

South Harrison Community School Corporation
High School Course Catalog
2019-2020
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South Harrison - High School Course Catalog (Quick Course Look-Up) 2019/2020

AP-Advanced Placement Weighted Course - WC	PLTW-Project Lead the Way DC – Dual Credit	CTE-Career Technical Education POL-Professor on Loan (from University)
IVYT - Ivy Tech College Course	IUS – Indiana University Southeast	IU – Indiana University

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC(Online) CC	2	5056		Introduction To Agriculture, Food & Natural Resources		9.10.11.12
CC	2	5170	DC	Plant and Soil (<i>AGRI 105</i>)		10.11.12
CC	2	5002	DC	Agribusiness Management (<i>AGRI 102</i>)		11.12
CC	2	5088	DC	Agriculture Power, Structure, & Technology (<i>AGRI 106</i>)		
SC/CC	Summer	5228		Supervised Agricultural Experience-Summer Course		10.11.12
CTE: BUSINESS						
SC/CC	1	5394		Preparing For College And Careers (<i>Required Class, Paired w/ Health and Wellness</i>)		9
SC/CC	1	4540		Personal Financial Responsibility (<i>Paired with Career Information Exploration</i>)		9
SC/CC	1	4528		Digital Applications And Responsibility (<i>On-Line Class</i>)		9.10.11.12
SC/CC	1	4518		Introduction To Business (<i>On-Line Class</i>)		9.10.11.12
SC/CC	2	4562		Principles Of Business Management		10.11.12
CC	2	5968		Administrative And Office Management	Principles of Business Management	10.11.12
CTE: CONSTRUCTION						
SC/CC	2	4792		Introduction To Construction		9.10.11.12
SC	2	5580		Construction Trades I (<i>Two Periods back to back</i>)		10.11.12
CTE: ENGINEERING						
SC/CC	2	4812	WC/DC	Introduction to Engineering Design- PLTW (<i>DESN 102</i>)	Algebra 1/concurrent enrollment, Honors, or Counselor Recommendation	9.10.11.12
SC/CC	2	4814	WC/DC	Principles Of Engineering-PLTW (<i>DESN 104</i>)	IED PLTW, concurrent or completion of Geometry	10.11.12
CC	2	5534	TBD	Computer Integrated Manufacturing	Recommended: IED & POE	11.12
CTE: FAMILY AND CONSUMER SCIENCE (HUMAN SERVICES)						
SC/CC	1	5342		Nutrition And Wellness (<i>On-Line Class</i>)		9.10.11.12
SC/CC	1	5362		Child Development (<i>On-Line Class</i>)		9.10.11.12
SC/CC	1	5360		Advanced Child Development		9.10.11.12

SC/CC	1	5366		Human Development and Wellness		9.10.11.12
SC/CC	2	5336		Human And Social Services I		10.11.12
SC/CC	2	5462		Human and Social Services II	Human & Social Services I	11.12
CTE: FAMILY AND CONSUMER SCIENCE – EDUCATION AND TRAINING						
CC	2	5408	WC/DC	Education Professions I (<i>F200</i>)	IU Eligibility	10.11.12
CC	2	5404	WC/DC	Education Professions II (<i>P250</i>)	IU Eligibility	11.12
SC/CC	1 or 2	0502		Cadet Teaching Experience	Education Pathway students	11.12
CTE: HEALTH SCIENCE						
SC/CC	1	5272		Introduction to Health Careers		9.10.11.12
CC	2	5276	WC/DC	Anatomy And Physiology I/II	Chemistry 1 or ICP, Ivy Tech Eligibility	10.11.12
CC	2	5282		Health Science Education I: Nursing / C.N.A.		11.12
CC	2	5282 <small>HLHS 100/101</small>	WC/DC	Health Science Education I (<i>HLHS 100/101</i>)	Health Science I and Ivy Tech Eligibility, 10 th grade w/Counselor Approval	10.11.12
CC	2	5284 <small>HLHS 107/113</small>	WC/DC	Health Science Education II: Nursing (<i>HLHS 107/113</i>)	Health Science I	11.12
CTE: INFORMATION TECNOLOGY						
CC	2	4801	WC	Introduction To Computer Science - PLTW Computer Science Principles	Junior High PLTW Computer Science or teacher confirmation of student demonstration of mastery of the Intro to Computer Science standards	9.10.11.12
CC	2	5253	WC	Computer Science Iii: Cybersecurity, Capstone, It Cluster, Computer Science Pathway	Computer Science I	12
CTE: MANUFACTURING						
SC/CC	2	4784		Introduction To Manufacturing		9.10.11.12
SC	2	4796	DC	Introduction To Advanced Manufacturing And Logistics/Hire Tech Year 1 (Ivy Tech MPRO 100/106)		10.11.12
SC	2	5608	DC	Advanced Manufacturing I/Hire Tech Year 2 (Two Periods back to back) (Ivy Tech MPRO 102)	Intro to Advanced Manufacturing/Hire Tech Year 1	11.12
CTE: WORK BASED LEARNING						
SC/CC	1 or 2	5974		Work Based Learning Capstone/SH Internship	Minimum of 4 credits of introductory and advanced CTE courses related to a student's pathway and to the work site placement	12
SC/CC	1 or 2	0530		Work Based Learning Capstone/SH Externship		11.12

