

**SOUTH HARRISON COURSE OFFERING INFORMATION FOR 2017-2018**  
**UPDATED 3-9-17**

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**KEY**

<b>CTE</b>	<b>CAREER TECHNICAL EDUCATION</b>
<b>PLTW</b>	<b>PROJECT LEAD THE WAY</b>
<b>AP</b>	<b>ADVANCED PLACEMENT</b>
<b>DC</b>	<b>DUAL CREDIT</b>
<b>PTC</b>	<b>PATHWAY TRAVEL COURSE</b>
<b>+</b>	<b>WEIGHTED COURSE</b>
<b>*</b>	<b>ONE SEMESTER = ONE CREDIT</b>
<b>**</b>	<b>TWO SEMESTERS = TWO CREDITS</b>
<b>DB</b>	<b>DOUBLE BLOCK (2 periods back-to-back)</b>

## **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.

### **5170\*\* PLANT AND SOIL SCIENCE (10,11,12)**

Provides students with opportunities to participate in a variety of activities which includes laboratory work. The following topics are found in this course: plant taxonomy, components and their functions; plant growth, reproduction and propagation; photosynthesis and respiration; environmental factors effecting plant growth, management of plant diseases and pests; biotechnology; the basic components and types of soil; calculation of fertilizer application rates and procedures for application; soil tillage and conservation; irrigation and drainage; land measurement, cropping systems, precision agriculture, principles and benefits of global positioning systems; and harvesting. Leadership development, supervised agricultural experience and career exploration opportunities in the field of plant and soil science are also included.

***Recommended Prerequisites: Introduction To Agriculture, Food And Natural Resources***

### **5088\*\* AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY (10,11,12) CORYDON CENTRAL CAMPUS**

Agriculture Power, Structure and Technology is a lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance and management of agricultural equipment in concert while incorporating technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience and career opportunities in the area of agriculture power, structure and technology.

***Recommended Prerequisites: Introduction To Agriculture, Food And Natural Resources***

### **5002\*\* AGRIBUSINESS MANAGEMENT (11,12) CORYDON CENTRAL CAMPUS**

Agribusiness Management provides foundational concepts in agribusiness. This course introduces students to the principles of business organization and management from a local and global perspective while incorporating technology. Concepts covered in the course include food and fiber, forms of business, finance, marketing, management, sales, leadership development, supervised agricultural experience career opportunities in the area of agribusiness management.

***Recommended Prerequisites: Introduction To Agriculture, Food And Natural Resources***

### **5228\* SUPERVISED AGRICULTURAL EXPERIENCE (11,12)**

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students will experience and apply what is learned in the classroom, laboratory and training site to real-life situations with a standards-based plan for learning. Students work closely with their agriculture teacher(s), parents and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. Curriculum content and competencies need to be varied so that school year and summer session experiences are not duplicative.

***Recommended Prerequisites: Introduction To Agriculture, Food And Natural Resources***

**CTE: Arts/AV Technology, & Communications**

**4790\*\* INTRODUCTION TO COMMUNICATIONS**

**(10,11,12)**

**SOUTH CENTRAL CAMPUS**

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

**5232\*\* INTERACTIVE MEDIA**

**(10,11,12)**

**CORYDON CENTRAL CAMPUS**

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

**Prerequisites: Recommended Introduction to Communications**

**5550\*\* GRAPHIC DESIGN AND LAYOUT (2018/19)**

**(11,12)**

**SOUTH CENTRAL CAMPUS**

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

**Prerequisites: Recommended Introduction to Communications**

**CTE: BUSINESS****4528\* DIGITAL APPLICATIONS AND RESPONSIBILITY****(10,11,12)**

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

**4518\*\* INTRODUCTION TO BUSINESS****(9,10,11,12)**

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

**4524\*\* INTRODUCTION TO ACCOUNTING  
CORYDON CENTRAL CAMPUS****(10,11,12)**

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  
CORYDON CENTRAL CAMPUS****(10,11,12)**

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.

