

FRANKLIN COMMUNITY HIGH SCHOOL

COURSE DESCRIPTION AND PLANNING GUIDE



2019-2020

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Franklin Community High School

INTRODUCTION

This booklet is designed to help students and parents plan schedules for the coming school year. Careful consideration should be given to the post-secondary goals of the student when selecting courses. A rigorous, relevant schedule is important for achieving success after high school. The information contained in this booklet can help students make the most of their high school educational experience.

THE SCHEDULE

Franklin Community High School operates on a modified 7 period day. Class instructional time equals 240 minutes per week. If study halls are offered only one class per semester may be taken. Students should consider extracurricular activities, rigor of classes and career goals when choosing course load.

SCHEDULING YOUR COURSES

Students must have 40 credits for the Core 40 diploma or 47 credits to earn the Academic Honors or Technical Honors Diploma from Franklin Community High School. When scheduling your courses, use this booklet to learn more about the content of each course, possible prerequisites and possible fees. Counselors conduct scheduling sessions to assist students and parents with course selections. The scheduling form must be turned in with parental signature to the Counseling Office by the established deadline.

SCHEDULE CHANGE POLICY

It is extremely important for students and parents to carefully review course requests before submitting their final course selections. Students are unable to request specific teachers and/or periods.

Students have until the last day of school to make changes in their schedules for the next school year.

Under special circumstances the administration may grant a change. These circumstances include:

- Need to meet high school graduation requirements.
- Class was dropped due to lack of enrollment or staff change.
- Course capacity has been exceeded.
- Computer entry errors.
- Failure to meet prerequisites.
- Documented medical reason preventing participation. Documentation must directly outline in detail how the medical issue would prevent participation in any given course.
- Change in Individual Education Plan (IEP).

COMMENCEMENT CEREMONY PARTICIPATION

Students must meet ALL requirements for graduation, including commencement practice, in order to participate in the commencement ceremony.

GRADUATION REQUIREMENTS AND DIPLOMA TYPES: FCHS awards three types of diplomas: Core 40 Diploma, Core 40 with Academic Honors Diploma, and Core 40 with Technical Honors Diploma. The appropriate number of credits and a passing score on the ISTEP+ (Indiana Statewide Testing for Educational Progress-Plus). **All students must be enrolled in courses leading to either the Core 40 or the Academic Honors Diploma. The general diploma requires a waiver or IEP.**

CORE 40 Diploma (40 credits)

The State of Indiana has developed a program of educational expectations for Indiana high school students. These expectations are called Indiana Core 40. Indiana Core 40 applies to all students. Students must meet Core 40 requirements to be considered for admission to an Indiana four-year college or university. Students should meet Core 40 requirements to ensure success in one and two year colleges and technical training programs.

The requirements are as follows:

- 8 credits ENGLISH:
 - 2 Credits English 9 or English 9 Honors
 - 2 credits English 10 or English 10 Honors
 - 2 credits English 11, English 11 Honors, AP
 - 2 credits in English electives or AP English
- 6 credits of SOCIAL STUDIES:
 - 2 credits of Geography or World History or AP World History
 - 2 credits U.S. History, ACP U.S. History or AP U.S. History
 - 1 credit of United States Government or AP Government
 - 1 credit of Economics
- 6 Credits of MATHEMATICS: *Students must take a math or quantitative reasoning course each year in high school and six of their math credits must be earned in grades 9-12.**
 - 2 credits of Algebra I or Algebra I Honors
 - 2 credits of Geometry or Geometry Honors
 - 2 credits of Algebra II or Algebra II Honors

2 credits of Pre-Calculus, Calculus or other higher level math.

NOTE: Students who receive credit for Algebra I in 8th grade must have at least 3 more years of high school math.

- 6 credits of SCIENCE:
 - 2 credits of Biology
 - 2 credits of Chemistry or Physics or Integrated Chemistry/Physics
 - 2 credits of elective science
- 1 credit of HEALTH AND WELLNESS
- 2 credits of PHYSICAL EDUCATION or PE Waiver (see section on PE)
- 5 credits of DIRECTED ELECTIVES from Foreign Language, Fine Arts or career-technical
- 1 credit of Preparing for College and Careers
- 6 Credits of any elective courses

***Quantitative reasoning course options are as follows: Adv. Life Science Foods, Adv. Life Science Animals, Agribusiness Management, Accounting, Business Math, Computer Programming I and II, Engineering Design and Development, Personal Financial Responsibility, AP Biology, Chemistry I, AP Chemistry II, Integrated Chemistry-Physics, AP Environmental Science, Physics I, Physics II, AP Physics I or II, or Economics. C9 classes that count are Aviation Maintenance, Construction Technology: HVAC II, Construction Trades II, Diesel Services II, Precision Machining I and II.**

CORE 40 WITH ACADEMIC HONORS DIPLOMA (47 credits)

The Indiana Academic Honors Diploma is available to students who complete a rigorous course of study. This diploma requires 47 credits. The Academic Honors Diploma will be noted on the student's official transcript. Students who qualify for college financial aid may receive higher awards with this diploma.