CTE: AGRICULTURE

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	5056		Introduction To Agriculture, Food & Natural Resources		9.10.11.12

Introduction to Agriculture, Food and Natural Resources is a two semester course that is highly recommended as a prerequisite to and as a foundation for all other agricultural classes. Through hands-on learning activities, students are encouraged to investigate areas of agriculture. Students are introduced to the following areas of agriculture: animal science, plant and soil science, food science, horticultural science, agricultural business management, natural resources, agriculture power, structure, and technology, careers in agriculture, leadership, and supervised agricultural experience. An activity and project based approach is used along with team building to enhance the effectiveness of the student learning activities.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	5170	DC	Plant and Soil (AGRI 105)		10.11.12

Plant and Soil Science a two semester course that provides students with opportunities to participate in a variety of activities including laboratory and field work. Coursework includes hands-on learning activities that encourage students to investigate areas of plant and soil science. Students are introduced to the following areas of plant and soil science: plant growth, reproduction and propagation, photosynthesis and respiration, diseases and pests of plants and their management, biotechnology, the basic components and types of soil, soil tillage, and conservation.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	5088	DC	Agriculture Power, Structure, & Technology (AGRI 106)		10.11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	5002	DC	Agribusiness Management (Ivy Tech AGRI 102)		11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	Summer	5228		Supervised Agricultural Experience	Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources	9.10.11.12

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.

CTE: BUSINESS

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	5394		Preparing For College And Careers <i>(Required Class, Paired w/ Health and Wellness)</i>		9

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

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	4540		Personal Financial Responsibility <i>(Paired with Career Information Exploration)</i>	Required Class, Paired w/ Health and	9

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

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	4528		Digital Applications And Responsibility (On-Line Class)		9.10.11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	4518		Introduction To Business (On-Line Class)		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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	4562		Principles Of Business Management		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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	5968		Administrative And Office Management	Principles of Business Management	10.11.12

Administrative and Office Management prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and to perform business-related functions. Students are provided opportunities to develop aptitudes and apply skills and knowledge in the areas of business administration, management, and finance. Individual experiences will be based upon the student's career and educational goals.

CTE: CONSTRUCTION TRADES

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	4792		Introduction To Construction		9.10.11.12

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 also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC	2	5580		Construction Trades I (Two Periods back to back)		10.11.12

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.

CTE: ENGINEERING/TECHNOLOGY

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	4812	WC/DC	Introduction to Engineering Design- PLTW (<i>DESN 102</i>)	Alg 1, concurrent enrollment in Alg. I Honors, or Counselor Recommendation	9.10.11.12

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).

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	4814	WC/DC	Principles Of Engineering-PLTW (<i>DESN 104</i>)	IED PLTW, concurrent or completion of Geometry	10.11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	5534	TBD	Computer Integrated Manufacturing	Recommended: IED & POE	11.12

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.

