



**South Harrison Schools
High School Course Catalog
2018-2019
Updated 3.16.18**

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South Harrison - High School Quick Course Look-Up 2018/2019

AP-Advanced Placement
CTE-Career Technical Education
IUS – Indiana University Southeast

PLTW-Project Lead the Way
IVYT - Ivy Tech College Course
IU – Indiana University

*Weighted Course
DC – Dual Credit
POL-Professor on Loan (from University)

CTE: AGRICULTURE						
School	Length Semester	IDOE Code	Course Title & IDOE Code	Prerequisite	Grade	Other
SC/CC	2	5056	Introduction To Agriculture, Food & Natural Resources		9.10.11.12	
SC/CC	2	5008	Animal Science	Intro to Agriculture, Food, & Natural Resources	10.11.12	Ivy Tech AGRI 104
CC	2	5088	Agriculture Power, Structure & Technology	Intro to Agriculture, Food, & Natural Resources	10.11.12	Ivy Tech AGRI 106
CC	2	5002	Agribusiness Management	Intro to Agriculture, Food, & Natural Resources	11.12	Ivy Tech AGRI 102
SC/CC	1	5228	Supervised Agricultural Experience	Intro to Agriculture, Food, & Natural Resources	11.12	
CTE: BUSINESS						
SC/CC	1	5394	Preparing for College & Careers	Paired w/Personal Financial Responsibility	9	
SC/CC	1	4540	Personal Financial Responsibility	Paired w/Preparing for College & Careers	9	
SC/CC	2	4562	Principles of Business Management		9.10.11.12	
SC/CC	2	5914	Principles of Marketing		10.11.12	
CC	2	5268	Administrative & Office Management	Recommended Principles of Business Management or Principles of Marketing	11.12	
CC w/POL	1	4564	Advanced Business College Credit+	Ivy Tech Eligibility	11.12	Ivy Tech BUSN101
CC w/POL	1	4522	Advanced Accounting+	Ivy Tech Eligibility	11.12	Ivy Tech ACCT101
CTE: CONSTRUCTION TRADES						
SC/CC	1	4782	Construction Systems		9.10	
SC	2	4792	Introduction to Construction		10.11.12	
SC	2	5580	Construction Trades I		11.12	
CTE: ENGINEERING						
SC/CC	1	4782	Construction Systems		9.10	
SC/CC	1	4784	Introduction to Manufacturing		9.10	
SC/CC	2	4812	Introduction to Engineering Design (IED)+	Completion of Algebra 1	10.11.12	PLTW Ivy Tech Desn102
CC	2	4814	Principles of Engineering (POE)+	IED PLTW, concurrent or completion of Geometry	11.12	PLTW Ivy Tech DESN104
CC	2	5534	Computer Integrated Manufacturing (CIMS)	Recommended: IED & POE	11.12	
CTE: FAMILY & CONSUMER SCIENCES						
SC/CC	1	5364	Interpersonal Relationships	Paired w/Human Development & Wellness	9.10.11.12	
SC/CC	1	5366	Human Development & Wellness	Paired w/Interpersonal Relationships	9.10.11.12	
SC/CC	2	5336	Human & Social Services I		10.11.12	
CC	1	5408	Education Professions I+	Ivy Tech Eligibility	11.12	IU F200
CC		5404	Education Professions II+	Education Professionals I	11.12	IU P250

SC/CC	2	0502	Cadet Teaching Experience	Counselor Approval	11.12	
CTE: HEALTH SCIENCE						
CC	2	5282	Health Science Education I / C.N.A.		11.12	
CC w/POL	1	HLHS 100	Intro to Health Careers+	Ivy Tech Eligibility	11.12	Ivy Tech HLHS 100
CC w/POL	1	5274	Medical Terminology+	Ivy Tech Eligibility	11.12	Ivy Tech HLHS 101
CC	2	HLHS 107	CNA Preparation+	Ivy Tech Eligibility	11.12	Ivy Tech HLHS 107
CC	2	5276	Anatomy & Physiology+	Ivy Tech Eligibility, Chemistry I or ICP	11.12	Ivy Tech APHY 101/102
CTE: INFORMATION TECHNOLOGY						
CC	2	4803	Introduction to Computer Science		9.10.11.12	PLTW Computer Science Essentials
CC	2	4801	Computer Science I+ (Anticipated Start 2019/2020)		10.11.12	PLTW Computer Science Principles
CTE: MANUFACTURING						
SC/CC	1	4784	Introduction to Manufacturing	Paired w/Construction Systems	9.10	
SC/CC	1	4782	Construction Systems	Paired w/Introduction to Manufacturing	9.10	
SC	2	4796	Introduction to Advanced Manufacturing & Logistics (Hire Tech Year 1)		10.11.12	Ivy Tech MPRO 100/106
SC	2	5608	Advanced Manufacturing I (Hire Tech Year 2)	2 Period Double Blocked, Intro to Advanced, Manufacturing & Logistics (Hire Tech Year 1)		Ivy Tech MPRO 102
Prosser	2	5688	Industrial Technical Maintenance II	Hire Tech Year 1 & 2	12	Ivy Tech College Credit
WORK BASED LEARNING (WBL) OPPORTUNITIES						
SC/CC	1 or 2	5974	Work Based Learning Capstone, Multiple Pathways (Credit)	Minimum two free periods end of each day, counselor & career staff approval	12	
SC/CC	1 or 2	0530	Career Exploration Internship (Credit)	Minimum two free periods end of each day, counselor approval	12	
SC/CC	1 or 2	SHE12	South Harrison Externship (No Credit)	Minimum two free periods any time of day, one or more days a week	12	
SC/CC	1 or 2	SHWR 12	Work Release (No Credit)	6 periods of instruction per day, proof of employment	12	
ENGLISH/LANGUAGE ARTS						
SC/CC	2	1002	English 9		9	
SC/CC	2	1002H	English 9 Honor+	Grade A or B in previous English class or staff recommendation.	9	
SC/CC	2	1004	English 10		10	
SC/CC	2	1004H	English 10 Honors+	Grade A or B in previous English class or staff recommendation.	10	

