eligibility requirements.

1514* ECONOMICS

(12)

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and 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.

WORLD LANGUAGE

2020 FRENCH I**

(9, 10, 11, 12)

CORYDON CENTRAL ONLY

French I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning French language learning, and to various aspects of French-speaking culture. This course

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

Prerequisite: Grade of C or better in 8th grade English.

2022** FRENCH II

(10, 11, 12)

CORYDON CENTRAL ONLY

French II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for French language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing High School Approved Course Titles and Descriptions Indiana Department of Education 221 2016-17 School Year January 2016 Edition opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of French-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom.

Prerequisite: Grade of C or better in English and French I.

2024** FRENCH III +

(11, 12)

DC

CORYDON CENTRAL ONLY

French III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for French language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of French-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding French language and culture outside of the classroom. **Upon successful completion students MAY earn up to 8 college credit hours (4 college credits for 1st semester FREN 101 and 4 college credits for 2nd semester FREN 102).**

Prerequisite: Grade of C or better in English and French II.

2120** SPANISH I

(9, 10, 11, 12)

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

application of understanding Spanish language and culture outside of the classroom.

Prerequisite: Grade of C or better in 8th grade English

2122 SPANISH II**

(10, 11, 12)

Spanish II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

Prerequisite: Grade of C or better in English and Spanish I.

2124 SPANISH III +**

(11, 12)

DC

Spanish III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom. ***Upon successful completion students MAY earn up to 8 college credit hours (4 college credits for 1st semester SPAN 101 and 4 college credits for 2nd semester SPAN 102).***

Prerequisite: Grade of C or better in English and Spanish II.

2132 SPANISH IV/AP SPANISH LANGUAGE AND CULTURE +
CORYDON CENTRAL ONLY**

(11, 12)

DC

AP Spanish Language and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Spanish Language and Culture. The course prepares students to be successful on the AP Spanish Language and Culture exam. The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). ***Upon successful completion students MAY earn up to 8 college credit hours (4 college credits for 1st semester SPAN 201 and 4 college credits for 2nd semester SPAN 202).***

Prerequisite: Grade of C or better in English and Spanish III.

PROSSER **Indiana's Largest Career Center**

Prosser Career Education Center provides high -quality career and technical education (CTE) programs for high school students throughout southern Indiana. With an average enrollment of 1,350 students enrolled in 24 different career preparation programs, Prosser is the largest career center in the state of Indiana. Prosser students have opportunity to earn multiple college credits and nationally recognized certifications for successfully completing the CTE program. With proper planning, can earn the Technical and/or Academic Honor's diploma.

Junior and senior students will attend Prosser for half of the instructional school day, while the other half of the instructional day will be utilized to complete academic requirements at the home school. Most programs offer two years of career preparation training, but many students will choose to attend for only one year. Students complete Intent-to-Enroll forms in early spring the year before they will attend. Students wanting to attend Prosser need to meet with their home school counselor to ensure the Prosser career program matches future goals as well as desired diploma type. For more information about each program, including dual college credit and certification opportunities, go to www.prossercareers.com.

Course Offerings ^=1 year program ^^=1 year program/seniors only

AGRICULTURE PROGRAMS

5132^ HORTICULTURE SCIENCE

Horticulture students study the biology and technology involved in the production, processing and marketing of horticultural plants and products. Students study plant propagation and growth, growth media, floriculture, greenhouse management, nursery stock and landscaping. While participating in a variety of activities, including extensive laboratory work in the school's five greenhouses, students grow plants to sell to the community during winter and spring plant and flower sales events. **Related Careers:** Landscaper, Horticulture Sales, SportsTurf Specialist

5136^ LANDSCAPE MANAGEMENT I

Landscape Management students experience an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures of landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscape operations and the care and use of equipment utilized by landscapers. **Related Careers:** Landscaper, Horticulture Sales, Sports Turf Specialist

ARCHITECTURAL AND CONSTRUCTION PROGRAMS

5640 & 5652 ARCHITECTURAL DRAFTING AND DESIGN I & II

Drafting students will learn the theory and skills of architectural drafting and design. Curriculum will focus on all aspects of fundamental drafting, geometric constructions, orthographic (multi-view) drawings, ANSI standards, and residential design and site work. Students will learn to transition from 2 dimensional drafting to 3 dimensional modeling. This course will utilize the most current computer-aided design (CAD) and 3D modeling software available. **Related Careers:** Architect, Engineer, Interior Designer