CTE: FAMILY & CONSUMER SCIENCES – HUMAN SERVICES

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	5342		Nutrition And Wellness (On-Line Class)		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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	5362		Child Development (On-Line Class)		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; childcare 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. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	5360		Advanced Child Development		9.10.11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	5366		Human Development and Wellness		9.10.11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	5336		Human And Social Services I		10.11.12

Human and Social Services I is an introductory/exploratory course for students interested in careers in human and community services and other helping professions. Areas of exploration include family and social services, youth development, and adult and elder care, and other for-profit and non-profit services. This project-based course will help students integrate higher order thinking, communication, leadership, and management processes to conduct investigations in human and social services at the local, state, national, or global/world level. Research and development, interdisciplinary projects, and/or collaboration with postsecondary faculty, community agencies or organizations, or student organizations are appropriate approaches. Students will be introduced to human and social services professions through presentations from a variety of guest speakers, job shadowing, field trips and introductory and exploratory field experiences. Case studies, role play, and application of professional codes of ethics will be utilized reflecting the challenges of working in diverse communities. Service learning experiences are highly recommended. Achievement of applicable FACS, academic, and employability competencies will be documented through a student portfolio.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	5462		Human And Social Services II	Human And Social Services I	11.12

Human and Social Services II is a core component of the Family and Human Services pathway. The course prepares students for occupations and higher education programs related to assisting individuals and families in meeting their potential. Through work based experiences, students apply the knowledge and skills developed in the Human Services Foundations course. Concentration areas include family and social services, youth development, and adult and elder care. Ethical, legal, and safety issues, as well as helping processes and collaborative ways of working with others, will be addressed. Learning experiences will involve analysis of the influence of culture and socioeconomic factors on individual choices and opportunities, service delivery models, and theoretical perspectives. Intensive laboratory/field experiences in one or more human social service agencies are a required component of this course. Student laboratory/field experiences may be either school-based, if available, or “on the job” in community-based agencies, or a combination of the two. A standards-based plan guides the students’ laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Human and Social Services II teacher. Achievement of applicable standards will be documented through a student portfolio. Articulation with post-secondary programs is encouraged.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	5408	WC/DC	Education Professions I (F200)	IU Eligibility	10.11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	5404	WC/DC	Education Professions II (P250)	IU Eligibility (2.7 GPA)	11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1 or 2	0502		Cadet Teaching Experience	Counselor Approval, Education Pathway students	11.12

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

CTE: HEALTH SCIENCE

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	5272		Introduction to Health Science Careers (On-Line)		9.10.11.12

Introduction to Health Science Careers is an exploratory course designed to provide students with an opportunity to investigate all aspects of the health science industry. Students will receive an introduction to healthcare systems and examine a variety of pathways in health science, and reflect on their own knowledge, skills and interests, to begin to narrow the areas within health science they want to continue exploring, in preparation for further study in Health Science I.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	5282	WC/DC	Health Science Education I (HLHS 100/101)	Ivy Tech Eligibility	10.11.12

Health Science Education I is a course designed to provide a foundation of skills development to specific health careers including; patient care, nursing care, dental care, animal care, medical laboratory, and public health. Students will also receive an introduction to healthcare systems, anatomy, physiology, and medical terminology. Laboratory experiences with industry applications 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. During second semester students will study HLHS 101 Medical Terminology. It addresses basic terminology required of the allied health professional and provides a basic knowledge of anatomy and physiology, pathology, special procedures, laboratory procedures, and pharmacology.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	5276	WC/DC	Anatomy And Physiology I/II	Chemistry 1 or ICP, Ivy Tech Eligibility	11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	5284	WC/DC	Health Science Education II: Nursing / C.N.A.	Health Science I and Ivy Tech Eligibility	11.12

Health Science Education II: Nursing / C.N.A is extended laboratory experience designed to provide students with the opportunity to assume the role of nurse assistant. Student have the opportunity to learn, and then to practice those technical skills previously learned in the classroom at qualified clinical sites while 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 of the healthcare field; 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 such as providing appropriate personal care to patients; reporting necessary information to nursing staff; operating and monitoring medical equipment; teaching and assisting patients and families with the management of their illness or injury; and performing general health screenings. This course provides students with the knowledge, attitudes, and skills needed to make the transition from high school, to post-secondary opportunities, and to work in a variety of health science careers. Individuals who successfully complete this course are eligible to apply to sit for the Indiana State Department of Health (ISDH) certification exam for nursing assistants.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	5284 HLHS 107	WC/DC	Health Science Education II:Nursing/C.N.A. (HLHS 107/ 113)	Health Science Education I and Ivy Tech Eligibility	11.12

Health Science Education II: Nursing / C.N.A is a weighted course that allows the student to earn college credit after successfully completing the course. It is an extended laboratory experience designed to provide students with the opportunity to assume the role of nurse assistant. Students have the opportunity to learn, and then to practice those technical skills previously learned in the classroom at qualified clinical sites while 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 of the healthcare field; 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. Individuals who successfully complete this course are eligible to apply to sit for the Indiana State Department of Health (ISDH) certification exam for nursing assistants.