SC/CC	2	1006	English 11		11	
SC/CC	2	1006H	English 11 Honors+	Grade A or B in previous English class or staff recommendation.	11	
CC	2	1056	AP English 11+	Ivy Tech eligibility PSAT/Accuplacer Score or staff recommendation	11	Ivy Tech ENG 111/112
SC/CC	2	1008	English 12		12	
SC/CC	2	1124H	English 12 Honors+	Ivy Tech eligibility, grade of A or B in previous English class or staff recommendation	12	CC-Ivy Tech ENG111/112 SC-IUW131
CC	2	1058	AP English 12+	Ivy Tech eligibility requirements. PSAT/Accuplacer score	12	Ivy Tech ENG 206
ENGLISH/LANGUAGE ARTS ELECTIVES						
SC/CC	2	1120	Developmental Reading	Counselor recommendation	9.10.11.12	
SC	1	1078	Advanced Speech & Communication+	IU Eligibility		CC-IUS SPCH S121 SC-IU SPCH S121
CC	1	1096	Technical Communications	Paired w/Advanced Composition	12	
CC	1	1098	Advanced Composition	Paired w/Technical Communications	12	
SC/CC	2	1080	Journalism		9.10.11.12	
SC/CC	2	1086	Student Media	Journalism, application, selected by student Media Teacher	10.11.12	
FINE ARTS						
CC	2	4206	Music History & Appreciation		9.10.11.12	
SC/CC	2	4170	Advanced Concert Band	Participation in performance opportunities outside of the school day	9.10.11.12	
CC	2	4164	Jazz Ensemble			
SC/CC	1	4000	Introduction to Two-Dimensional Art	Paired w/ Advanced Two-Dimensional Art	9.10.11.12	
SC/CC	1	4004	Advanced Two-Dimensional Art	Paired w/ Introduction to Two-Dimensional Art	9.10.11.12	
SC/CC	1	4040	Ceramics		10.11.12	
SC/CC	1	4060	Drawing		10.11.12	
CC	1	4062	Photography		10.11.12	
HEALTH AND PHYSICAL EDUCATION						
SC/CC	1	3506	Health & Wellness Education	Paired w/Career Information Exploration	10	
SC/CC	1	3542	Physical Education I		9	
SC/CC	1	3544	Physical Education II		9	
SC/CC	1 or 2	3560	Elective Physical Education		9.10.11.12	
MATHEMATICS						
SC/CC	2	2520	Algebra I		9	
SC/CC	2	2520H	Algebra I Honors+	Grade of A or B in previous Math class or staff recommendation	9	
SC/CC	2	2516	Algebra I Lab	Concurrent enrollment in Algebra 1, counselor	9.10	

				recommendation		
SC/CC	2	2560	Mathematics Lab	Counselor recommendation	10.11.12	
SC/CC	2	2522	Algebra II	Pass both semesters of Algebra I	10	
SC/CC	2	2522H	Algebra II Honors+	Grade of A or B in previous Algebra I	10	
SC/CC	2	2532	Geometry		11	
SC/CC	2	2532H	Geometry Honors+	Grade of A or B in previous Math class or staff recommendation.	11	
SC/CC	2	2564	Pre-Calculus+	Algebra II Honors or B or higher in Algebra II, Geometry, staff recommendation for student who have not passed the Math ISTEP+.	11.12	Ivy Tech M136/137
SC/CC	2	2530	Finite Math+	Ivy Tech Eligibility Algebra II (honors recommended) & Geometry, staff recommendation for student who have not passed Math ISTEP+.	11.12	CC-IU M118 SC-Ivy Tech M135
CC	2	2562	AP Calculus+	IU Eligibility, Algebra II, Geometry, Pre-Calculus	11.12	IU M211
MULTIDISCIPLINARY						
SC/CC	2	0500	Basic Skills Development	Counselor or staff recommendation	9.10.11.12	
SC/CC	1	0532	College-Entrance Preparation (Plato On-Line Instruction)	Algebra II or concurrent enrollment in Algebra I	10.11.12	
SC/CC	1	0522	Career Information Exploration (CIE)	Paired w/Health & Wellness	10	
SCIENCE						
SC/CC	2	3025	Biology I		9	
SC/CC	2	3025H	Biology Honors+	Grade of A or B in previous Science class and staff recommendation	9	
SC/CC	2	3010	Environmental Science		10.11.12	
SC/CC	2	3108	Integrated Chemistry-Physics		10.11.12	
CC	2	5276	Anatomy & Physiology+	Ivy Tech Eligibility, Biology I, & Chemistry I or ICP	11.12	Ivy Tech APHY 101/102
SC/CC	2	3026	Biology II+	Recommended Ivy Tech Eligibility	10.11.12	Ivy Tech BIOL 101
CC	2	3020	AP Biology+	Ivy Tech Eligibility, Biology I, and Biology II or concurrent enrollment	11.12	Ivy Tech BIOL105
SC/CC	2	3064	Chemistry I+	Biology I & Algebra I	10.11.12	
CC	2	3066	Chemistry II+	Chemistry I & Algebra II	11.12	IU C101/102
CC SC- 2019/2 0	2	3084	Physics I+	Biology I & Algebra I	10.11.12	
CC	2	3080	AP Physics 1: Algebra-Based+	Algebra II, PreCalculus or concurrent enrollment, PSAT/Accuplacer score or staff recommendation	11.12	
SOCIAL STUDIES						
SC/CC	2	1548	World History & Civilization		10	

SC/CC	2	1548H	World History & Civilization Honors+		10	
SC/CC	2	1542	United States History		11	
SC/CC	2	1542H	United States History Honors+	Recommended Ivy Tech Eligibility	11	Ivy Tech HIST101/102 Or IU H105/106
SC/CC	1	1540	United States Government		12	
CC	2	1560	AP United States Government+	Ivy Tech Eligibility or staff recommendation	12	Ivy Tech POLS 101 or IU POLSY103
SC/CC	1	1514	Economics		12	
CC w/POL	1	ECON 101	Economics Fundamentals- College Class+	Ivy Tech Eligibility	12	Ivy Tech ECON 101
SC/CC	1	1546	Ethnic Studies – On-Line		9.10.11.12	
SC/CC	1	1518	Indiana Studies – On-Line		9.10.11.12	

WORLD LANGUAGE

CC	2	2020	French I	Grade C or better in previous English class	9.10.11.12	
CC	2	2022	French II	Grade C or better in English and French I	10.11.12	
CC	2	2024	French III+	Grade C or better in English and French II	11.12	Ivy Tech FREN 101/102
CC	2	2026	French IV+	Grade C or better in English and French III	12	Ivy Tech FREN 201/202
SC/CC	2	2120	Spanish I	Grade C or better in previous English class	9.10.11.12	
SC/CC	2	2122	Spanish II	Grade C or better in English and Spanish I	10.11.12	
SC/CC	2	2124	Spanish III+	Grade C or better in English and Spanish II	11.12	CC- Ivy Tech SPAN 101/102
CC	2	2132	Spanish IV/AP Spanish Language And Culture+	Grade C or better in English, Spanish III, SAT/Accuplacer score or staff recommendation	12	Ivy Tech SPAN 201/202

PROSSER CAREER EDUCATION CENTER – Juniors and Seniors

AGRICULTURE PROGRAMS

	5132	Horticulture Science				
	5136	Landscape Management I				

ARCHITECTURE AND CONSTRUCTION PROGRAMS

	5640/5652	Architectural Drafting & Design I/II				
	5580/5578	Construction Trades I/II				
	5497/5495	Heavy Equipment Operator I/II				
	4830/4832	Electrical/Industrial Repair & Maintenance				
	5496/5498	Heating, Ventilation, Air-Conditioning I/II				

ARTS/AV TECHNOLOGY & COMMUNICATIONS PROGRAMS

	5232	Interactive Media				
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BUSINESS AND MARKETING PROGRAMS

	5966	Entrepreneurship & New Ventures				
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HEALTH AND HUMAN SERVICES

	5802/5806	Cosmetology I/II				
	5440/5346	Culinary Arts and Hospitality/Advanced Culinary Arts				