5580 & 5578 CONSTRUCTION TRADES I & II

Construction students gain familiarity with all aspects of building of a single-family residence. Through classroom instruction and laboratory experience, students acquire hands-on training in estimating, layout, footing and foundation, platform construction, framing, roofing, sidings, insulation, exterior finish, window and door installation, and stair building. Students learn safe ways to construct brick and block walls; identify and mix mortar; mix and finish concrete. During each school year, students construct one home in Prosser's *Builders' Ridge* subdivision to be sold on the open

real estate market. **Related Careers:** Frame/Trim Carpenter, Mason/Bricklayer, Construction Cost Estimator

5497 & 5499 CONSTRUCTION AND EARTHMOVING EQUIPMENT OPERATOR I & II

Construction and Earthmoving Equipment students are trained to operate and/or maintain heavy equipment. Students learn how to maneuver and operate heavy equipment on computerized simulators as well as on actual backhoes, skid-steers, excavators and bulldozers. In addition, students learn to operate rollers, tractors, earthmovers, extended-hoes, graders, dump trucks, and rubber-tired loaders. Curriculum includes knowledge of safety and preventative maintenance, surveying, road construction, and basic earthwork construction. **Related Careers:** Heavy Equipment Operator, Excavation Specialist, Home-site Specialist

4830 & 4832 ELECTRICAL I & II

Electricity students learn basic electrical theory, residential, commercial and industrial wiring. An in-depth study of the National Electrical Code is a primary focus as students wire the residential homes in *Builders' Ridge*, Prosser's subdivision. Industrial automation, including robotics, programmable logic controllers, and mecha-tronics provide students with the high-demand training for factory maintenance, installation and repair work. Included in the second year of study, motors, rotating machines, electrical motor controls and basic aspects of green energy, including photo-voltaics (solar) and wind turbines. **Related Careers:** Residential/Commercial/Industrial Electrician, Electro-Mechanical Technician, Electrical Engineer

5496 & 5498 HEATING, VENTILATION, AIR-CONDITIONING AND REFRIGERATION I & II

HVACR students learn all aspects of the fundamentals of residential and commercial HVACR. Curriculum will focus on the skills and knowledge required for trouble-shooting, repairing and maintaining heating and air-conditioning units. In addition, students identify and interpret health, safety, and welfare standards and codes as designated by local, state, or federal agencies. Students will install the HVAC units and ductwork in the residential homes in *Builders' Ridge*, Prosser's subdivision. **Related Careers:** Residential/Commercial Technician, HVAC Sales and Service, HVAC Installation

ARTS/AV TECHNOLOGY & COMMUNICATIONS PROGRAMS

5232^^ INTERACTIVE MEDIA

Interactive Media students will utilize computer software to manipulate text, photos, graphics, sound and moving images into creative projects. Interactive media emphasizes the development of digitally generated or computer enhanced products using multiple technologies. Graphic design, animation, full audio and video production and photography are also included. **Related Careers:** Graphic Designer, Audio Engineer, Web Content Designer

BUSINESS AND MARKETING PROGRAMS

5966 ENTREPRENEURSHIP AND NEW VENTURES

Entrepreneurship students will study curriculum that focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free enterprise system. A special focus will be placed upon the entrepreneurship skills and tools critical for starting and succeeding in a new business venture. Topics of government and legal restrictions, franchising, sales and revenue forecasting, business accounting, start-up funding, and business plan development will also be covered. **Related Careers:** Accountant, Sales Representative, Business Manager

5268 ADVANCED BUSINESS MANAGEMENT**

Advanced Business Management will prepare students to plan, organize, direct and control the functions and processes of a firm or organization and be successful in a work environment. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business administration, management, and finance. Students will spend a great deal of the time in on-the-job training opportunities in real world business and industry settings. **Related Careers:** Sales Representative, Business Manager, Business owner, Human Resources