**IVYT\* BUSN 101-INTRODUCTION TO BUSINESS+  
CORYDON CENTRAL CAMPUS****(11,12)****DC**

Introduction to Business examines the American business system in relation to the economic society. Studies business ownership, organization principles and problems, management, control facilities, administration, and development practices of American business enterprises. **Note: This is a college course offered during the Flex Dual Credit schedule.**

**Prerequisite: Must have met Ivy Tech eligibility requirements.**

**IVYT\* ACCT 101-4522 ADVANCED ACCOUNTING+  
CORYDON CENTRAL CAMPUS****(11,12)****DC**

Financial Accounting is an Ivy Tech college course but also corresponds to the high school course code #4522. Financial Accounting introduces the fundamental principles, techniques, and tools of financial accounting. The development and use of the basic financial statements pertaining to corporations both service and retail. **Note: This is a college course offered during the Flex Dual Credit schedule.**

**Prerequisite: Must have met Ivy Tech eligibility requirements.**

**IVYT\* BUSN 108 - PERSONAL FINANCE+  
CORYDON CENTRAL CAMPUS****(11,12)****DC**

Emphasizes management of individual financial resources for growth and maintenance of personal wealth. Covers home buying and mortgage financing, installment financing, life and health insurance, securities, commodities and other investment opportunities. **Note: This is a college course offered during the Flex Dual Credit schedule.**

**Prerequisite: Must have met Ivy Tech eligibility requirements.**

**CTE: Construction Trades****5239\*\* CAREER AND TECHNICAL EDUCATION PILOT Course: MATH FOR THE TRADES (9,10,11,12)****SOUTH CENTRAL CAMPUS**

The class emphasizes math is an important tool that has a place in the tool box. Like any other tool, students must learn how to use math tools correctly. All problems and examples are related to the construction industry, including skills with integers, fractions, mixed numbers, and decimals. The math concepts taught in the classroom are reinforced with hands-on shop projects. The material begins with an introduction to numbers and concludes with calculating volumes and estimating weights

**4792\*\* INTRODUCTION TO CONSTRUCTION****(10,11,12)****SOUTH CENTRAL CAMPUS**

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

**5580\*\* CONSTRUCTION TRADES I – DB (2018/19)****(11, 12)****LOCATION TBA - SOUTH CENTRAL CAMPUS OR PROSSER**

Construction Trades I classroom and laboratory experiences involve the formation, installation, maintenance, and repair of buildings, homes, and other structures. A history of construction, future trends and career options, reading technical drawings and transforming those drawings into physical structures are covered. The relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing, room schedules and plot plans. Students will examine the design and construction of floor and wall systems and develop layout and floor construction skills. Blueprints and other professional planning documents will also be covered. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including Occupational Safety and Health Administration's Safety & Health Standards for the construction industry.

**Prerequisites: Introduction to Construction**

## 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  
**CORYDON CENTRAL CAMPUS**  
 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**

**4810\*\* COMPUTER INTEGRATED MANUFACTURING+** (10,11,12) DC  
**CORYDON CENTRAL Campus (will offer DE or CIMS depending on the enrollment)**  
 Computer Integrated Manufacturing is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction of Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes.  
*Upon successful completion of this course students may earn up to 3 dual credit college hours for ADMF 116.*

**Prerequisite: Introduction to Engineering Design-PLTW**

**4826\*\* DIGITAL ELECTRONICS-PLTW+** (10,11,12) DC  
**May be offered at South Central depending on enrollment.**  
**CORYDON CENTRAL Campus (will offer DE or CIMS depending on the enrollment)**  
 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**

## **CTE: Family & Consumer Sciences**

### **5342\* NUTRITION AND WELLNESS**

**(9,10,11,12)**

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.

### **5362\* CHILD DEVELOPMENT**

**(9,10,11,12)**

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.

### **5364\* INTERPERSONAL RELATIONSHIPS**

**(9,10,11,12)**

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.

### **5360\* ADVANCED CHILD DEVELOPMENT**

**(10,11,12)**

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.

### **5366\* HUMAN DEVELOPMENT AND WELLNESS**

**(10,11,12)**

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.

### **5330\* ADULT ROLES AND RESPONSIBILITIES**

Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project-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 adult roles and responsibilities. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and postsecondary education in all career areas related to individual and family life.

### **5412\*\* EARLY CHILDHOOD EDUCATION I / ECED 100/101 + SOUTH CENTRAL CAMPUS**

(11,12)

DC

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 1<sup>st</sup> semester ECED 100 and 3 college credits for 2<sup>nd</sup> semester ECED 101).***

### **5406\*\* EARLY CHILDHOOD EDUCATION II / ECED 103/105 + (2018/19) SOUTH CENTRAL CAMPUS**

(12)

DC

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 1<sup>st</sup> semester ECED 103 and 3 college credits for 2<sup>nd</sup> semester ECED 105).**

**Prerequisite: Early Childhood Education I**

**5408\* EDUCATION PROFESSIONS I / F200 +  
CORYDON CENTRAL CAMPUS**

(11, 12)

DC

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. **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).**

***This is a college course offered during the Flex Dual Credit schedule***

**5404\* EDUCATION PROFESSIONS II /P248  
CORYDON CENTRAL CAMPUS**

(11, 12)

DC

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.