Students must complete all requirements for the CORE 40 and these additional items:

- ONE of the following: 4 credits in AP courses with AP exams; 6 college credits from the DOE approved list; combination of one AP course/exam and 3 college credits from the DOE approved list.
Also, students must have:
- 2 additional math credits for a total of 8 math credits. *Students must take a math or quantitative reasoning course each year in high school and six of their math credits must be earned in grades 9-12.**
- Earn no less than a C- in all courses counting for the diploma
- Have a minimum grade point average (GPA) of 3.00 upon graduation.
- 6-8 credits of WORLD LANGUAGE:
 - 6 credits of one world language OR
 - 4 credits of one world language AND 4 credits of a second world language
- 2 credits of FINE ARTS:
 - 2 credits in any combination of art or music

***Quantitative reasoning course options are as follows: Adv. Life Science Foods, Adv. Life Science Animals, Agribusiness Management, Accounting, Business Math, Computer Programming I and II, Engineering Design and Development, Personal Financial Responsibility, AP Biology, Chemistry I, AP Chemistry II, Integrated Chemistry-Physics, AP Environmental Science, Physics I, Physics II, AP Physics I or II, or Economics. C9 classes that count are Aviation Maintenance, Construction Technology: HVAC II, Construction Trades II, Diesel Services II, Precision Machining I and II.**

CORE 40 WITH TECHNICAL HONORS DIPLOMA (47 credits) students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and Career Pathway and one of the following:
 1. Pathway designated industry-based certification or credential, or
 2. Pathway dual credits from the lists of priority courses resulting in 6 transcribed college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete any one of the following.
 - A. Any one of the above options of the Core 40 with Academic Honors
 - B. Earn the following scores or higher on WorkKeys; Reading for Information-Level 6, Applied Mathematics-Level 6, and Locating Information-Level 5.
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75
 - D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80

GENERAL DIPLOMA (40 credits: must petition for a waiver after the junior year or have an IEP)

- 8 Credits in English including English 9, English 10, English 11 and 2 credits of English 12 Electives.
- 4 Credits in Mathematics including 2 credits in Algebra I. *Students must earn 2 credits in a math or quantitative reasoning course during their junior and/or senior year.**
- 4 Credits in Science: 2 credits in Biology and 2 Credits in any physical science.

- 2 Credits in Physical Education
- 1 Credit in Health
- 4 Credits in Social Studies including 2 credits in U.S. History, 1 Credit in U. S. Government, 1 Credit in a social studies elective.
- 1 credit of Preparing for College and Careers for class of 2017 and above.

***Quantitative reasoning course options are as follows: Adv. Life Science Foods, Adv. Life Science Animals, Agribusiness Management, Business Math, Computer Science I and II, Engineering Design and Development, Personal Financial Responsibility, AP Biology, Chemistry I, AP Chemistry II, Integrated Chemistry-Physics, AP Environmental Science, Physics I, Physics II, AP Physics I or II, or Economics. C9 classes that count are Aviation Maintenance, Construction Technology: HVAC II, Construction Trades II, Diesel Services II, Precision Machining I and II.**

MID-YEAR GRADUATION FOR SENIORS

Seniors who have attended seven semesters, have earned the required number of credits, and have completed all of the required classes may be graduated after seven semesters. These procedures shall be followed by all planning mid-year graduation:

- Students apply for mid-year graduation at the time that scheduling takes place, but no later than the last day of their junior year.
- The student shall file with his counselor a completed application, properly signed by the student and the parent or guardian.
- Students who have not passed ISTEP+ will be required to return 2nd semester for online remediation.
- Mid-year graduates are not eligible to participate in second semester athletics. Consult athletic directors for more information.
- Mid-year graduates will not be permitted to participate in second semester extracurricular activities without administrative permission.

WEIGHTED COURSES

FCHS uses a multi-tiered weighting system for courses that have rigorous academic requirements. The purpose of this system is to encourage students to take rigorous coursework and reward them for their efforts. Students must earn a C- or better in a course to earn the weighted grade. Our system consists of 4 tiers:

Tier 1: No weight added

Tier 2: 0.33 GPA points added*

Tier 3: 0.50 GPA points added*

Tier 4: 1.00 GPA points added*

*Note: Weighted grades do not impact the letter grade a student receives only the numerical value of the corresponding GPA.

Below is a list of our current weighted courses (tier 2 and above) and their corresponding tier. If a course is not listed below it is a tier 1 course that does not receive a weighted grade

Tier 2 (+0.33 GPA Weight)

Honors English 9
 Honors English 10
 Honors English 11
 Honors Algebra 2
 Honors Geometry
 Honors Geography
 Chemistry
 French 2
 Japanese 2
 Spanish 2

Tier 3 (+.50 GPA Weight)

Marketing Foundations (MKTG 101)
 Pre-Calculus (MATH 136/137)
 Honors Pre-Calculus (MATH 136/137)
 Anatomy
 Physics
 French 3
 French 4
 Japanese 3
 Japanese 4
 Spanish 3
 Advanced Life Science: Animals(AGRI 107)
 Advanced Life Science: Foods(AGRI 108)

Tier 4 (+1.00 GPA Weight)

Advanced Placement: Studio Art
 Advanced Placement: 2-D Art
 Advanced Placement: Art History
 Advanced Placement: English Language