	5282/5284	Health Science Education I/II			
	5214	Introduction to Pharmacy	Ivy Tech Campus Two days week 3:45-6:00 Test for National Pharmacy Tech exam	12	
	5203/5204	Dental Careers I/II			
INFORMATION TECHNOLOGY PROGRAMS					
	5234/4588	Networking I/II			
	5236/5250	Computer Programming/Databases			
PUBLIC SAFETY PROGRAMS					
	5822/5824	Criminal Justice I/II			
	5820/5826	Fire and Rescue I/ Fire & Rescue II			
MANUFACTURING PROGRAMS					
	5782/5784	Precision Machining I/II			
	5776/5778	Welding Technology I/II			
TRANSPORTATION PROGRAMS					
	5528/5524	Aviation Operations I/Aviation Flight I			
	5514/5544	Automotive Collision Repair I/II			
	5510/5546	Automotive Services Technology I/ II			
	5620/5624	Diesel Service Technology I/II			

South Harrison - High School Course Descriptions

<u>KEY</u> AP-Advanced Placement CTE-Career Technical Education IUS – Indiana University Southeast *One Semester	PLTW-Project Lead the Way IVYT - Ivy Tech College Course IU – Indiana University **Two Semester	+Weighted Course DC – Dual Credit POL-Professor on Loan (from University)
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CTE: Agriculture

5056 INTRODUCTION TO AGRICULTURE, FOOD AND NATURAL RESOURCES (9.10.11.12)**

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

5008 ANIMAL SCIENCE (10.11.12) DC**

Ivy Tech AGRI 103

Animal Science provides students with an overview of the animal science field. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science. Upon successful completion of this course students may earn up to 3 dual credit college hours.

Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources

5088 AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY (10.11.12) DC**

Ivy Tech AGRI 106

CORYDON CENTRAL CAMPUS

Agriculture Power, Structure and Technology is a lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance and management of agricultural equipment in concert while incorporating technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience and career opportunities in the area of agriculture power, structure and technology. Upon successful completion of this course students may earn up to 3 dual credit college hours.

Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources

5002 AGRIBUSINESS MANAGEMENT (11.12) DC**

Ivy Tech AGRI 102

CORYDON CENTRAL CAMPUS

Agribusiness Management provides foundational concepts in agribusiness. This course introduces students to the principles of business organization and management from a local and global perspective while incorporating technology. Concepts covered in the course include food and fiber, forms of business, finance, marketing, management, sales, leadership development, supervised agricultural experience career opportunities in the area of agribusiness management. Upon successful completion of this course students may earn up to 3 dual credit college hours.

Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources

5228* SUPERVISED AGRICULTURAL EXPERIENCE (11.12)

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

Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources

CTE: BUSINESS**5394* PREPARING FOR COLLEGE AND CAREERS****(9)*****Required Class, Paired with Personal Financial Responsibility***

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.

4540* PERSONAL FINANCIAL RESPONSIBILITY**(10)*****Required Class, Paired with Preparing for College & Careers***

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.

4562 PRINCIPLES OF BUSINESS MANAGEMENT****(9.10.11.12)**

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.

5914 PRINCIPLES OF MARKETING****(10.11.12)**

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

5268 ADMINISTRATIVE AND OFFICE MANAGEMENT****(11.12)****CORYDON CENTRAL CAMPUS**

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 attitudes and apply skills and knowledge in the areas of business administration, management, and finance. Individual experiences will be based upon the student's career and educational goals.

Prerequisites: Recommended Principles of Business Management or Principles of Marketing

4564* ADVANCED BUSINESS COLLEGE CREDIT+**(11.12) DC****Ivy Tech* BUSN 101****CORYDON CENTRAL CAMPUS**

Introduction to Business examines the American business system in relation to the economic society. Studies business ownership, organization principles and problems, management, control facilities, administration, and development practices of American business enterprises.

Prerequisite: Must have met Ivy Tech eligibility requirements.

4522* ADVANCED ACCOUNTING+
(11.12) DC

Ivy Tech* ACCT 101

CORYDON CENTRAL CAMPUS

Financial Accounting is an Ivy Tech college course but also corresponds to the high school course code #4522. Financial Accounting introduces the fundamental principles, techniques, and tools of financial accounting. The development and use of the basic financial statements pertaining to corporations both service and retail.

Prerequisite: Must have met Ivy Tech eligibility requirements.

CTE: Construction Trades

4782* CONSTRUCTION SYSTEMS (9.10)

Course paired with Introduction to Manufacturing

Construction Systems is a course that specializes in how people use modern construction systems and the management of resources to efficiently produce a structure on a site. Students will explore the application of tools, materials, and energy in designing, producing, using, and assessing the construction of structures. Classroom activities introduce students to the techniques used in applying construction technology to the production of residential, commercial, and industrial buildings in addition to civil structures. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course.

4784* INTRODUCTION TO MANUFACTURING (9.10)

Course Paired with Construction Systems

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.

4792 INTRODUCTION TO CONSTRUCTION (10.11.12)**

SOUTH CENTRAL CAMPUS

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

5580 CONSTRUCTION TRADES I (2 Period Double Blocked) (11.12)**

SOUTH CENTRAL CAMPUS OR PROSSER

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

CTE: Engineering/Technology**4782* CONSTRUCTION SYSTEMS
(9.10)****Course paired with Introduction to Manufacturing**

Construction Systems is a course that specializes in how people use modern construction systems and the management of resources to efficiently produce a structure on a site. Students will explore the application of tools, materials, and energy in designing, producing, using, and assessing the construction of structures. Classroom activities introduce students to the techniques used in applying construction technology to the production of residential, commercial, and industrial buildings in addition to civil structures. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course.

**4784* INTRODUCTION TO MANUFACTURING
(9.10)****Course Paired with Construction Systems**

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.

4812 INTRODUCTION TO ENGINEERING DESIGN- PLTW+
(10.11.12) DC****Ivy Tech DESN 102**

Introduction to Engineering Design is an introductory course which develops student problem solving skills using the design process. Students document their progress of solutions as they move through the design process. Students develop solutions using elements of design and manufacturability concepts. They develop hand sketches using 2D and 3D drawing techniques. Computer Aided Design (CAD). *Upon successful completion of this course students may earn up to 3 dual credit college hours.*

Prerequisite: Completion of Algebra 1

4814 PRINCIPLES OF ENGINEERING-PLTW+
(10.11.12) DC****Ivy Tech DESN 104****CORYDON CENTRAL CAMPUS**

Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems. *Upon successful completion of this course students may earn up to 3 dual credit college hours.*

Recommended Prerequisite: Introduction to Engineering Design-PLTW and concurrent or completion of Geometry

5534 COMPUTER INTEGRATED MANUFACTURING
(11.12)****CORYDON CENTRAL CAMPUS**

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.

Recommended Prerequisite: Introduction to Engineering Design-PLTW and Principles of Engineering-PLTW

CTE: Family & Consumer Sciences**5364* INTERPERSONAL RELATIONSHIPS****(9.10.11.12)*****Paired with Human Development & Wellness***

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

5366* HUMAN DEVELOPMENT AND WELLNESS**(9.10.11.12)*****Paired with Interpersonal Relationships***

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

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.