**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).**

***This is a college course offered during the Flex Dual Credit schedule***

**Prerequisite: Education Professionals I**

**5480\*\* WORK BASED LEARNING-Cadet Teaching Experience**

(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 and Counselor Approval.**

## CTE: Health Science

- 5282\* HEALTH SCIENCE EDUCATION I / HLHS 100 + CORYDON CENTRAL CAMPUS** (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. **This is a college course offered during the Flex Dual Credit schedule**  
**Prerequisite: Must have met Ivy Tech eligibility requirements.**
- 5274\* MEDICAL TERMINOLOGY / HHS101 + CORYDON CENTRAL CAMPUS** (11,12) DC
- 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. ***This is a college course offered during the Flex Dual Credit schedule.***  
**Prerequisite: Must have met Ivy Tech eligibility requirements.**
- 5276\*\* ANATOMY AND PHYSIOLOGY / APHY 101 & APHY 102 + CORYDON CENTRAL CAMPUS** (11,12) DC
- 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).***  
**Prerequisite: Must have met Ivy Tech eligibility requirements.**
- 5284\*\* Health Science Education II / HLHS 107 CORYDON CENTRAL CAMPUS** (12) DC
- Health Science Education II: Nursing is an extended laboratory experience designed to provide students with the opportunity to assume the role of nurse assistant. Student have the opportunity to practice technical skills previously learned in the classroom; all while working at the student's choice of clinical site and under the direction of licensed nurses. These sites may include extended care facilities, hospitals and home health agencies. Throughout the course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels; an overview of the healthcare delivery systems, healthcare teams and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills to record patient medical histories and symptoms; provide medication and treatments; consult with physicians and other healthcare providers; operate and monitor medical equipment; perform diagnostic tests; teach patients and families how to manage their illness or injury; and perform general health screenings. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service. ***This is a college course offered during the Flex Dual Credit schedule.***  
**Prerequisite: HEALTH SCIENCE EDUCATION I**

## **CTE: Information Technology**

### **5230\*\*COMPUTER TECH SUPPORT SOUTH CENTRAL CAMPUS**

**(10,11,12)**

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

## 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 - DB SOUTH CENTRAL CAMPUS

(10,11,12)

DC

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 - DB SOUTH CENTRAL CAMPUS

(11,12)

DC

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**

## **CTE: Work Based Learning Capstone**

### **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 specific to the career cluster of the work based learning capstone and counselor approval.**

## 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 Campus**

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 1<sup>st</sup> semester ENG 111 and 3 college credits for 2<sup>nd</sup> semester ENG 112).**

**Prerequisite: Must have met Ivy Tech eligibility requirements. PSAT/Accuplacer Score or Teacher Recommendation**

### **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 1<sup>st</sup> semester ENG 111 and 3 college credits for 2<sup>nd</sup> semester ENG 112).**

**Prerequisite: Must have met Ivy Tech eligibility requirements. Grade of A or B in previous English class or staff recommendation.**

### **1058\*\* ENGLISH 12 AP + - ENGLISH LITERATURE AND COMPOSITION**

DC

#### **CORYDON CENTRAL Campus**

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. PSAT/Accuplacer Score or Teacher Recommendation**

### **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.***

#### **1080\*\* JOURNALISM**

**(9,10,11,12)**

Journalism, a course based on the Indiana Academic Standards for English/Language Arts, is a study of news elements, journalism history, First Amendment law, ethics, fact and opinion, copy editing, news, and features as they apply to print and digital media products. It includes a comparison study of journalistic writing to other types of English writing with practical application of news, features, editorials, reviews, columns and digital media writing forms. For the second credit: Students continue to develop journalistic writing skills in addition to studying graphic design, advertising, public relations, photojournalism and emerging media development and design. By the end of the semester, students write, shoot and design stories for print and digital media products.

#### **1086\*\* STUDENT MEDIA**

**(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.***

**Prerequisite: Journalism, Application, and Selected by Student Media Teacher**

## 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 CAMPUS**

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)**

#### **CORYDON CENTRAL CAMPUS**

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)****Every Year at Corydon and Every Other Year at South Central (2018/19, 2020/21)**

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)****Every Year at Corydon and Every Other Year at South Central (2018/19, 2020/21)**

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.****4002\* INTRODUCTION TO THREE-DIMENSIONAL ART (9,10,11,12)****SOUTH CENTRAL CAMPUS - Every Other Year (2017/18, 2019/20)**

Introduction to Three-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 three-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.