HEALTH AND HUMAN SERVICES

5802 & 5806 COSMETOLOGY I & II

Cosmetology students study curriculum related to bacteriology, anatomy, hygiene, and sanitation, as well as, small business (salon) management, record keeping, and customer relations. Students' practical experiences will be conducted in a lab setting as well as in the Prosser School of Cosmetology full-service salon. Cosmetology students accumulate the required 1500 clinical hours over the two-year period to be eligible to test for the Indiana Cosmetology License. **Related Careers:** Cosmetologist, Nail Technician, Make-up Artist

5440 & 5346 CULINARY ARTS AND HOSPITALITY/ADVANCED CULINARY ARTS

Culinary Arts students will successfully complete three the basic disciplines of baking, food and beverage, and culinary. Instruction includes sanitation and safety requirements for food preparation; maintenance and operation of culinary tools and equipment; recipe reading and measurement. In addition to classroom instruction, students' practical experiences will be conducted in a lab setting as well as in the Prosser Café and through participation in Prosser's Culinary catering service. **Related Careers:** Chef, Caterer, Restaurant Manager

5282 & 5284 HEALTH SCIENCE EDUCATION I & II

Health Science students study the skills common to specific health-career topics and study medical terminology, basic anatomy/physiology, disease processes, infection control, and components for wellness and healthy lifestyle. Students learn and demonstrate technical skills in Prosser's mock clinical laboratories. In addition, students study the role of the healthcare worker, effective communication skills, and the legal and ethical standards within the health care industry. Second-year students focus on career specialists and are placed in an actual clinical setting where they are prepared for the Certified Nursing Assistant (CNA) certification. Students participate in a variety of other experiences such as nursing, lab testing, obstetrics, imaging, physical therapy, surgery, medical offices or extended care. **Related Careers:** Nurse, Medical Assistant, X-Ray Technician

5214^^ INTRODUCTION TO PHARMACY

Pharmacy students will attend their home school for a full schedule of classes and attend Prosser's pharmacy class two days a week from 3:45 PM – 6:00 PM. Students study an introduction to health care systems, basic medical and pharmaceutical terminology, body systems, pharmaceutical dispensation, drug conversions, legal and ethical responsibilities, the role of the pharmacist/technician, pharmaceutical industry trends. In addition, students participate in a required internship within an actual pharmacy. Students must be 18 by November 1st to participate in this experience. **Related Careers:** Pharmacist, Pharmacy Technician, Pre-Med

INFORMATION TECHNOLOGY PROGRAMS

5230 & 4588 COMPUTER TECH SUPPORT I/INFRASTRUCTURE TO THE INTERNET II

Networking students will learn how to assemble and configure computers, install operating systems and software, and troubleshoot hardware and software problems. Students will also learn all aspects of network support including the fundamental concepts of local, wide area, and home networks. The Network Systems curriculum is aligned with Comptia A+, Comptia Network+, and Cisco CCNA. **Related Careers:** Information Systems Management, Computer Installation & Maintenance, Computer Systems Analysis

4534 & 5236 COMPUTER PROGRAMMING I & II

Computer Programming students design, develop, test, document, implement and maintain computer systems and software. Programming introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into the high-level languages. Students learn computer languages, including Visual Basic and C++, JAVA, PHP, XHTML, Javascript, XML, AJAX, Oracle and SQL . **Related Careers:** Computer Programmer, Computer Software Engineer, Database Manager

PUBLIC SAFETY PROGRAMS

5822 & 5824 CRIMINAL JUSTICE I & II

Criminal Justice students will study the basic fundamentals of law enforcement and the criminal justice system. The Criminal Justice curriculum is based on the standards and content provided by official law enforcement academies. Students will learn criminal law, traffic control, and how to conduct effective criminal investigations. Students will also learn personal safety and defense tactics and participate in weekly physical training. **Related Careers:** Police Officer, Probation Officer, Conservation Officer

5820 & 5826 FIRE AND RESCUE I/ FIRE RESCUE II

Fire and Rescue students will focus on all aspects of Fire Science in the first year curriculum. This will include Firefighter safety and health, fire control and behavior, rescue equipment, and hazardous materials. Second year curriculum will include pre-hospital care, medication identification, and ambulance operations. Students completing the second year curriculum will be prepared to test for a Basic Emergency Medical Technician (EMT) certification. **Related Careers:** Firefighter, EMT, Paramedic