5408* EDUCATION PROFESSIONS I +**(11.12) DC****IU F200****CORYDON CENTRAL CAMPUS**

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.

**5404* EDUCATION PROFESSIONS II +
(11.12) DC
IU P250**

CORYDON CENTRAL CAMPUS

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.

Prerequisite: Education Professionals I

0502 CADET TEACHING EXPERIENCE
(11.12)**

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

Prerequisite: Counselor Approval and preference given to students in the Education Career Pathway.

CTE: Health Science**5282** HEALTH SCIENCE EDUCATION I / C.N.A. Non Dual Credit
(11.12)****CORYDON CENTRAL CAMPUS**

Health Science Education I / C.N.A. Non-Dual Credit is designed to provide students with the opportunity to assume the role of nurse assistant. The course will also cover content which includes skills common to specific health career topics such as patient nursing care, dental care, medical laboratory, public health, an introduction to health care systems, anatomy, physiology, and medical terminology. Lab experiences are organized. Student will have the opportunity to take the C.N.A. exam after finishing Health Science Education I curriculum and clinicals.

**Ivy Tech - HLHS 100 INTRO TO HEALTH CAREERS+
(11.12) DC****Ivy Tech HLHS 100****CORYDON CENTRAL CAMPUS**

Presents information on the health care system and employment opportunities at a variety of entry levels. Includes an overview of health care development, how health delivery systems are organized, legal and ethical considerations of health care delivery, and an overview of various health care professions. Students are encouraged to explore health professions through assignments, observations and interviews.

Prerequisite: Must have met Ivy Tech eligibility requirements.

**5274* HLHS 101 MEDICAL TERMINOLOGY+
(11.12) DC****Ivy Tech HLHS 101****CORYDON CENTRAL CAMPUS**

Medical Terminology prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information. Students have the opportunity to acquire skills in interpreting medical records and communications accurately and logically. Emphasis is on forming a foundation for a medical vocabulary including meaning, spelling, and pronunciation. HLHS 101 Medical Terminology - 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. Greek and Latin prefixes, suffixes, word roots, and combining forms are presented. Emphasis is on forming a foundation for a medical vocabulary including meaning, spelling, and pronunciation. Medical abbreviations, signs, and symbols are included.

Prerequisite: Must have met Ivy Tech eligibility requirements.

**Ivy Tech - HLHS 107 CNA PREPARATION+
(11.12) DC****Ivy Tech HLHS 107****CORYDON CENTRAL CAMPUS**

Prepares individuals desiring to work as nursing assistants with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed nurses. Presents information on the health care system and employment opportunities at a variety of entry levels. Includes an overview of the health care delivery systems, health care teams and legal and ethical considerations. 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.

Prerequisite: Must have met Ivy Tech eligibility requirements.

5276 APHY 101/102 ANATOMY AND PHYSIOLOGY I & II+
(11.12) DC****Ivy Tech APHY 101/102****CORYDON CENTRAL CAMPUS**

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.

Prerequisite: Chemistry 1 or ICP. Must have met Ivy Tech eligibility requirements.

CTE: Information Technology

4803 INTRODUCTION TO COMPUTER SCIENCE - PLTW Computer Science Essentials
(9.10.11.12)**

CORYDON CENTRAL CAMPUS

Introduction to Computer Science allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

4801 COMPUTER SCIENCE I - PLTW COMPUTER SCIENCE PRINCIPLES+ (*Anticipated Start 2019/2020*)
(10.11.12)**

CORYDON CENTRAL CAMPUS

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.

CTE: Manufacturing

4784 INTRODUCTION TO MANUFACTURING (9.10)**

Course Paired with Construction Systems

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.

4782* CONSTRUCTION SYSTEMS (9.10)

Course paired with Introduction to Manufacturing

Construction Systems is a course that specializes in how people use modern construction systems and the management of resources to efficiently produce a structure on a site. Students will explore the application of tools, materials, and energy in designing, producing, using, and assessing the construction of structures. Classroom activities introduce students to the techniques used in applying construction technology to the production of residential, commercial, and industrial buildings in addition to civil structures. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course.

4796 INTRODUCTION TO ADVANCED MANUFACTURING AND LOGISTICS (10.11.12) DC**

Ivy Tech MPRO 100/106

SOUTH CENTRAL CAMPUS - HIRE TECH YEAR 1

Introduction to Advanced Manufacturing and Logistics is a course that specializes in how people use modern manufacturing systems with an introduction to advanced manufacturing and logistics and their relationship to society, individuals, and the environment. Students apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students investigate the properties of engineered materials such as: metallic, polymers, ceramics, and composites. Students study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. After gaining a working knowledge of these materials, Students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, MSDS's, chart and graph reading and MSSC concepts.

There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors. *Note: Upon successful completion of this course students may earn dual credit college hours. See Advanced Manufacturing Hire Tech Pathway for more information.*

5608 ADVANCED MANUFACTURING I - (2 Period Double Blocked) (11.12) DC**

Ivy Tech College Credit

SOUTH CENTRAL CAMPUS - HIRE TECH YEAR 2

Advanced Manufacturing I, is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Industrial Technology and Software Controls covers wiring and schematic diagrams used to design, install, and repair electrical/electronic equipment such as wireless communication devices, and programmable controllers. Course content will include basic theories of electricity, electronics, digital technology, and basic circuit analysis. Activities include experiences in: soldering; use of an oscilloscope, meters, signal generators and tracers; bread boarding; circuit simulation software; and troubleshooting. Understanding and using the underlying scientific principles related to electricity, electronics, circuits, sine waves, and Ohm's Law are integral to this course. Manufacturing Trends covers basic concepts in manufacturing operations and plant floor layout in the production environment. Applications of Computer Numerical Control (CNC), and lathe and turning operations are developed as a foundation for machining operations. Coordinate system concepts are introduced as relevant to machining processes, as well as fluid and mechanical power, welding, and lean manufacturing. Fluid power concepts will include hydraulic components and circuits, laws and principles, fluid power controllers, and the construction of systems. In the mechanical power portion of the course, students will learn about machine specifications, basic forces, friction, simple machines, motors, and motor controls. Students will also be introduced to lean manufacturing, where they will study concepts including: lean goals, product quality, eliminating waste, cost effectiveness, lean concepts, resource planning, continuous improvement, and the various advantages of lean manufacturing. *Upon successful completion of this*

course students may earn dual credit college hours. See Advanced Manufacturing Hire Tech Pathway for more information.

Prerequisite: Introduction to Advanced Manufacturing and Logistics (Hire Tech Year 1)

5688 INDUSTRIAL TECHNICAL MAINTENANCE II**

(12) DC

Ivy Tech College Credit

CROSSER - HIRE TECH YEAR 3

Industrial Technical Maintenance II builds on the practical experiences learned in Industrial Maintenance I and prepares students to apply technical knowledge and skills to repair and maintain more advanced industrial equipment, systems, and processes. Instructional activities develop diagnostic and problem-solving skills related to electric circuits, wiring, motors, robotics, hydraulics, and pneumatics.