**4044\* SCULPTURE (9,10,11,12)****SOUTH CENTRAL CAMPUS - Every Other Year (2017/18, 2019/20)**

Sculpture is a course based on the Indiana Academic Standards for Visual Art. Students in sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. 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. S

**4040\* CERAMICS Offered Every Other Year (2018/19, 2020/21) (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**      Offered Every Other Year (2017/18, 2019/20)      (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**      (10,11,12)  
**CORYDON CENTRAL CAMPUS**

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, 11, 12)**

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 (Semester 1)**

**(9, 10, 11, 12)**

### **3544\* PHYSICAL EDUCATION II (Semester 2)**

**(9, 10, 11, 12)**

Physical Education 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.).

### **3560\* ELECTIVE PHYSICAL EDUCATION**

**(9, 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

(9,10,11,12)

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 +

(9,10,11,12)

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

(9,10,11,12)

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 +

(9,10,11,12)

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 Algebra I**

### 2532\*\* GEOMETRY

(9,10,11,12)

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 8<sup>th</sup> grade will take Geometry their 9<sup>th</sup> grade year).**

**2532\*\* GEOMETRY HONORS +****(9,10,11,12)**

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 8<sup>th</sup> grade will take Geometry their 9<sup>th</sup> grade year).

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

**2564\*\* PRE-CALCULUS + (Dual Credit-TBA)****(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 1<sup>st</sup> semester M136 and 3 college credits for 2<sup>nd</sup> 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**

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 +  
CORYDON CENTRAL Campus****(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. PSAT/Accuplacer Score or Teacher Recommendation**

## 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.

**Prerequisites: Teacher Recommendation**

### **0532\* COLLEGE-ENTRANCE PREPARATION (On-Line Instruction)**

**(10,11,12)**

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**

**(10, 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.

### **0514\* HUMANITIES**

**(9, 10, 11, 12)**

A course in humanities provides for the study of content drawn from history, philosophy, literature, languages, and the arts. This course also includes an in-depth study of specific disciplines in these and related subject areas that could include: (1) linguistics; (2) archeology; (3) jurisprudence; (4) the history, theory, and criticism of the arts; (5) the history and philosophy of science; (6) ethics; (7) comparative religions; and (8) other aspects of the social sciences which relate to understanding life and the world. The emphasis of the course work is on developing an understanding of the content of the course and how to actually apply it to the human environment. Particular attention is given to the relevance of these applications in regard to the current conditions of life.

**SCIENCE****3025\*\* BIOLOGY I****(9,10,11,12)**

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 +****(9,10,11,12)**

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 and teacher recommendation.**

**3010\*\* ENVIRONMENTAL SCIENCE****(10, 11, 12)**

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of: environmental systems; flow of matter and energy; natural disasters; environmental policy; biodiversity; population; pollution; natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

**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 +  
CORYDON CENTRAL Campus****(11,12)****DC**

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).**

**Prerequisite: Biology I, Must have met Ivy Tech eligibility requirements**

**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.**

**Prerequisite: Recommended that student meets Ivy Tech eligibility, as this course will be taught at a college level.**

**3020\*\* AP BIOLOGY +****(10,11,12)****DC****CORYDON CENTRAL CAMPUS**

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.**

**Prerequisite: Biology I, Recommended Chemistry I, PSAT/Accuplacer Score or Teacher Recommendation**

**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 +****(10,11,12)****CORYDON CENTRAL CAMPUS**

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, Chemistry I, PSAT/Accuplacer Score or Teacher Recommendation**

**3084\*\* PHYSICS I****(10,11,12)**

Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

**3080\*\* AP PHYSICS 1: ALGEBRA-BASED +****(10,11,12)****CORYDON CENTRAL CAMPUS**

AP Physics 1 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, PSAT/Accuplacer Score or Teacher Recommendation**

## 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 + CORYDON CENTRAL CAMPUS

(Dual Credit-TBA)

(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. ***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).***

**Prerequisite: Recommended that student meets Ivy Tech eligibility, as this course will be taught at a college level.**

**1562\*\* AP UNITED STATES HISTORY+  
SOUTH CENTRAL CAMPUS****(11,12)****DC**

AP United States History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

**Prerequisite: Recommended that student meets Ivy Tech eligibility, as this course will be taught at a college level.**

**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 + (Dual Credit-TBA)****(12)****CORYDON CENTRAL CAMPUS**

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, PSAT/Accuplacer Score or Teacher Recommendation**

**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.

**1514\* ECON 101 (Ivy Tech College Course)****(12)****DC****CORYDON CENTRAL CAMPUS**

Provides a survey of microeconomics, macroeconomics, international economics, comparative economic systems, historical development of economic thought, and their application to current economic problems. An introductory course intended primarily for students who need only one semester of economics.