CTE: INFORMATION TECHNOLOGY

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	4801	WC	Introduction To Computer Science - PLTW Computer Science Principles	Junior High PLTW Computer Science or teacher confirmation of student demonstration of mastery of the Intro to Computer Science standards	9.10.11.12

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

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	5253	WC	Computer Science Iii: Cybersecurity, Capstone, It Cluster, Computer Science Pathway	Computer Science I	12

Computer Science III: Cybersecurity introduces the secure software development process including designing secure applications, writing secure code designed to withstand various 69 Indiana Department of Education High School Course Titles and Descriptions types of attacks, and security testing and auditing. It focuses on the security issues a developer faces, common security vulnerabilities and flaws, and security threats. The course explains security principles, strategies, coding techniques, and tools that can help make software fault tolerant and resistant to attacks. Students will write and analyze code that demonstrates specific security development techniques. Students will also learn about cryptography as an indispensable resource for implementing security in real-world applications. Students will learn foundations of cryptography using simple mathematical probability. Information theory, computational complexity, number theory, and algebraic approaches will be covered.

CTE: MANUFACTURING

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC	2	4796	DC	Introduction To Advanced Manufacturing And Logistics/Hire Tech Year 1 (Ivy Tech MPRO 100/106)		10.11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC	2	5608	DC	Advanced Manufacturing I/Hire Tech Year 2 (Two Periods back to back) (Ivy Tech MPRO 102)	Intro to Advanced Manufacturing/Hire Tech Year 1	11.12

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.

WORK BASED LEARNING (WBL)

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1 or 2	5974		Work Based Learning Capstone/SH Internship	Minimum of 4 credits of introductory and advanced CTE courses related to a student's pathway and to the work site placement	12

Work Based Learning Capstone is a stand-alone course that prepares students for college and career. This strategy builds students' skills and knowledge in their chosen career path. Work Based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's work based experiences and assist in evaluating achievement and performance.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1 or 2	0530		Work Based Learning Capstone/SH Externship		11.12

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

ENGLISH/LANGUAGE ARTS

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	1002		English 9		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 valuation 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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	1002H	WC	English 9 Honors	Grade of A or B in previous English class or staff recommendation	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. ***Honors classes use the same curriculum structure but are more rigorous preparing students for college level work including AP courses.***

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	1004		English 10		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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	1004H	WC	English 10 Honors	Grade of A or B in previous English class or staff recommendation	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. ***Honors classes use the same curriculum structure but are more rigorous preparing students for college level work including AP courses.***

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	1006		English 11		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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	1006H	WC	English 11 Honors	Grade of A or B in previous English class or staff recommendation	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. *Honors classes use the same curriculum structure but are more rigorous preparing students for college level work including AP courses.*

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	1056	WC/DC	English 11 AP (Ivy Tech ENG 111/112)	Must have met Ivy Tech eligibility requirements. PSAT/Accuplacer Score or Teacher Recommendation	11

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	1008		English 12		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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	1124H	WC/DC	English 12 Honors (CC-Ivy Tech ENG 111/112) (SC-IU W131)	Must have met Ivy Tech eligibility requirements. Grade of A or B in previous English class or staff recommendation.	12

Advanced English/Language Arts, College Credit, is an advanced course based on the Indiana Academic Standards for English/Language Arts in grade 12. This course title covers any English language and composition advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school. 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.*

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	1058	WC/DC	English 12 AP – English Literature and Composition (Ivy Tech ENG 206)	Must have met Ivy Tech eligibility requirements. PSAT/Accuplacer Score	12

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.