Prerequisite: Hire Tech Year 1 and 2.

**Work Based Learning (WBL) Opportunities
For Seniors
2018/2019**

5974* WORK BASED LEARNING CAPSTONE, MULTIPLE PATHWAYS

(12)

- Designed for seniors who have at least two open periods at the end of each day
- Paid or nonpaid employment opportunity
- Requires weekly reporting/meetings with assigned Instructor
- Awarded one high school credit per semester passed / grade assigned
- Assistance provided with employment placement and counseling
- An instructional strategy that builds students' skills & knowledge in their chosen career path
- Must have taken two or more courses in a specific career pathway
- Counselor and career teacher approval

0530* CAREER EXPLORATION INTERNSHIP

(12)

- Designed for seniors who have at least two open periods at the end of each day
- Paid or nonpaid employment opportunity
- Requires weekly reporting/meetings with assigned Instructor
- Awarded one high school credit per semester passed / grade assigned
- Assistance provided with employment placement and counseling
- Instructional strategy that furthers a students' study within an area of interest
- Does not require courses be taken in a specific career pathway
- Counselor approval

SHE12* SOUTH HARRISON EXTERNSHIP

(12)

- Designed for seniors who have two or more consecutive periods open in a day
- Nonpaid/non high school credit opportunity
- No weekly reporting/multi career rotation possible
- Assistance provided with externship location placement and counseling
- Does not require courses be taken in a specific career pathway

SHWR12* WORK RELEASE

(12)

- Designed for seniors who have enough credits for graduation and meet the required 6 hours of instruction per day
- Must have paid employment
- No opportunity to earn high school credit
- No weekly reporting
- Quarterly proof of employment required

Reliable transportation, administrative approval and being on track to graduate will be required for all four opportunities!

English/Language Arts

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.

1002 ENGLISH 9 HONORS +**

(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.*

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

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.

1004 ENGLISH 10 HONORS +**

(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.

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

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.

1006 ENGLISH 11 HONORS +**

(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.*

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

1056 ENGLISH 11 AP +
(11) DC**

Ivy Tech ENG 111/112

Corydon Central Campus

AP English Language and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. *Upon successful completion students MAY earn college credit hours.*

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

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.

1124 ENGLISH 12 HONORS+
(12) DC**

Ivy Tech ENG 111/112 – Corydon Central Campus

IU W131 – South Central Campus

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. Upon successful completion students MAY earn college credit hours.*

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

1058 ENGLISH 12 AP + - ENGLISH LITERATURE AND COMPOSITION
(12) DC**

Ivy Tech ENG 206

CORYDON CENTRAL CAMPUS

AP English Literature and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

Upon successful completion students MAY earn college credit hours.

Prerequisite: Must have met Ivy Tech eligibility requirements. PSAT/Accuplacer Score

English/Language Arts Electives

1120 DEVELOPMENTAL READING**

(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.

Prerequisite: Counselor Recommendation

1078* ADVANCED SPEECH AND COMMUNICATION+

(11.12) DC

IU SPCH S121 - South Central Campus

IUS SPCH S121 - Corydon Central Campus

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.

Prerequisite: Must have met IU requirements.

1096* TECHNICAL COMMUNICATIONS

(12)

Paired with Advanced Composition

CORYDON CENTRAL CAMPUS

Technical Communication, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the processes and conventions needed for effective technical writing-communication. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. TECHNICAL WRITING PROJECT: Students complete a project, such as a multi-media advertising campaign for a generic product or idea or a multi-media proposal of an action plan to implement a project or service, which demonstrates knowledge, application, and writing progress in the Technical Communication course content. *Fulfills an English/Language Arts graduation requirement.*

1098* ADVANCED COMPOSITION

(12)

Paired with Technical Communications

CORYDON CENTRAL CAMPUS

Advanced Composition, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports. ADVANCED COMPOSITION PROJECT: Students write job applications, resumes, and other informational documents that may include the development of flyers, posters, brochures, program agendas, or reports incorporating visual information in the form of pictures, graphs, or tables. *Fulfills an English/Language Arts graduation requirement.*

1080 JOURNALISM**

(9.10.11.12)

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

and design. By the end of the semester, students write, shoot and design stories for print and digital media products.

1086 STUDENT MEDIA**

(10.11.12)

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

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

Fine Arts

4206 MUSIC HISTORY AND APPRECIATION (9.10.11.12)**

CORYDON CENTRAL CAMPUS

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.

4170ADVANCED CONCERT BAND (9.10.11.12)**

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

4164 JAZZ ENSEMBLE (9.10.11.12)**

CORYDON CENTRAL CAMPUS

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

4000* INTRODUCTION TO TWO-DIMENSIONAL ART (9.10.11.12)

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

Paired with *Advanced Two-Dimensional Art*

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.

4004* ADVANCED TWO-DIMENSIONAL ART (9.10.11.12)

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

Paired with *Introduction to Two-Dimensional Art*

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.

4002* INTRODUCTION TO THREE-DIMENSIONAL ART (9.10.11.12)

SOUTH CENTRAL CAMPUS - Every Other Year (2017/18, 2019/20)

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

4040* CERAMICS Offered Every Other Year (2018/19, 2020/21)
(10.11.12)

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

4064* PAINTING Offered Every Other Year (2017/18, 2019/20)
(10.11.12)

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

4060* DRAWING
(10.11.12)

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

4062* PHOTOGRAPHY
(10.11.12)**CORYDON CENTRAL CAMPUS**

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

Health and Physical Education

3506* HEALTH & WELLNESS EDUCATION

(9)

Required class, Paired with Career Information Exploration

Health & Wellness, a course based on Indiana's Academic Standards for Health & Wellness, provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information High School Approved Course Titles and Descriptions Indiana Department of Education 152 2016-17 School Year January 2016 Edition (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

3542* PHYSICAL EDUCATION I (Semester 1)

(8th grade, or as early in high school as possible)

3544* PHYSICAL EDUCATION II (Semester 2)

(8th grade, or as early in high school as possible)

Physical Education focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

3560* ELECTIVE PHYSICAL EDUCATION

(9.10.11.12)

Elective Physical Education, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

MATHEMATICS**2520** ALGEBRA I****(9)**

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

2520 ALGEBRA I HONORS +****(9)**

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

2516 ALGEBRA I LAB****(9)**

Algebra I Lab is a mathematics support course for Algebra I. Algebra I Lab is taken while students are concurrently enrolled in Algebra I. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of 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.**

Prerequisite: Counselor Recommendation**2560** MATHEMATICS LAB****(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.

Prerequisite: Counselor Recommendation**2522** ALGEBRA II****(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.

Prerequisite: Students must have passed both semesters of Algebra I

2522 ALGEBRA II HONORS +
(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.

Prerequisite: Grade of A or B in previous Algebra I

2532 GEOMETRY
(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.

2532 GEOMETRY HONORS +
(11)**

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Five critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. *Honors classes use the same curriculum structure but are more rigorous preparing students for college level work including AP courses. Ninth grade students who took Algebra I in 8th grade will take Geometry their 9th grade year).*

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

2564 PRE-CALCULUS +
(11.12) DC**

IVY TECH - M136/137

Pre-Calculus extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. *Upon successful completion students MAY earn college credit hours.*

Prerequisites: Algebra II honors (or a B or higher in Algebra II) and Geometry. Staff recommendation for student who have not passed the Math ISTEP+.