Advanced Placement: English Composition
Advanced Placement: Calculus AB
Advanced Placement: Calculus BC
Advanced Placement: Biology
Advanced Placement: Physics
Advanced Placement: Chemistry
Advanced Placement: European History
Advanced Placement: Government
Advanced Placement: US History
Advanced Placement: Psychology
Advanced Placement: World History
Advanced Placement: Environmental Science
Advanced College Project: Composition (W131)
Advanced College Project: Speech (C121)
Advanced College Project: Literary Interpretation (L202)
Advanced College Project: Advanced Math: Survey of Calculus (M119)
Advanced College Project: Advanced Math: Finite Math (M118)
Advanced College Project: US History (H105/H106)
Advanced College Project: Spanish 4 (HISP 200)
Advanced College Project: Spanish 5 (HISP 250)
Advanced College Project: Chemistry 1 Honors: ACP C101/121
All Running Start classes at Franklin College

*Approved by FCHS: 200 or 2nd level college courses taken at a college.

**Approved by FCHS AP courses taken via independent study. (Student must take AP exam to receive weighted credit.)

Cost for classes at Franklin College for the 2018/19 year will be \$400 per class, per semester with a \$50 application fee. Book fee's will also vary per course taken.

IHSAA ELIGIBILITY

All athletes must maintain passing grades in at least 5 of 7 subjects in each nine-week grading period and each semester in order to remain eligible for any and all IHSAA sanctioned contests. Courses being retaken to improve a non-failing grade are not counted for eligibility. It is the responsibility of each athlete to maintain eligibility.

NONDISCRIMINATION POLICY

It is the policy of the Franklin Community School Corporation not to discriminate on the basis of race, color, religion, sex, national origin, handicap, or age in its programs or employment policies as required by Indiana Civil Rights Act (IC 1971, 22-9-1); Public Law 218 (C1971, Title 20); Titles II and VII (Civil Rights Act of 1964); the Equal Pay Act of 1973; Title IX (1972 Education Amendments); Public Law 94-142 (101-476); and Public Law 93-112, Section 504. Compliance officer is the Assistant Superintendent, 317-738-5800.

TESTING PROGRAM AT FCHS

PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)

This test is made available to students in October. Juniors and sophomores will take this test. The PSAT also determines National Merit Scholarships for qualifying juniors.

SAT (Scholastic Aptitude Test)

The SAT is offered six times per year nationally. It is offered two times a year at FCHS, the first Saturday in November and the first Saturday in June. Generally, we encourage juniors to take the June test and seniors to take the test in the fall. However, juniors and seniors may take the test at either time. If the test is taken more than once, most colleges use the best scores in the selection process for admission.

ACT (American College Test)

The ACT is offered nationally six times per year. FCHS hosts the test in June and Dec. The ACT is accepted by all Indiana colleges and by most colleges in the country. Students are encouraged to take both the ACT and SAT. Colleges will accept the better of the two scores.

GUIDELINES FOR COLLEGE ATHLETES

A student who wishes to participate in Division I or II athletics in college must meet NCAA requirements for eligibility. For complete information, go on-line www.eligibilitycenter.org
For NAIA requirements go to www.playnaia.org

COLLEGE ENTRANCE REQUIREMENTS

College admissions committees act differently each year according to the quantity and quality of applicants and according to other special circumstances; but there is everywhere an increasing emphasis on the academic subjects – English, social studies, foreign language, math, and science. Generally, colleges determine admission based on the grade point average (GPA), quality of academic preparation, and standardized test scores. Admission standards vary at each institution and are subject to change. It is best to check with the individual school for more detailed information

GET A HEAD START ON COLLEGE

It is possible to graduate from high school with college credits already on your record. You may do this by taking college level courses in high school or by taking examinations to demonstrate your knowledge in a particular area. Please refer to the Dual Enrollment section for courses offered for college credit. If you complete college courses while you are still in high school, you can take more advanced college courses as a freshman.

One way to earn college level credit in high school is through Advanced Placement (A.P.) courses. If you enroll in one of Franklin's A.P. courses and receive a score of 3,4 or 5 on the annual May College Board Exam, you may qualify for college credit or advanced standing at the college of your choice. courses. Students should check with the colleges for details. Another option for college credit is Dual Enrollment.

DUAL ENROLLMENT COURSES

Franklin Community High School will offer several opportunities for students to obtain both high school and college credit for the same course. Interested students must submit the appropriate application and pay the tuition (if required) in order to receive the college credit.

FRANKLIN COLLEGE *RUNNING START* PROGRAM

- Students take approved courses at Franklin College.
- Application required. Franklin College determines eligibility.
- Students must provide own transportation to Franklin College.
- Courses determined by Franklin College availability.
- The college course grade will be given for the high school credit.
- Tuition(\$400), fees, books at the expense of the student.
- Running Start classes are a Tier 4

IVY TECH *DUAL ENROLLMENT* PROGRAM

- Free tuition
- Must have a PSAT or SAT/ACT qualifying score or take IVY TECH Accuplacer test and earn certain scores depending on the class.
- Must have a C or better to qualify for college credit.
- Courses taught at FCHS with high school instructors.
- Courses available through Ivy Tech
 - Pre-Calculus and Pre-Calculus Honors(MATH 136/137)
 - Marketing(MKTG 101)
 - AP World History(HIST 111)
 - AP United States History(HIST 101/102)
 - ALS Foods (AGRI 108)
 - ALS Animals (AGRI 107)

Indiana University ACP

- W131 Composition (3 credits)
- C121 Public Speaking (3 credits)
- L202 Literary Interpretation (3 credits)
- HISP S200 Spanish 4 (3 credits)
- HISP S250 Spanish 5 (3 credits)
- H105/H106 United States History (6 credits)
- M118 Finite Math (3 credits)
- M119 Business Calculus (3 credits)
- C101/121 Chemistry 1 Honors: (5 credits)

What is ACP?