ENGLISH/LANGUAGE ARTS ELECTIVES

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	1120		Developmental Reading	Counselor Recommendation	9.10.11.12

Developmental Reading is a supplemental course that provides students with individualized instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English/Language Arts focusing on the Reading Standards for Literature and Nonfiction. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	1078	WC/DC	Advanced Speech and Communication (SC-IU SPCH S121) (CC-IUS SPCH S121)	IU requirements	11.12

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

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	1	1096		Technical Communications (Paired with Advanced Composition)		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.***

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	1	1098		Advanced Composition (Paired with Technical Communications)		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.***

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	1086		Student Media	Journalism, application, and selected by Student Media Teacher	10.11.12

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

FINE ARTS

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	4170		Advanced Concert Band (Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.)		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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	4164		Jazz Ensemble		9.10.11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	4000		Introduction to Two-Dimensional Art Every Year at Corydon Every Other Year at South Central (2018/19, 2020/21) Paired with Advanced Two-Dimensional Art		9.10.11.12

Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-

dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	4004		Advanced Two-Dimensional Art <small>Every Other Year at South Central (2020/21, 2022/23)</small> <i>Paired with Introduction to Two-Dimensional Art</i>		9.10.11.12

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

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC	1	4002		Introduction to Three-Dimensional Art <small>(Every Other Year 2019/20, 2021/22)</small>		9.10.11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	4040		Ceramics <small>Offered Every Other Year (2020/21, 2022/23)</small>		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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	4064		Painting <small>(Every Other Year 2019/20, 2021/22)</small>		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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	1	4062		Photography		10.11.12

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

HEALTH AND PHYSICAL EDUCATION

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	3506		Health & Wellness Education <i>Required class, Paired with Preparing for College and Careers</i>		9

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 (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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	3542/3544		Physical Education I (semester 1) Physical Education II (semester 2)		8

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.).

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1 or 2	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.).

MATHEMATICS

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	2520		Algebra I		9

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	2520H	WC	Algebra I Honors	Grade of A or B in previous Math class or staff recommendation.	9

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. *Honors classes use the same curriculum structure but are more rigorous preparing students for college level work including AP courses.*

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	2516		Algebra I Lab	Counselor Recommendation, concurrently enrolled in Algebra I	9

Algebra I Lab is a mathematics support course for Algebra I. Algebra I Lab is taken while students are concurrently enrolled in Algebra 1. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra I Lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra I Lab combines standards from high school courses with foundational standards from the middle grades. **Algebra I Lab is taken while students are concurrently enrolled in Algebra 1.**

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	2560		Mathematics Lab	Counselor Recommendation	10.11.12

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics. Mathematics Lab is to be taken in conjunction with a Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	2522		Algebra II	Students must have passed both semesters of Algebra I	10

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	2522H	WC	Algebra II Honors	Grade of A or B in previous Algebra I	10

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	2532		Geometry <i>Ninth grade students who took Algebra I in 8th grade will take Geometry their 9th grade year.</i>		11

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Five critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Note: Ninth grade students who took Algebra I in 8th grade will take Geometry their 9th grade year.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	2532H	WC	Geometry Honors	Grade of A or B in previous Math class or staff recommendation.	11

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Five critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent,

useful, and logical subject that makes use of their ability to make sense of problem situations. *Honors classes use the same curriculum structure but are more rigorous preparing students for college level work including AP courses. Ninth grade students who took Algebra I in 8th grade will take Geometry their 9th grade year).*

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	2564	WC/DC	Pre-Calculus (Ivy Tech M136/137)	Algebra II honors (or a B or higher in Algebra II) and Geometry. Staff recommendation for students who have not passed the Math ISTEP+	11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	2530	WC/DC	Finite Math Ivy Tech M135 – South Central Campus IU M118 – Corydon Central Campus	Algebra II (honors recommended) and Geometry. Staff recommendation for students who have not passed Math ISTEP+.Ivy Tech eligibility	11.12

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 college credit hours.*

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	2527	WC/DC	Calculus (TBA-IU M215)	Pre-Calculus, IU eligibility	11.12

Calculus expands a student's knowledge of topics like functions, graphs, limits, derivatives, and integrals. Additionally, students will review algebra and functions, modeling, trigonometry, etc. Calculus is made up of five strands: Limits and Continuity; Differentiation; Applications of Derivatives; Integrals; and Applications of Integrals. 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

MULTIDISCIPLINARY

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	0500		Basic Skills Development	Staff Recommendation	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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	0522		Career Information and Exploration <i>Required class, Paired with Personal Financial Responsibility</i>		10

Career Information and Exploration provides students with opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students.