MANUFACTURING PROGRAMS

5782 & 5784 PRECISION MACHINING TECHNOLOGY I & II

Precision Machine students learn a basic understanding of the precision machining processes used in industry, manufacturing, maintenance and repair. Students experience hands-on training on some of the most technologically advanced equipment found in industry, including CNC(computer numerical control) lathes, CNC mills, EDM (electrical discharge machining) wire machines, CMM (coordinate measuring machine), CAD/CAM (computer-aided design/computer-aided machining) computers, robots, lathes, mills, surface grinders, drill presses, and saws. **Related Careers:** Machinist, Tool & Die Maker, CNC Programmer

5776 & 5778 WELDING TECHNOLOGY I & II

Welding Technology students learn to fabricate and weld metal, using shielded metal arc, oxy fuel, MIG, TIG, and plasma arc techniques and procedures. In addition, students study the properties of metals, safety, blueprint reading, electrical principles, welding symbols, and mechanical drawings. The principles of metallurgy, gases, and material science are integral to this course. **Related Careers:** Pipe Fitter, Iron Worker, Steel Fabricator

TRANSPORTATION PROGRAMS

5528 & 5524 AVIATION OPERATIONS I/AVIATION FLIGHT I

Aviation students will receive a broad-based introduction to the field of aviation. Course activities include: familiarization with aviation technology; a historic overview of the field of aviation; exploration of the current aviation environment and careers and employment opportunities in the field. Topics are focused on aircraft manufacturing, airline operations, general aviation, air-freight, airport management, and government service. Additional topics covered include: aviation safety, human factors, regulations, and certification. This course also prepares new student pilots for the maneuvers that are required to be performed during the Practical Test portion of the Private Check Ride. In addition to these maneuvers, basic aerodynamics, aircraft systems, instrument construction and operation, weight and balance, aviation flight physiology as well as a basic working knowledge of aircraft power plants and their construction will be covered. **Related Careers:** Pilot, Air-Traffic Controller, Grounds Crew

5514 & 5544 AUTOMOTIVE COLLISION REPAIR TECHNOLOGY I & II

Auto Collision students train in many phases of the collision repair process: cost estimating, frame and body damage analysis, structural and uni-body three-dimensional measuring, metal straightening, MIG welding, computerized frame diagnosis, computerized color mixing, computerized estimating of repair costs, panel and parts replacement. Students also learn auto-electrical systems, air-conditioning and air-bag systems. In addition to completing classroom instruction, students' practical experiences will be conducted in Prosser's fully-operational auto collision business. **Related Careers:** Collision Repair Technician, Insurance Estimator/Appraiser, Automotive Refinish Tech

5510 & 5546 AUTOMOTIVE SERVICES TECHNOLOGY I & II

Automotive Services Technology students learn industry theory and experience hands-on instruction in repairing vehicles using the latest diagnostic and repair equipment in the automotive industry. Topics covered include steering and suspension, braking systems, manual transmissions, differentials, automatic transmissions, air conditioning, engine repair, electrical systems and engine performance. In addition to completing classroom instruction, students' practical experiences will be conducted in Prosser's fully-operational automotive services business. **Related Careers:** Auto Service Technician, Service Writer, Insurance Adjuster

5620 & 5624 DIESEL SERVICE TECHNOLOGY I & II

Diesel Service Technology students experience all phases of repair work on diesel engines and heavy equipment. Classroom and lab activities utilize state-of-the-art diagnostic equipment and tools to repair and troubleshoot all aspects of diesel operation, service and maintenance. Students also practice with the use of technical manuals, hand and power tools, and testing and diagnostic equipment.

Related Careers: Diesel Maintenance Technician, Hydraulics Repair Technician, Service Writer