2530 FINITE MATH +
(11.12) DC**

IVY TECH M135 - South Central Campus

IU - M118 Corydon Central Campus

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.*

Prerequisites: Algebra II (honors recommended) and Geometry. Staff recommendation for student who have not passed Math ISTEP+. Must meet Ivy Tech eligibility requirements.

2562 AP CALCULUS +
(11.12) DC
IU - M211**

CORYDON CENTRAL Campus

AP Calculus AB is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. *Upon successful completion students MAY earn college credit hours.*

Prerequisites: Algebra II, Geometry, and Pre-Calculus. Must meet IU eligibility requirements.

MULTIDISCIPLINARY

0500 BASIC SKILLS DEVELOPMENT
(9.10.11.12)**

Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, which are essential for high school course work achievement.

Prerequisites: Staff Recommendation

**0532* COLLEGE-ENTRANCE PREPARATION (PLATO On-Line Instruction)
(10.11.12)**

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

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

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

Required class, Paired with Health & Wellness

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

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

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

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

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

3010 ENVIRONMENTAL SCIENCE****(10.11.12)**

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

3108 INTEGRATED CHEMISTRY-PHYSICS****(10.11.12)**

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

5276 ANATOMY AND PHYSIOLOGY +****(11.12) DC****Ivy Tech APHY 101/102****CORYDON CENTRAL CAMPUS**

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

Prerequisite: Biology I, Chemistry 1 or ICP. Must have met Ivy Tech eligibility requirements

3026 ** BIOLOGY II +**(10.11.12)DC****Ivy Tech – BIOL 101**

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

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

3020 AP BIOLOGY +
(11.12) DC**

Ivy Tech BIOL105

CORYDON CENTRAL CAMPUS

AP Biology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. **Upon successful completion students MAY earn college credit hours.**

Prerequisite: Biology I, Biology II (may be taken concurrently). Must meet Ivy Tech eligibility requirements.

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

3064 CHEMISTRY I +
(10.11.12)**

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

Prerequisite: Biology I and Algebra I

NOTE: South Central campus will alternate Chemistry and Physics every other year. Chemistry will be offered 2018/19.

3066 CHEMISTRY II +
(11.12)DC**

IU - C101/102

CORYDON CENTRAL CAMPUS

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. **Upon successful completion students MAY earn college credit.**

Prerequisite: Chemistry I & Algebra II

3084 PHYSICS I +
(10.11.12)**

CORYDON CENTRAL CAMPUS

SOUTH CENTRAL CAMPUS (2019/20)

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.

Prerequisite: Biology I and Algebra I

NOTE: South Central campus will alternate Chemistry and Physics every other year. Chemistry will be offered 2018/19.

3080 AP PHYSICS 1: ALGEBRA-BASED +
(11.12)**

CORYDON CENTRAL CAMPUS

AP Physics 1 is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics 1: Algebra-based is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.

Prerequisite: Algebra II, Pre-Calculus or Concurrent enrollment, PSAT/Accuplacer Score or Staff Recommendation

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

SOCIAL STUDIES

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.

1548 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.*

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.

1542 UNITED STATES HISTORY HONORS +**

(11) DC

IVY TECH - HIST101/102

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

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

1540* UNITED STATES GOVERNMENT

(12)

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

1560AP UNITED STATES GOVERNMENT AND POLITICS+**

(12) DC

Ivy Tech POLS 101

CORYDON CENTRAL CAMPUS

AP United States Government and Politics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.. **Upon successful completion students MAY earn college credit.**

Prerequisite: Meet Ivy Tech eligibility requirements or Staff Recommendation

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

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.

IVYT* ECONOMICS (College Class)

(12) DC

Ivy Tech ECON 101

CORYDON CENTRAL CAMPUS

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

Prerequisite: Meet Ivy Tech eligibility

1516* ETHNIC STUDIES - On-Line

(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.

1518* INDIANA STUDIES - On-line

(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.

IVYT* INTRO TO PSYCHOLOGY (College Class)

(12) DC

Ivy Tech PSYC 101

CORYDON CENTRAL CAMPUS

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.

IUS* SOCIAL PROBLEMS (College Class)

(12) DC

IUS SOC 163

CORYDON CENTRAL CAMPUS

Major social problems in areas such as the family, religion, economic order; crime, mental disorders, civil rights; racial, ethnic, and international tensions. Relation to structure and values of larger society.

WORLD LANGUAGE

2020 FRENCH I**

(9.10.11.12)

CORYDON CENTRAL CAMPUS

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

Prerequisite: Grade of C or better in previous English class.

2022 FRENCH II**

(10.11.12)

CORYDON CENTRAL CAMPUS

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

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

2024 FRENCH III +**

(11.12) DC

IVY TECH - FREN 101/102

CORYDON CENTRAL CAMPUS

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

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

2026 FRENCH IV +**

(11.12) DC

IVY TECH - FREN 201/202

CORYDON CENTRAL CAMPUS

French IV, a course based on Indiana's Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar

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

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

2120 SPANISH I**

(9.10.11.12)

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

Prerequisite: Grade of C or better in previous English class.

2122 SPANISH II**

(10.11.12)

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

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

2124 SPANISH III +**

(11.12) DC

IVY TECH - SPAN 101/102 -Corydon Central Campus

High School Credit – South Central Campus

Spanish III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension

skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom. *Upon successful completion students MAY earn college credit hours.*

Grade of C or better in English and Spanish II.

2132 SPANISH IV/AP SPANISH LANGUAGE AND CULTURE +**

(12) DC

IVY TECH - SPAN 201/202

CORYDON CENTRAL CAMPUS

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

Prerequisite: Grade of C or better in English and Spanish III, PSAT/Accuplacer Score or Staff Recommendation

PROSSER **Indiana's Largest Career Center**

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

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

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

www.prossercareers.com

Course Offerings

*=1 year program

**=1 year program/seniors only

AGRICULTURE PROGRAMS

***Horticulture Science (DOE 5132)** Horticulture students study the biology and technology involved in the production, processing and marketing of horticultural plants and products. Students study plant propagation and growth, growth media, floriculture, greenhouse management, nursery stock and landscaping. Students will also participating in a variety of activities, including extensive laboratory work in the exciting world of hydro and aeroponics. **Related Careers:** Landscaper, Horticulture Sales, Sports Turf Specialist

***Landscape Management I (DOE 5136)** Landscape Management students experience an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices. This includes the principles and procedures of landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscape operations and the care and use of equipment utilized by landscapers. **Related Careers:** Landscaper, Horticulture Sales, Sports Turf Specialist