SCIENCE

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	3024		Biology I		9

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

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	3024H	WC	Biology I Honors	Grade of A or B in previous Science class and staff recommendation.	9

Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. ***Honors classes use the same curriculum structure but are more rigorous preparing students for college level work including AP courses.***

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	5276	WC/DC	Anatomy and Physiology (<i>APHY 101/102</i>)	Biology I, Chemistry I or ICP. Ivy Tech eligibility	11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	3026	WC/DC	Biology II (Ivy Tech BIOL 101)	Recommended that student meets Ivy Tech eligibility, as this course will be taught at a college level.	10.11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	3020	WC/DC	AP Biology (Ivy Tech BIOL 105)	Biology I, Biology II (may be taken concurrently). Ivy Tech eligibility	11.12

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. **NOTE: Must have a minimum number of 10 students in class to offer.**

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	3064	WC	Chemistry I <small>South Central campus will alternate Chemistry/Physics every other year, Physics will be offered 2019/20</small>	Biology I and Algebra 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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	3066	WC/DC	Chemistry II (<i>C101/121</i>)	Chemistry I and Algebra II	11.12

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	3084	WC	Physics I <small>South Central campus will alternate Chemistry/Physics every other year, Physics will be offered 2019/20</small>	Biology I and Algebra 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.

SOCIAL STUDIES

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	1548		World History and Civilization		10

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	1548H	WC	World History and Civilization Honors		10

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.

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

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	1542		United States History		11

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	1542H	WC/DC	United States History Honors (HIST105/106)	Recommended that student meets IU eligibility, as this course will be taught at a college level.	11

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	1560	WC/DC	AP United States Government and Politics (<i>POLS 101</i>)	Ivy Tech eligibility or Staff Recommendation	12

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. **NOTE: Must have a minimum number of 10 students in class to offer.**

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	1516		Ethnic Studies (<i>On-Line</i>)		9.10.11.12

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

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	1	1518		Indiana Studies (<i>On-Line</i>)		9.10.11.12

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

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	1		DC	IVYT Intro to Psychology (<i>PSYC 101</i>)	Ivy Tech Eligibility	12

Surveys behavior and cognitive processes as they affect the individual. The course focuses on biological foundations, learning processes, research methodologies, personality, human development and abnormal and social psychology.

WORLD LANGUAGE

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	2020		French I	Grade of C or better in previous English class.	9.10.11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	2022		French II	Grade of C or better in English and French I	10.11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	2024	WC/DC	French III (<i>FREN 101/102</i>)	Grade of C or better in English and French II.	11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	2026	WC/DC	French IV (<i>FREN 201/202</i>)	Grade of C or better in English and French III.	11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	2120		Spanish I	Grade of C or better in previous English class.	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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	2122		Spanish II	Grade of C or better in English and Spanish I	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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
SC/CC	2	2124	WC/DC	Spanish III <small>Corydon Central– Ivy Tech SPAN 101/102 South Central – High School Credit</small>	Grade of C or better in English and Spanish II.	11.12

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.

School	1/2 Sem	IDOE #	WC/DC	Course Title	Prerequisite	Grade
CC	2	2132	WC/DC	Spanish IV/AP Spanish Language and Culture (<i>SPAN 201/202</i>)	Grade of C or better in English and Spanish III, PSAT/Accuplacer Score or Staff Recommendation	12

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).



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

*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 or 5686) 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-voltaic (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 5914 & 5918) 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

**Strategic Marketing & Merchandising (DOE 5974) Seniors only. This specialized business course will provide students an opportunity to learn and apply business theories and concepts in an actual workplace environment. Students will be employed in a lengthy internship at UPS. *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.1st 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 1st 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. *Related Careers:* Dentist, Dental Hygienist and Orthodontist

[Information Technology Programs](#)

Networking I & II (DOE 5234/4588 or 5253) 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 4801/5250) 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. 2nd 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.)