The Advance College Project (ACP) is a partnership between Indiana University and [participating high schools](#) within the states of Indiana, Ohio, and Michigan. ACP offers college credit to qualified high school students who enroll in IU general education courses that are offered at their local high school during the regular school day and taught by certified high school teachers who hold adjunct lecturer status with Indiana University. ACP courses are administered from the IU Bloomington campus, as well as IU East, IU Kokomo, IU Northwest, IU South Bend and IU Southeast.

****FCHS requires students to have a cumulative G.P.A. of 3.0 to be eligible to enroll in an ACP course. Students with a cumulative G.P.A. of 2.70 to 2.99 may be eligible through an appeal process.***

2019-2020 COURSE DESCRIPTIONS

Agriculture

Agricultural Education is an elective program for students interested in the production of agricultural products including crops, flowers, mechanical products, food, and animals. Our curriculum is flexible and allows students to select which instructional area they want to pursue in agriculture. Instruction from biology to physical science is applied in practical applications.

FFA membership is not mandatory for agriculture students; however, students have the option of joining the FFA to expand their learning. The FFA is a Career and Technical student organization, which is an integral part of the career education program of instruction in agricultural education. The many activities of the FFA parallel the methodology of the instructional program and are directly related to the occupational goals and objectives. As an integral part of the instructional program, district, state and national level FFA activities provide students opportunities to demonstrate their proficiency in the knowledge, skills, and attitudes they have acquired in the agricultural science and agricultural business education program of instruction. Students shall be rewarded/recognized for their competence. The FFA includes many activities ranging from educational to recreational. Fundraising and community service activities are also implemented throughout the year.

Introduction to Agriculture, Food, and Natural Resources

(145A-145B)-2 Credits Grades 9-12

This yearlong course, which is the foundation for all other agricultural classes, provides students with an introduction to the exciting world of Agriculture Science. This is a hands-on class with many opportunities for you to participate in laboratories and outdoor activities. Course topics include agriculture careers, soil science, forestry and tree identification, wildlife, recycling, meat science, identification of animal breeds, greenhouse plant production, gardening, and agricultural mechanics. This class is right for you if you enjoy learning about natural science in our world and like participating in laboratory activities.

Agriculture, Power, Structure and Technology (2019-2020)

(137A-137B)-2 Credits Grades 10-12

Recommended Prerequisite: Introduction to Agriculture, Food, and Natural Resources

Agriculture Mechanics is a yearlong hands-on course that focuses on the agriculture mechanics industry, starting with safety in the industry and then studying different occupational skills needed for careers in agriculture mechanics. The first semester main topic is metal fabrication and welding with the use of SMAW(Arc) and GMAW (Mig) welding techniques. You will also master how to cut metal with the use of an oxyacetylene torch. Second Semester Topics include small engines, construction, electricity, and plumbing. You will be working in lab groups with projects to master skills needed in these areas of agriculture education while also learning about customer relations, safety and safety resources, career opportunities in areas of agricultural mechanics and employability skills. This course is for you if you enjoy working in a hands-on environment and are interested in the field of mechanics.

Animal Science

(154A-154B)-2 Credits Grades 10-12

Recommended Prerequisite: Introduction to Agriculture, Food and Natural Resources

This is a yearlong hands-on course that studies of the career field of animal science. The first semester focuses on the many sections of the animal science industry from companion animals like dogs and cats to the livestock industry. You will study and participate in labs focused on each industry the animals or products they create. Second Semester studies the internal workings of animal anatomy and physiology such as the digestive system, reproductive system, and circulatory system. You will conduct experiments and dissections to help fully understand the functions of these systems. Throughout the year we will highlight careers in animal science, animal health, and management practices for the care and maintenance of animals. This class is for you if you enjoy working with animals and are interested in learning more about animal species differences and how animals are used in agriculture.

Horticultural Science (Plants and Flowers Science)

(146A-146B)-2 Credits Grades 10-12

Recommended Prerequisite: Introduction to Agriculture, Food and Natural Resources

This year long course focuses on the growth and production of plants including flowers, crops, and household plants. It is designed to give the students a background in the field of horticulture. The class is very hands-on with use of the high technical greenhouse laboratory focusing on the production, processing, and marketing of horticultural plants and products. The student will produce a greenhouse crop to sell to the public. As the students produce the crop, they will study the following topics: reproduction and propagation of plants, plant growth, growth media, greenhouse production, marketing concepts, and pest management. Students will also study and practice landscape management. This class is for you if you enjoy working with plants and flowers and are interested in the ins and outs of running a greenhouse.