ARCHITECTURE AND CONSTRUCTION PROGRAMS

Architectural Drafting and Design I & II (DOE 5640/5652) Drafting students will learn the theory and skills of architectural drafting and design. Curriculum will focus on all aspects of fundamental drafting, geometric constructions, orthographic (multi-view) drawings, ANSI standards, and residential design and site work. Students will learn to transition from 2D drafting to 3D modeling. This course will utilize the most current computer-aided design (CAD) and 3D modeling software available. **Related Careers:** Architect, Engineer, Interior Designer

Construction Trades I & II (DOE 5580/5578) Construction students gain familiarity with all aspects of building of a single-family residence. Through classroom instruction and laboratory experience, students acquire hands-on training in estimating, layout, footing and foundation, platform construction, framing, roofing, sidings, insulation, exterior finish, window and door installation, and stair building. Students also learn to construct brick and block walls; identify and mix mortar; mix and finish concrete. During each school year, students construct one home in Prosser's *Builders' Ridge* subdivision to be sold on the open real estate market. **Related Careers:** Frame/Trim Carpenter, Mason/Bricklayer, Construction Cost Estimator

Heavy Equipment Operator I & II (DOE 5497/5495) Heavy Equipment students are trained to operate and/or maintain heavy equipment. Students learn how to maneuver and operate heavy equipment on computerized simulators as well as on actual backhoes, skid-steers, excavators and bulldozers. In addition, students learn to operate rollers, tractors, earthmovers, extended-hoes, graders, dump trucks, and rubber-tired loaders. Curriculum includes knowledge of safety and preventative maintenance, surveying, road construction, and basic earthwork construction. **Related Careers:** Heavy Equipment Operator, Excavation Specialist, Home-site Specialist

Electrical/Industrial Repair & Maintenance (DOE 4830/4832) Electricity students learn basic electrical theory, residential, commercial and industrial wiring. An in-depth study of the National Electrical Code is a primary focus as students wire the residential

homes in *Builders' Ridge*, Prosser's subdivision. Industrial automation, including robotics, programmable logic controllers, and mechatronics provide students with the high-demand training for industrial maintenance, installation and repair work. Included in the second year of study is motors, rotating machines, and electrical motor controls and basic aspects of green energy, including photovoltaics (solar) and wind turbines. **Related Careers:** Electrician, Mechatronic Tech and Electrical Engineer.

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

ARTS/AV TECHNOLOGY & COMMUNICATIONS PROGRAMS

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

BUSINESS AND MARKETING PROGRAMS

Entrepreneurship and New Ventures (DOE 5966) Entrepreneurship students will study curriculum that focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free enterprise system. A special focus will be placed upon the entrepreneurship skills and tools critical for starting and succeeding in a new business venture. Topics of government and legal restrictions, franchising, sales and revenue forecasting, business accounting, start-up funding, and business plan development will also be covered. **Related Careers:** Accountant, Sales Representative, Business Manager/owner.

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

HEALTH AND HUMAN SERVICES

Cosmetology I & II (DOE 5802/5806) Cosmetology students learn curriculum related to bacteriology, anatomy, hygiene, and sanitation, as well as, small business (salon) management, record keeping, and customer relations. Students' practical experiences will be conducted in a lab setting as well as in the Prosser School of Cosmetology full-service salon. Cosmetology students accumulate the required 1500 clinical hours over the two-year period to be eligible to test for the Indiana Cosmetology License. **Related Careers:** Cosmetologist, Nail Technician, Make-up Artist

Culinary Arts and Hospitality/Advanced Culinary Arts (DOE 5440/5346) Culinary Arts students will successfully complete three the basic disciplines of baking, food and beverage, and culinary. Instruction includes sanitation and safety requirements for food preparation; maintenance and operation of culinary tools and equipment; recipe reading and measurement. In addition to classroom instruction, students' practical experiences will be conducted in a lab setting as well as in the Prosser Café and through participation in Prosser's Culinary catering service. **Related Careers:** Chef, Caterer, Food Manager

Health Science Education I & II (DOE 5282/5284) Health Science students study the skills common to specific health-career topics and study medical terminology, basic anatomy/physiology, disease processes, infection control, and components for wellness and healthy lifestyle. In addition, students study the role of the healthcare worker, effective communication skills, and the legal and ethical standards within the health care industry. Second-year students will be placed in an actual clinical setting where they are prepared for the Certified Nursing Assistant (CNA) certification or work toward a Central Service Technician certificate that focuses on Surgical Instrumentation. Students participate in a variety of other experiences such as nursing, lab testing, obstetrics, imaging, physical therapy, surgery, medical offices or extended care. **Related Careers:** Nurse, Medical Assistant, X-Ray Technician

****Introduction to Pharmacy (DOE 5214)** Pharmacy students will attend their home school for a full schedule of classes and attend Prosser's pharmacy class two days a week from 3:45 p.m. – 6:00 p.m until Nov. 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.

INFORMATION TECHNOLOGY PROGRAMS

Networking I & II (DOE 5234/4588) Networking students will learn how to assemble and configure computers, install operating systems and software, and troubleshoot hardware and software problems. Students will also learn all aspects of network support including the fundamental concepts of local, wide area, and home networks. The Network Systems curriculum is aligned with Comptia A+, Comptia Network+, and Cisco CCNA. ***Related Careers:*** Information Systems Management, Computer Installation & Maintenance, Computer Systems Analysis

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

PUBLIC SAFETY PROGRAMS

Criminal Justice I & II (DOE 5822/5824) Criminal Justice students will study the basic fundamentals of law enforcement and the criminal justice system. The Criminal Justice curriculum is based on the standards and content provided by official law enforcement academies. Students will learn criminal law, traffic control, and how to conduct effective criminal investigations. Students will also learn personal safety and defense tactics and participate in weekly physical training. ***Related Careers:*** Police Officer, Probation Officer, Conservation Officer

Fire and Rescue I/ Fire and Rescue II (5820/5826) Fire and Rescue students will focus on all aspects of Fire Science in the first year curriculum. This will include Firefighter safety and health, fire control and behavior, rescue equipment, and hazardous materials. Second year curriculum will include pre-hospital care, medication identification, and ambulance operations. Students completing the second year curriculum will be prepared to test for a Basic Emergency Medical Technician (EMT) certification. ***Related Careers:*** Firefighter, EMT, Paramedic

MANUFACTURING PROGRAMS

Precision Machining I & II (DOE 5782/5784) Precision machine students learn to shape & form metal using the most current tool & die equipment available. Hands-on training will be on some of the most technologically advanced equipment found in industry, including CNC(computer numerical control) lathes, CNC mills, EDM (electrical discharge machining) wire machines, CMM (coordinate measuring machine), CAD/CAM (computer-aided design/computer-aided machining) computers, robots, lathes, mills, surface grinders, drill presses, and saws. ***Related Careers:*** Machinist, Tool & Die Maker, CNC Programmer

Welding Technology I & II (DOE 5776/5778) Welding Technology students learn to fabricate and weld metal, using shielded metal arc, oxy fuel, MIG, TIG, and plasma arc techniques and procedures. In addition, students study the properties of metals, safety, blueprint reading, electrical principles, welding symbols, and mechanical drawings. The principles of metallurgy, gases, and material science are integral to this course. This program includes classroom and lab experiences that lead students to AWS Certifications. ***Related Careers:*** Pipe Fitter, Iron Worker, Steel Fabricator

TRANSPORTATION PROGRAMS

Aviation Operations I/Aviation Flight I (DOE 5528/5524) Aviation students will receive a broad-based introduction to the field of aviation. Course activities include: familiarization with aviation technology; a historic overview of the field of aviation; exploration of the current aviation environment and careers and employment opportunities in the field. Topics are focused on aircraft manufacturing, airline operations, general aviation, air-freight, airport management, and government service. 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.)