Visit our website for more information: www.prossercareers.com

South Harrison's Dual Credit Courses

÷ Reading, Writing & Math Scores Required

⚡ Reading & Writing Scores Required

+ Math Scores Required

* Indicates Prerequisite

GPA-Grade Point Average Criteria

School	High School Course Title	College Course Title	College	Credits	Prereq
SC	Advanced Manufacturing I	MPRO 102 - Introduction to Print Reading	Ivy Tech	3	
SC/CC	Advanced Speech & Communication	SPCH S121 - Public Speaking	IU	3	GPA
CC	Agriculture Power, Structure & Tech	AGRI 106 Agriculture Mechanization	Ivy Tech	3	
CC	Agribusiness Management	AGRI 102 Agribusiness and Farm Management	Ivy Tech	3	
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	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 (S1 & S2)	Math 211 – Calculus I	IU	3	GPA
CC	Chemistry II	CHEM C101/121 Elementary Chemistry I and Lab	IU	5	GPA
CC	Education Professions I	F200- Examining Self As A Teacher	IU	3	
Cc	Education Professions II	P250-Educational Psychology	IU	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	English 12 Honors (S1)	ENG 111 - English Composition	Ivy Tech	3	
CC	English 12 Honors (S2)	ENG 112 - Exposition and Persuasion	Ivy Tech	3	
SC	English 12 Honors (S1/S2)	ENG-W131 - Reading, Writing, & Inquiry	IU	3	GPA
CC	Government AP	POLS 101 Intro to American Govt. & Politics	Ivy Tech	3	⚡
SC	Finite Math	MATH M135 - Finite Mathematics	Ivy Tech	3	+
CC	Finite Math	MATH M118 - Finite Mathematics	IU	3	GPA
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	⚡
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	
CC/SC	PLTW Intro to Engineering	DESN 102 - Technical Graphics	Ivy Tech	3	NA
CC	PLTW Principles of Engineering	ADMF 115 – Materials & Processes for Manufacturing	Ivy Tech	3	NA

CC/SC	Pre-Calculus (S1)	MATH 136 – College Algebra	Ivy Tech	3	
CC/SC	Pre-Calculus (S2)	MATH 137 – Analytical Geometry & Trigonometry	Ivy Tech	3	
CC/SC	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	⚡
SC	US History Honors (S1)	HIST 101 – Survey of American History I	Ivy Tech	3	⚡
SC	US History Honors (S2)	HIST 102 - Survey of American History II	Ivy Tech	3	⚡
CC	US History Honors (S1)	HIST 105 – Survey of American History I	IU	3	GPA
CC	US History Honors (S2)	HIST 106 - Survey of American History II	IU	3	GPA
CC		PSYC 101 - Intro to Psychology	Ivy Tech	3	÷
CC	Health Science I (S1)	HLHS 100- Introduction to Health Careers	Ivy Tech	3	NA
	Health Science I (S2)	HLHS 101 - Medical Terminology	Ivy Tech	3	⚡
CC	Health Science II: Nursing	HLHS 107-C.N.A.	Ivy Tech	3	⚡
CC	Health Science II: Special Topics	HLHS 113 - Dementia Care			⚡