Advanced Life Science: Animals(AGRI 107) (Tier 3) Dual Credit Ivy Tech (2019-2020)

(157A-157B)-2 Credits Grades 11-12

Required Prerequisite: Animal Science, or permission by teacher

Recommended Prerequisite: Biology and Chemistry

ALS Animals is a yearlong hands-on advanced animal science course that counts as a Core 40 Science Elective. In the ALS Animals class we investigate the biology and chemistry of animals, starting on a cellular level and moving to animal organ systems, animal motor functions, animal reproduction, and animal nutrition. We also compare and contrast livestock and companion animal physical make-up. The class is lab based with numerous dissection labs. This class is right for you if you are interested in studying animal science or veterinary science in post-secondary education or if you exploring inner workings of animals.

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

Qualifies as a quantitative reasoning course

Advanced Life Science: Foods(AGRI 108) (Tier 3) Dual Credit Ivy Tech(Will not offer for the 2019-20 year)

(509A-509B)-2 Credits Grades 11-12

Prerequisite: Two years of science

This course integrates biology, chemistry and microbiology in an agricultural context. Students formulate, design and implement food-based laboratory and field investigations as an essential course component. Students understand how biology, chemistry and physics principles apply to the composition of foods; food nutrition and development; food processing and storage.

This course may be used as the elective science for the Core 40 and Academic Honors Diploma

Qualifies as a quantitative reasoning course

Agriculture, Power, Structure and Technology II

136A-136B-2 Credits Grades 11-12

Prerequisite: Agriculture, Power, Structure and Technology

This two-semester course is project based and continues the development of those skills learned in Agriculture, Power, Structure and Technology

Natural Resource Management

(148A-148B)-2 Credits Grades 10-12

First semester covers conservation and second semester covers wildlife. This course is a program that provides students with a background in natural resource management. Students are introduced to career opportunities in natural resource management and related industries, the history of the forest industry and forest policy, the importance and uses of forest plants, factors that influence the development of forests, forest improvement and best management practices, proper care and use of forest tools and equipment, effects of management practices on the environment, soil conservation practices, water and its importance to natural resource management, hazardous waste management, native wildlife, waterfowl, wetlands and pond management, surveying and map use, management of recreational areas, outdoor safety, and weather. "Hands-on" learning activities encourage students to investigate areas of environmental concern including: identification and management of ecosystems, management of waste, chemicals and the environment, soil conservation, land uses, regulations and ordinances, water quality, and air quality.

Advanced Life Science: Plants and Soils (Tier 3)(Will not offer for the 2019-20 school year)

(158A-158B)-2 Credits Grades 11-12

Prerequisite: Two years of science and Horticultural Science.

Advanced Life Science: Plants and Soils, is a standards-based, interdisciplinary science course that integrates the study of advanced biology, chemistry and earth science in an agricultural context. Students formulate, design, and implement agriculturally-based laboratory and field investigations that focus on the chemical reactions of matter in living and nonliving materials while stressing the unifying themes of chemistry and the development of physical and mathematical models of matter and its interactions. Students will examine the internal structure, functions, genetics and processes of living plant organisms and their interaction with the environment.

This course may be used as the third science for the Core 40 and Academic Honors Diploma.

Agribusiness Management

(138)-1 Credit Grades 10-12

Prerequisite: FFA Membership is required for this course. Introduction to Agriculture, Food and Natural Resources is highly recommended but not required.

Agribusiness Management is a semester course that presents the concepts necessary for managing an agriculture-related business from a local and global perspective. Concepts covered in the course include: identification of careers in agribusiness, global visioning, safety management, entrepreneurship, the planning, organizing, controlling, and directing of an agribusiness, economic principles, credit record keeping budgeting, fundamentals of cash flow, taxation and the tax system, insurance, marketing cooperatives, purchasing, the utilization of technology in agribusiness, human resource management, customer service, and employer-employee relations and responsibilities.

Qualifies as a quantitative reasoning course

Career Information and Success Skills: Leadership Development

(959)-1 Credit Grades 10-12

This course may be taken by any student interested in leadership development. It is strongly recommended for students intending to apply for an Internship. The course is designed to help students recognize, assess and develop leadership as it pertains to themselves, others and organizations. Topics will include defining leadership and personal growth; identifying stages of development; assessing leadership styles; effective communication; time management; career success skills; utilization of community resources; managing self and others; and consensus building in a team framework. Students will develop and manage a project, produce a portfolio and make a final presentation.

ART

All Art courses meet Core 40 and Academic Honors Diploma requirements and are based on Indiana Academic Standards for Visual Arts. Students engaged in sequential learning experiences that encompass art production, art history, criticism, and aesthetics. They also identify and utilize art resources in our community (museums, galleries, etc).

The course **Introduction to 2-D Art** is a prerequisite for all other art courses.

Introduction to 2-Dimensional Art

(111)-1 Credit Grades 9-12

Each student will produce portfolio quality artwork using various media such as printmaking, pen and ink, and tempera. Study of artists related to art production assignments will further the student's appreciation of art, its impact on history, and the skill it takes to produce artwork. Each student will participate in critiques of master works and student artwork. Each student will learn to use the elements and principles of design to evaluate works of art and engage in visual problem solving and revision. Each student will participate in discussions and exercises about visual aesthetics as it is reflected in the ever-changing world of art. Students will identify art-related careers.