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

www.prossercareers.com

South Harrison's Dual Credit Courses

÷ Reading, Writing & Math Scores Required * Indicates Prerequisite		⚡ Reading & Writing Scores Required GPA-Grade Point Average Criteria	+ Math Scores Required		
School	High School Course Title	College Course Title	College	Credits	Prereq
CC	Advanced Accounting	ACCT 101-Financial Accounting	Ivy Tech	3	÷
CC	Advanced Business College Credit	BUSN 101 Introduction to Business	Ivy Tech	3	÷
CC		SPCH S121- Public Speaking	IUS	3	GPA
SC	Advanced Manufacturing I	MPRO 102 - Introduction to Print Reading	Ivy Tech	3	
SC	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/SC	Animal Science	AGRI 103 Animal Science	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/SC	Biology II (S1 & S2)	BIOL 101 - Introductory Biology	Ivy Tech	3	÷
CC	Biology AP (S1 & S2)	BIOL 105 - Biology I	Ivy Tech	5	÷
CC	Calculus AP (S1 & S2)	Math 211 – Calculus I	IU	3	GPA
CC	Chemistry II	CHEM C101/102 Elementary Chemistry I	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	Economics	ECON 101 Economics Fundamentals	Ivy Tech	3	÷
CC	Government AP (may be an IU class)	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	⚡
CC/SC	US History Honors (S1) <small>May be an IU course</small>	HIST 101 – Survey of American History I	Ivy Tech	3	⚡
CC/SC	US History Honors (S2) <small>May be an IU course</small>	HIST 102 - Survey of American History II	Ivy Tech	3	⚡
CC		PSYC 101 - Intro to Psychology	Ivy Tech	3	÷
CC		SOCI S163- Social Problems	IUS	3	GPA
CC		HLHS 100- Introduction to Health Careers	Ivy Tech	3	NA
CC	Medical Terminology	HLHS 101 - Medical Terminology	Ivy Tech	3	⚡
CC		HLHS 107 – CNA Preparation	Ivy Tech	5	⚡

Corydon Central High School
Gen. Ed. 30 checklist
Updated 3/16/18

PRINT STUDENT NAME: _____

WRITTEN COMMUNICATION- 3 credits

_____ 3 Credits Ivy Tech - ENGL 111 AP English 11 - 1st Sem or English 12 Honors

QUANTITATIVE REASONING 3-9 credits

- _____ 3 Credits Ivy Tech - MATH M136 Precalculus - 1st Semester
- _____ 3 Credits Ivy Tech - MATH M137 Precalculus - 2nd Semester
- _____ 3 Credits IU - MATH M118 Finite Mathematics
- _____ 3 Credits IU - MATH M119 AP Calculus-Year

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)

SOCIAL AND BEHAVIORAL WAYS OF KNOWING 3-9 credits

- _____ 3 Credits Ivy Tech - HIST 101 US History Honors- 1st semester (may switch to IU course, H105)
- _____ 3 Credits Ivy Tech - HIST 102 US History Honors- 2nd semester (may switch to IU course, H106)
- _____ 3 Credits Ivy Tech - ECON 101 Economics (POL)
- _____ 3 Credits Ivy Tech- PSYC 101 Psychology (PLOL)
- _____ 3 Credits IUS - SOCI 163 Sociology (POL)
- _____ 3 Credits IU - POLS Y103 AP Government (Pending)

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 semester
- _____ 4 Credits Ivy Tech - FREN 102 French III- 2nd semester
- _____ 3 Credits Ivy Tech - FREN 201 French IV- 1st semester
- _____ 3 Credits Ivy Tech - FREN 202 French IV- 2nd semester
- _____ 4 Credits Ivy Tech - SPAN 101 Spanish III- 1st semester
- _____ 4 Credits Ivy Tech - SPAN 102 Spanish III- 2nd semester
- _____ 3 Credits Ivy Tech - SPAN 201 Spanish IV- 1st semester
- _____ 3 Credits Ivy Tech - SPAN 202 Spanish IV- 2nd semester

SPEAKING AND LISTENING 3 credits

_____ 3 Credits - IUS - SPCH S121-Speech (POL)

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.)

South Central High School
Gen. Ed. 30 checklist
Updated 3/16/18

PRINT STUDENT NAME: _____

WRITTEN COMMUNICATION- 3 credits

_____ 3 Credits IU ENG W131

QUANTITATIVE REASONING 3-9 credits

_____ 3 Credits Ivy Tech - MATH M136 Precalculus - 1st Semester

_____ 3 Credits Ivy Tech - MATH M137 Precalculus - 2nd Semester

_____ 3 Credits IU - MATH M118 Finite Mathematics

_____ 3 Credits IU - MATH M119 AP Calculus-Year (Corydon)

SCIENTIFIC WAYS OF KNOWING 3-10 credits

_____ 3 Credits Ivy Tech - BIOL 101-Biology II

_____ 5 Credits BIOL 105-AP Biology (Corydon)

_____ 3 Credits IU - C101-Chemistry (Corydon)

_____ 2 Credits IU - C121-Chemistry (Lab w/C101) (Corydon)

SOCIAL AND BEHAVIORAL WAYS OF KNOWING 3-9 credits

_____ 3 Credits Ivy Tech - HIST 101-US History Honors- 1st semester

_____ 3 Credits Ivy Tech - HIST 102-US History Honors- 2nd semester

_____ 3 Credits Ivy Tech - ECON 101-Economics (POL-Corydon)

_____ 3 Credits IUS - PSYC 101-Psychology (POL-Corydon)

_____ 3 Credits IUS - SOCI 163-Sociology (POL-Corydon)

HUMANISTIC AND ARTISTIC WAYS OF KNOWING 3-9 credits

_____ 4 Credits Ivy Tech - FREN 101-French III 1st semester (Corydon)

_____ 4 Credits Ivy Tech - FREN 102-French III- 2nd semester (Corydon)

_____ 3 Credits Ivy Tech - FREN 201-French IV- 1st semester (Corydon)

_____ 3 Credits Ivy Tech - FREN 202-French IV- 2nd semester (Corydon)

_____ 4 Credits Ivy Tech - SPAN 101-Spanish III- 1st semester (Corydon)

_____ 4 Credits Ivy Tech - SPAN 102-Spanish III- 2nd semester (Corydon)

_____ 3 Credits Ivy Tech - SPAN 201-Spanish IV- 1st semester (Corydon)

_____ 3 Credits Ivy Tech - SPAN 202-Spanish IV- 2nd semester (Corydon)

SPEAKING AND LISTENING 3 credits

_____ 3 Credits IU S121 Public Speaking

**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.)**