Corydon Central High School
Gen. Ed. 30 checklist
Updated 3/12/19

PRINT STUDENT NAME: _____

<p>WRITTEN COMMUNICATION- 3 credits _____ 3 Credits Ivy Tech - ENGL 111 AP Eng 11 1st Sem or Eng 12 H</p>	<p>SPEAKING AND LISTENING 3 credits _____ 3 Credits - IU - SPCH S121-Speech (POL)</p>
<p>QUANTITATIVE REASONING 3-9 credits _____ 3 Credits Ivy Tech - MATH M136 Precalculus - 1st Sem _____ 3 Credits Ivy Tech - MATH M137 Precalculus - 2nd Sem _____ 3 Credits IU - MATH M118 Finite Mathematics _____ 3 Credits IU - MATH M215 Calculus</p>	<p>SCIENTIFIC WAYS OF KNOWING 3-10 credits _____ 3 Credits Ivy Tech - BIOL 101 Biology II _____ 5 Credits Ivy Tech BIOL 105 - AP Biology _____ 3 Credits IU - CHEM C101 - Chemistry _____ 2 Credits IU - CHEM C121 - Chemistry (Lab w/C101)</p>
<p>SOCIAL AND BEHAVIORAL WAYS OF KNOWING 3-9 credits _____ 3 Credits IU - HIST 105 US History Honors- 1st sem _____ 3 Credits IU - HIST 106 US History Honors- 2nd sem _____ 3 Credits Ivy Tech- PSYC 101 Psychology (POL) _____ 3 Credits IU - POLS Y103 AP Government (Pending enrollment #s)</p>	<p>HUMANISTIC AND ARTISTIC WAYS OF KNOWING 3-9 credits _____ 3 Credits Ivy Tech - ENGL 206 AP Eng 12 All Year _____ 4 Credits Ivy Tech - FREN 101 French III 1st sem _____ 4 Credits Ivy Tech - FREN 102 French III- 2nd sem _____ 3 Credits Ivy Tech - FREN 201 French IV- 1st sem _____ 3 Credits Ivy Tech - FREN 202 French IV- 2nd sem _____ 4 Credits Ivy Tech - SPAN 101 Spanish III- 1st sem _____ 4 Credits Ivy Tech - SPAN 102 Spanish III- 2nd sem _____ 3 Credits Ivy Tech - SPAN 201 Spanish IV- 1st sem _____ 3 Credits Ivy Tech - SPAN 202 Spanish IV- 2nd sem</p>
<p>TOTAL NUMBER OF CREDITS EARNED _____ (need at least 30 to earn the Gen Ed 30) (Need at least 30 to earn the Gen Ed 30, 15 credits must come from IVY TECH.)</p>	

**South Central High School
Gen. Ed. 30 checklist
Updated 3/12/19**

PRINT STUDENT NAME: _____

<p>WRITTEN COMMUNICATION- 3 credits _____ 3 Credits English 12 Honors - IU ENG W131</p>	<p>SPEAKING AND LISTENING 3 credits _____ 3 Credits - IU - SPCH S121-Speech</p>
<p>QUANTITATIVE REASONING 3-9 credits _____ 3 Credits Ivy Tech - MATH M136 Precalculus - 1st Sem _____ 3 Credits Ivy Tech - MATH M137 Precalculus - 2nd Sem _____ 3 Credits IU - MATH M118 Finite Mathematics _____ 3 Credits IU - MATH M215 Calculus (Corydon)</p>	<p>SCIENTIFIC WAYS OF KNOWING 3-10 credits _____ 3 Credits Ivy Tech - BIOL 101-Biology II (Corydon) _____ 5 Credits BIOL 105-AP Biology (Corydon) _____ 3 Credits IU - C101-Chemistry (Corydon) _____ 2 Credits IU - C121-Chemistry (Lab w/C101) (Corydon)</p>
<p>SOCIAL AND BEHAVIORAL WAYS OF KNOWING 3-9 credits _____ 3 Credits Ivy Tech - HIST 101-US History Honors- 1st sem _____ 3 Credits Ivy Tech - HIST 102-US History Honors- 2nd sem _____ 3 Credits IUS - PSYC 101-Psychology (POL-Corydon) _____ 3 Credits IU - POLS Y103 AP Government (Corydon)</p>	<p>HUMANISTIC AND ARTISTIC WAYS OF KNOWING 3-9 credits _____ 4 Credits Ivy Tech - FREN 101 French III 1st sem (Corydon) _____ 4 Credits Ivy Tech - FREN 102 French III- 2nd sem (Corydon) _____ 3 Credits Ivy Tech - FREN 201 French IV- 1st sem (Corydon) _____ 3 Credits Ivy Tech - FREN 202 French IV- 2nd sem (Corydon) _____ 4 Credits Ivy Tech - SPAN 101 Spanish III- 1st sem (Corydon) _____ 4 Credits Ivy Tech - SPAN 102 Spanish III- 2nd sem (Corydon) _____ 3 Credits Ivy Tech - SPAN 201 Spanish IV- 1st sem (Corydon) _____ 3 Credits Ivy Tech - SPAN 202 Spanish IV- 2nd sem (Corydon)</p>
<p>TOTAL NUMBER OF CREDITS EARNED _____ (need at least 30 to earn the Gen Ed 30) (Need at least 30 to earn the Gen Ed 30, 15 credits must come from IVY TECH.)</p>	