Introduction to 3-Dimensional Art

(125)-1 Credit Grades 9-12

Prerequisite: Introduction to 2-D Art

Students will produce portfolio quality sculptures using various media such as: ceramic, plaster, wire, and wood. In conjunction with each project, students will study artists in history. This furthers their appreciation of the artists and the skill it takes to produce 3-dimensional works of art. Each student will produce a presentation on a featured style of artwork, becoming an expert on the specific piece and in turn using its inspiration to create a work of art to be displayed. Students will participate in formal and informal critiques based on historical and student artwork. In these critiques, students will continue to use the elements and principles of design to evaluate artwork and create their own works. Each student will also participate in discussions and exercises about visual aesthetics as it is reflected in the ever-changing world of art to further their knowledge and understanding of the visual arts.

Advanced 3-Dimensional Art

(126)-1 Credit Grades 10-12

Prerequisite: Introduction to 3-D Art

Students will continue producing challenging, portfolio quality sculptures using various media such as: ceramic, plaster, wire, wood etc. In conjunction with each project, students will study artists in history. This furthers their appreciation of the artists and skill it takes to produce 3-dimensional works of art. Students will participate in formal and informal critiques based on historical and student artwork. In these critiques, students will continue to use the elements and principles of design to evaluate artwork and create their own works. Each student will also participate in discussions and exercises about visual aesthetics as it is reflected in the ever-changing world of art to further their knowledge and understanding of the visual arts.

Drawing I

(113)-1 Credit Grades 9-12

Prerequisite: Introduction to 2-D Art

Each student will produce portfolio-quality figure drawings, contour drawings, self-portraits, and still life in graphite pencil. A sketchbook will be kept on a weekly basis in order to build skills in shading, sketching, rendering, perspective, and creative composition using elements and principles of design. Students will search for meaning and direction in their work by writing critiques of historical and contemporary works of art. Students will evaluate their own drawings in the context of seeking ways to improve and revise works, personal questions about the nature of art, and connections between drawing and other disciplines.

Drawing II

(114)-1 Credit Grades 10-12

Prerequisite: Introduction to 2-D Art & Drawing I

Each student will produce portfolio-quality drawings in ink, colored pencil, and graphite. A sketchbook will be kept on a weekly basis in order to build skills in shading, perspective, and creative composition using elements and principles of design. Students will search for meaning and direction in their work by writing critiques of historical and contemporary works of art. Students will evaluate their own drawing and those of others in the context of personal questions about the nature of art, reflections on the changing definitions of art, and connections between drawing and other disciplines.

Drawing III

(115)-1 Credit Grades 10-12

Prerequisite: Drawing I & Drawing II

Each student will produce portfolio-quality drawings and prints in colored ink, intaglio, and graphite. A sketchbook will be kept on a weekly basis in order to build advanced skills in shading, perspective, and creative composition using elements and principles of design. Students will search for meaning and direction in their work by writing critiques of historical contemporary works of art. Students will evaluate their own drawings and those of others in the context of personal questions about the nature of art, reflections on the changing definitions of art, and connections between drawing and other disciplines.

Advanced Placement Studio Art-Drawing Portfolio (Tier 4)

(122A-122B)-2 Credits Grades 10-12

Prerequisite: C or better in Drawing I and in most recent Drawing course taken, and a signed contract.

Based on the content established by the College Board, this course is designed for students seriously interested in the practical experience of art. Portfolios are designed for students who are seriously interested in the practical experience of art. The Drawing Portfolio is designed to address a very broad interpretation of drawing issues and media with mark making the most important of these. Any work that makes use of photographs, published images and/or other artists' work must show substantial and significant development beyond duplication. A significant body of artwork will be required for the portfolio; students will be expected to work several hours per week outside of class. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. The AP program is a cooperative endeavor that helps students complete college-level courses and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and/or placement. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com>

Advanced Placement Studio Art-2-D Design Portfolio (Tier 4)

(123A-123B)-2 Credits Grades 11-12

Prerequisite: C or better in Studio Art: Drawing Portfolio Advanced Placement and a signed contract.

Based on the content established by the College Board, this course is designed for students who are seriously interested in the practical experience of art. This portfolio is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. The principles of design articulated through the visual elements help guide artists in making decisions about how to organize the elements on a picture plane in order to communicate content. Any work that makes use of photographs, published images and/or other artists' work must show substantial and significant development beyond duplication. A significant body of artwork will be required for the portfolio; students will be expected to work several hours per week outside of class. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. The AP program is a cooperative endeavor that helps students complete college-level courses and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and/or placement. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com>

ART HISTORY, AP Advanced Placement (Tier 4)(New Class)

(108A-108B)-2 credits Grades 10-12

Prerequisites: none

AP Art History is a year-long course based on the content established by the College Board. Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history. AP Art History students will explore the history, meaning, and influences behind famous works of art and examine and analyze major forms of artistic expression from a variety of periods. The coursework includes reading art history texts, academic writing and projects, and discussion of works of art. It is recommended, but not required, that students interested in taking AP Art History maintain a "B" average or higher in their language arts courses.

CERAMICS

(109)- 1 Credit Grades 9-12

Prerequisite: Introduction to Two-Dimensional Art

Students create works of art in clay utilizing a variety of processes: handbuilding, molds, wheel throwing, 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 high quality visual portfolio building skills.