Visit Prosser's website for more information: www.prossercareers.com

South Harrison's Dual Credit Courses

÷ Reading, Writing & Math Scores Required		⌘ Reading & Writing Scores Required		+ Math Scores Required	
* Indicates Prerequisite					
School	High School Course Title	College Course Title	College	Credits	Prereq
CC	Anatomy & Physiology (S1)	APHY 101 - Anatomy & Physiology I	Ivy Tech	3	÷
CC	Anatomy & Physiology (S2)	APHY 102 - Anatomy & Physiology I	Ivy Tech	3	÷
CC & SC	Biology II (S1 & S2)	BIOL 101 - Introductory Biology	Ivy Tech	3	÷
CC	Biology AP (S1 & S2)	BIOL 105 - Biology I	Ivy Tech	5	÷
CC	Calculus AP (S1 & S2)	Math 211 – Calculus I	Ivy Tech	3	÷ *
CC	English 11 AP (S1)	ENG 111 – English Composition	Ivy Tech	3	⊘
CC	English 11 AP (S2)	ENG 112 – Exposition and Persuasion	Ivy Tech	3	⊘
CC	English 12 AP (S1 & S2)	ENG 206 – Introduction to Literature	Ivy Tech	3	⊘ *
CC & SC	English 12 Honors (S1)	ENG 111 - English Composition	Ivy Tech	3	
CC & SC	English 12 Honors (S2)	ENG 112 - Exposition and Persuasion	Ivy Tech	3	
CC	French III (S1)	FREN 101 – French Level 1	Ivy Tech	4	⊘
CC	French III (S2)	FREN 102 – French Level 2	Ivy Tech	4	⊘
CC	French IV (S1)	FREN 201 – French Level 3	Ivy Tech	3	⊘
CC	French IV (S2)	FREN 202 – French Level 4	Ivy Tech	3	⊘
CC & SC	Spanish III (S1)	SPAN 101 – Spanish Level 1	Ivy Tech	4	⊘
CC & SC	Spanish III (S2)	SPAN 102 – Spanish Level 2	Ivy Tech	4	⊘
CC	Spanish IV (S1)	SPAN 201 – Spanish Level 3	Ivy Tech	3	⊘
CC	Spanish IV (S2)	SPAN 202 – Spanish Level 4	Ivy Tech	3	⊘
CC	Government AP	POLS 101 – Intro to American Govt & Politics	Ivy Tech	3	⊘
SC	PLTW Digital Electronics	EECT 112 – Digital Fundamentals	Ivy Tech	3	+
CC & SC	PLTW Intro to Engineering	DESN 102 - Technical Graphics	Ivy Tech	3	NA
CC	PLTW Principles of Engineering	ADMF 115 – Materials & Processes for Manufacturing	Ivy Tech	3	NA
CC & SC	Pre-Calculus (S1)	MATH 136 – College Algebra	Ivy Tech	3	
CC & SC	Pre-Calculus (S2)	MATH 137 – Analytical Geometry & Trigonometry	Ivy Tech	3	
CC & SC	US History Honors (S1)	HIST 101 – Survey of American History I	Ivy Tech	3	⊘
CC & SC	US History Honors (S2)	HIST 102 - Survey of American History II	Ivy Tech	3	⊘
CC	Health Science Educ. I	HLHS 100- Introduction to Health Careers	Ivy Tech	3	NA
CC	Medical Terminology	HLHS 101 - Medical Terminology	Ivy Tech	3	⊘
SC	Intro to Adv Man & Logistics (S1)	MPRO 100 - Introduction to Plant Floor & CNC	Ivy Tech	3	
SC	Intro to Adv Man & Logistics (S2)	MPRO 106 - Intro to the Workplace and Safety	Ivy Tech	3	
SC	Advanced Manufacturing I	MPRO 102 - Introduction to Print Reading	Ivy Tech	3	
SC	Early Childhood Educ. I (S1)	ECED 100 - Intro to Early Childhood Education	Ivy Tech	3	
SC	Early Childhood Educ. I (S2)	ECED 101 - Health, Safety and Nutrition	Ivy Tech	3	
SC	Early Childhood Educ. II (S1)	ECED 103 - Curriculum in Early Childhood Classroom	Ivy Tech	3	
	Early Childhood Educ. II (S2)	ECED 105 – CDA Process	Ivy Tech	3	
CC	Education Professions I	EDUC 101 Intro to Teaching as a Career	Ivy Tech	3	
CC	Principles of Bus Management	BUSN 101 Introduction to Business	Ivy Tech	3	÷
CC	Business Law and Ethics	BUSN 201 – Business Law	Ivy Tech	3	
CC	NA	COMM 101 Public Speaking	IUS	3	⊘
CC	Economics	ECON 101 Economics Fundamentals	Ivy Tech	3	÷
CC	NA	PSYC 101 Intro to Psychology	Ivy Tech	3	÷
CC	NA	SOCI 111 Sociology	IUS	3	⊘
CC	Advanced Accounting	ACCT 101 Accounting	Ivy Tech	3	÷