**1512\* CURRENT PROBLEMS, ISSUES, AND EVENTS****(9, 10, 11, 12)**

Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studied from the viewpoint of the social science disciplines.

## 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 8<sup>th</sup> 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.**

### 2026\*\* FRENCH IV

(11,12)

DC

#### CORYDON CENTRAL ONLY

French IV, a course based on Indiana's Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through

emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of French-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the French language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native French speakers.

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

### **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 8<sup>th</sup> 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 CAMPUS****(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, PSAT/Accuplacer Score or Teacher Recommendation**

## **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, students 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](http://www.prossercareers.com)

### **Course Offerings**

\*=1 year program

\*\*=1 year program/seniors only

#### **AGRICULTURE PROGRAMS**

**\*Horticulture Science (DOE 5132)** 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. Students will also participating in a variety of activities, including extensive laboratory work in the exciting world of hydro and aeroponics. **Related Careers:** Landscaper, Horticulture Sales, Sports Turf Specialist

**\*Landscape Management I (DOE 5136)** 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. This includes 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

#### **ARCHITECTURE AND CONSTRUCTION PROGRAMS**

**Architectural Drafting and Design I & II (DOE 5640/5652)** 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 2D drafting to 3D modeling. This course will utilize the most current computer-aided design (CAD) and 3D modeling software available. **Related Careers:** Architect, Engineer, Interior Designer

**Construction Trades I & II (DOE 5580/5578)** 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 also learn 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

**Heavy Equipment Operator I & II (DOE 5497/5495)** Heavy 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

**Electrical/Industrial Repair & Maintenance (DOE 4830/4832)** 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 mechatronics provide students with the high-demand training for industrial maintenance, installation and repair work. Included in the second year of study is motors, rotating machines, and electrical motor controls and basic aspects of green energy, including photo-voltaics (solar) and wind turbines. **Related Careers:** Electrician, Mechatronic Tech and Electrical Engineer.

**Heating, Ventilation, Air-Conditioning I & II (DOE 5496/5498)** HVAC students learn all aspects of the fundamentals of residential and commercial HVAC. Curriculum will focus on the skills and knowledge required for trouble-shooting, repairing and maintaining heating and air-conditioning units. Additional topics include tool and meter use, temperature measurement, heat flow, the combustion process, and pipe installation practices. Students will install the HVAC units and ductwork in the residential homes in *Builders' Ridge*, Prosser's subdivision. **Related Careers:** Residential/Commercial Technician, Technical Service & Pipefitter.

### **ARTS/AV TECHNOLOGY & COMMUNICATIONS PROGRAMS**

**\*Interactive Media (DOE 5232)** Interactive media students study the creation of digitally generated or enhanced projects using the most current industry based software available. Students will learn to manipulate text, photos, graphics, animations, sound and video into creative projects. Studies also include professional business practices, the importance of ethics, communication skills, teamwork and making deadlines. In addition, curriculum explores the role of contemporary marketing and design in the entertainment industry. **Related Careers:** Audio & Video Producer, Animator, Photographer.

### **BUSINESS AND MARKETING PROGRAMS**

**Entrepreneurship and New Ventures (DOE 5966)** 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/owner.

**\*\*Business & Marketing-Work Based Learning (DOE 5260)** Seniors only. This class will provide students an opportunity to learn & apply business theories and concepts implemented in a real work environment. Students will be employed in either paid or non-paid business positions that connect to their personal and educational interests. The ratio between work and class is projected to be 80/20. **Related Careers:** Sales Representative, Business Manager, Business owner, Human Resources

### **HEALTH AND HUMAN SERVICES**

**Cosmetology I & II (DOE 5802/5806)** Cosmetology students learn 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

**Culinary Arts and Hospitality/Advanced Culinary Arts (DOE 5440/5346)** 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, Food Manager