Painting

(117)-1 Credit Grades 10-12

Prerequisite: Introduction to 2-D Art & Drawing I

Each student will produce portfolio-quality paintings in acrylics and tempera. A sketchbook will be kept on a weekly basis in order to build skills in perspective, creative composition using elements and principles of design, and color mixing in a variety of values and intensities. Students will search for meaning and direction in their work by exploring various painting techniques and styles, and by copying, researching, and critiquing historical and contemporary works of art through cooperative and peer learning. Students will evaluate their own paintings and those of others in the context of Personal questions about the nature of art, reflections on the changing definitions of art, and connections between painting and other disciplines.

Painting II

(118)-1 Credit Grades 11-12

Prerequisite: Painting I

Students produce portfolio-quality paintings in acrylics and watercolors. A sketchbook will be kept on a weekly basis in order to build advanced skills in perspective, creative composition using elements and principles of design, and color mixing in a variety of values and intensities. Students will search for meaning and direction in their work by exploring various painting styles and techniques, and by copying, researching, and critiquing historical and contemporary works of art through cooperative learning and peer teaching. Students will evaluate their own paintings and those of others in the context of personal questions about the nature of art, reflections on the changing definitions of art, and connections between painting and other disciplines.

Painting III

(119)-1 Credit Grades 11-12

Prerequisite: Painting II

Each student will produce portfolio-quality paintings in a variety of painting media. A sketchbook will be kept on a weekly basis in order to build advanced skills in perspective, creative composition using elements and principles of design, and color mixing in a variety of values and intensities. Students will search for meaning and direction in their work by exploring various painting styles and techniques, and by copying, researching, and critiquing historical and contemporary works of art through cooperative learning and peer teaching. Students will evaluate their own paintings and those of others in the context of personal questions about the nature of art, reflections on the changing definitions of art, and connections between painting and other disciplines.

Photography I,II,III

(120)

1 Credit Grades 9-12

Prerequisite: Introduction to 2D Art.

Students in media arts 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 photographs using digital methods, utilizing a variety of equipment (DSLR, computers and printers). They will learn how to properly compose their subjects using the structures and functions of design as well as learn to use creative techniques for different results. Students will learn how to finish images for their portfolios and for display in a student art show. They will use professional software to enhance photographs, produce freehand graphics, and construct a digital portfolio. Course content relates directly to specific jobs available in technical, artistic, graphic and industrial careers. Students are required to bring their own person digital camera for class work, this does not have to be a DSLR, a standard pocket digital camera is adequate. Students will also learn how to use portrait studio lighting for photographing a range of subject matter (portrait & marketing photography). Advanced students get more into creative lighting projects.

Students utilize the resources of art museums, galleries and studios and identify art-related careers.

Digital Design, Game Design & Animation I, II, III

(121)

1 Credit Grades 9-12

Prerequisite: Introduction to 2D Art

Students in Digital Design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. They continue the creation of portfolio quality works. Students create two and three dimensional graphics, short animations using digital and traditional methods, utilizing a variety of equipment (digital cameras, the portrait studio, computers). They continue to master composing their subjects using the structures and functions of design as well as learn to use creative techniques for different results. Students will also how to use portrait studio lighting for photographing a range of subject matter (portrait & marketing photography). Students will also learn how to finish/correct digital images for their portfolios and to be displayed in a student art show. They will use Adobe (Photoshop, Illustrator and Flash) software to enhance photographs, produce freehand graphics, create short animations and construct a digital portfolio. Course content relates directly to specific jobs available in the technical, artistic, graphic and industrial careers. Each student will be given a flash drive with his/her complete works upon completion of this course. Students utilize the resources of art museums, galleries and studios and identify art-related careers.

BUSINESS/MARKETING/INFORMATION TECHNOLOGY

The Business Department course selections serve a dual purpose in preparing students for careers in a competitive global economy and equipping them with proficiency in personal finance and business. The information age has ushered in an era where most jobs in the workforce will require competency with computers.

Introduction to Accounting

(231A-231B)-2 Credits Grades 10-12

Accounting introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making. The terms and concepts learned in accounting I would help students in any career. All businesses and nonprofit organizations use accounting to keep track of their money, supplies, and merchandise. A business simulation will be completed.

Digital Applications and Responsibility -- Used to be Digital Citizenship

(252)-1 Credit Grades 9-12

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

Computer Science Essentials(Project Lead the Way)

(208A-208B)2 credits Grades 9-12

Introduction to Computer Science Essentials 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. Recommended Grade Level: 9, 10 Recommended Prerequisites: None Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum Counts as a Directed Elective or Elective for all diplomas

Computer Science I

(251A-251B)-2 Credits Grades 10-12

Recommended Prerequisites: Algebra I

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.

Qualifies as a quantitative reasoning course

Introduction to Business

(212A-212B)-2 Credits Grades 9-10

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

Entrepreneurship and New Ventures

(248A-248B)-2 Credits Grades 11-12

Recommended Prerequisite: Principles of Marketing

Entrepreneurship and New Ventures Capstone introduces entrepreneurship, and develop skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies will be explored through mini case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting, and business plan development will be presented through extensive use of word processing, spreadsheet, and presentation software. Enrollment in this course will require meeting contractual obligations including actively participating in the operation of the FCHS Spirit Shop, which will require participation outside of the normal school hours.