**Health Science Education I & II (DOE 5282/5284)** 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. 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 will be placed in an actual clinical setting where they are prepared for the Certified Nursing Assistant (CNA) certification or work toward a Central Service Technician certificate that focuses on Surgical Instrumentation. 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

**\*\*Introduction to Pharmacy (DOE 5214)** 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 p.m. – 6:00 p.m until Nov. 1<sup>st</sup> and then one class a week in addition to 10 internship hours in a pharmacy. 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. Students who are 18 by November 1<sup>st</sup> will get preferential enrollment acceptance. **Related Careers:** Pharmacist, Pharmacy Technician, Pre-Med

**Dental Careers I & II (DOE5203/5204)** This program will prepare students for an entry level dental assisting position. Dental Assistants have one of the most diverse & interesting of all positions in a dental office. Curriculum will include instruction in chair-side assisting, equipment/instrument identification, tray set-ups, sterilization, disease control, histology, tooth morphology, and dental charting. Simulated in-school laboratories and an internship at an actual dental office are included.

### **INFORMATION TECHNOLOGY PROGRAMS**

**Networking I & II (DOE 5234/4588)** 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

**Computer Programming/Databases (DOE 5236/5250)** Students will learn computer programming concepts needed to implement and maintain software applications that people use every day with their computers, mobile devices and game consoles. Students learn multiple programming languages, providing a broad background. Discussion will also include databases administration and data maintenance. Students will be introduced to data concepts such as data warehousing, data mining and BIG data. **Related Careers:** Computer Programmer, Informatics Specialist, Database Administrator, Web Developer

### **PUBLIC SAFETY PROGRAMS**

**Criminal Justice I & II (DOE 5822/5824)** 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

**Fire and Rescue I/ Fire and Rescue II (5820/5826)** 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**

**Precision Machining I & II (DOE 5782/5784)** Precision machine students learn to shape & form metal using the most current tool & die equipment available. Hands-on training will be 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

**Welding Technology I & II (DOE 5776/5778)** 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. This program includes classroom and lab experiences that lead students to AWS Certifications. **Related Careers:** Pipe Fitter, Iron Worker, Steel Fabricator

### **TRANSPORTATION PROGRAMS**

**Aviation Operations I/Aviation Flight I (DOE 5528/5524)** 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. 2<sup>nd</sup> year students will experience actual flight time arranged so that a full schedule at their homeschool is possible. **Related Careers:** Pilot, Air-Traffic Controller, Grounds Crew

**Automotive Collision Repair I & II (DOE 5514/5544)** 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

**Automotive Services Technology I & II (DOE 5510/5546)** 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, 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

**Diesel Service Technology I & II (DOE 5620/5624)** 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. Instruction in personal and environmental safety practices as related to OSHA and other agencies that affect industry working in the ground transportation technical areas are also covered. **Related Careers:** Diesel Maintenance Technician, Hydraulics Repair Technician, Service Writer

**Students who wish to pursue a Prosser/Vincennes University Early College certificate or degree should strive to enroll in as many high school dual credit courses as possible prior to graduation.**

**Some suggested courses, or their equivalents, which Prosser/Vincennes University Early College students should take at their home high school are:**

- ENGL 101 - English Composition I (3 hrs.)
- 100-Level or higher Mathematics (3 hrs.)
- Social Science Elective (3 hrs.) such as History, Psychology, or Sociology
- COMM 143 – Speech (3 hrs.)

For more information about each program, including dual college credit and certification opportunities, go to:

[www.prossercareers.com](http://www.prossercareers.com)

# South Harrison's Dual Credit Courses

## Dual Credit Classes Under Review

÷ 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/CC-TBA	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	
SC CC-TBA	US History Honors/AP (S1)	HIST 101 – Survey of American History I	Ivy Tech	3	⌘
SC CC-TBA	US History Honors/AP (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	⌘
CC	Health Science Educ. II	HLHS 107 – CNA	Ivy Tech	3	NA-?
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	F200- Examining Self As A Teacher	IUS	3	
Cc	Education Professions II	P248-Child Development	IUS	3	
CC		BUSN 101 Introduction to Business	Ivy Tech	3	÷
CC		ACCT 101-Financial Accounting	Ivy Tech	3	÷

CC-TBA		BUSN 108 – Personal Finance	Ivy Tech	3	÷
CC		COMM 101 Public Speaking	IUS	3	✗
CC	Economics	ECON 101 Economics Fundamentals	Ivy Tech	3	÷
CC		PSYC 101 Intro to Psychology	Ivy Tech	3	÷
CC		SOCI 111 Sociology	IUS	3	✗