Personal Financial Responsibility

(223)-1 Credit Grades 11-12

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, including computer and technology applications, simulations, and real life experiences, is utilized. Direct, concrete applications of mathematics proficiencies in projects are also included. This course prepares students for the roles and responsibilities of consumers, producers, entrepreneurs and citizens.

Qualifies as a quantitative reasoning course

Preparing for College and Careers

(209)-1 Credit Grade 9

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

Principles of Marketing (MKTG 101) (Tier 3)

(249A-249B)-2 Credits Grades 10-12

Principles of Marketing provide 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. This course is based on the Marketing Education Framework which includes: business, management, and entrepreneurship; communication and interpersonal skills; economics; and professional development foundations. Instructional strategies may include computer/technology applications as well as real and/or simulated occupational experiences and projects in the marketing functions. Students may earn 3 college credits through Ivy Tech (MKTG 101) if the student earns at least a “C” and passes a test required by Ivy Tech.

Sports and Entertainment Marketing

(224A-224B)-2 Credits Grades 11-12

Recommended prerequisite: Principles of Marketing

Sports and Entertainment Marketing is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace. Enrollment in this course will require meeting contractual obligations including actively participating in the operation of the FCHS Spirit Shop, which will require participation outside of the normal school hours.

Web Design I

(219A-219B)

2 Credits Grades 10-12

Prerequisites: C or better in any previous high school computer course.

Web Design is a course that provides instruction in the principles of web design using HTML/XHTML and current/emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Instructional strategies will include peer teaching, collaborative instruction, project-based learning activates and school community projects.

Information Technology Support (Chromebook Help Desk)

(951E-951F)

2 Credits Grades 10-12

Computer Tech Support is a semester or year long hands on study of technology integration in an educational context. Students are required to assess problem sets and define the best approach to addressing or solving the problem. In addition to solving problems for students and teachers, students will be required to complete and maintain several running projects that address problems or solutions in educational technology integration. Acceptance into this course will be based on an application and a personal interview.

FAMILY AND CONSUMER SCIENCES

HEALTH credit: The Health and Wellness credit may be fulfilled if a student receives credit in THREE of the following courses: Interpersonal Relationships I, Child Development and Parenting, Nutrition and Wellness, Adult Roles and Responsibilities. All courses are 1 semester unless otherwise noted.

Note: In addition to book rental, some courses require an extra fee for projects.

Child Development

(511)-1 Credit Grades 9-12

This course addresses the knowledge, skills, and attitudes associated with the development of infants and children. Topics will include the physical, social, emotional, intellectual, and moral development; basic needs through the ages and stages of childhood; prenatal development; the impact of heredity, home, and community environments; impact of family crises; infants and children with special needs; roles, responsibilities, and challenges of parenthood; deciding when to parent; parenting and nurturing practices and skills that support positive development; and meeting food, clothing, shelter, and care-giving needs of infants and children.

Advanced Child Development

(516)-1 Credit Grades 9-12

Prerequisite: Child Development

This sequential course addresses more complex issues of child development and early childhood education with emphasis on guiding physical, social, emotional, intellectual, moral, and cultural development throughout childhood, including school age children. Topics include positive parenting and nurturing across ages and stages; practices that promote long-term well-being of children and their families; developmentally appropriate guidance and intervention strategies with individuals and groups of children; accessing, evaluating, and utilizing information, including brain/learning research and other research results; meeting needs of children with a variety of disadvantaging conditions; and exploration of “all aspects of the industry” for selected child related careers.

Nutrition and Wellness

(512)-1 Credit Grades 9-12

This class is designed to help young people acquire competency in planning, marketing, preparing and serving foods. Emphasis is placed on nutrition; management of time, materials and equipment; and consumer problems.

Advanced Nutrition and Wellness I

(527)-1 Credit Grades 10

Prerequisite: Nutrition and Wellness

This course highlights the interests and talents of the students. It includes a review of management in preparation of food, outdoor cookery, foreign foods, special diets and weight control, nutrition and family meals, entertaining and catering, and experimental cookery. Special field trips and research projects are also included.

Advanced Nutrition and Wellness II

(528)-1 Credit Grades 10-12

Prerequisite: Nutrition and Wellness

This course is a continuation of Advanced Nutrition and Wellness A. Areas of study include foreign foods, advanced meal preparation, fad diets, vegetarian diets, entertaining and catering, careers, and advanced cooking techniques.

Introduction to Fashion and Textiles I

(515)-1 Credit Grades 9-12

This course addresses knowledge and skills related to design, production, acquisition, and distribution in fashion and textiles areas. Topics include exploration of textiles and fashion industries; elements of science and design in textiles and apparel; textiles principles and applications; social, psychological, cultural and environmental aspects of clothing selection; clothing and textile products for people with special needs; critical thinking applied to consumer options for fashion, textiles, and related construction and alteration skills; contemporary issues, including global applications.

This course fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

Introduction to Fashion and Textiles II

(520)-1 Credit Grades 9-12

Prerequisite: Fashion and Textiles: Clothing I

This course continues with more difficult construction techniques and alteration skills. The study of contemporary issues and global applications will be more complex. Volunteerism projects will be emphasized.

This course fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

Interpersonal Relationships I

(513)-1 Credit Grades 9-12

This course introduces the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring, and respectful relationships in the family, at school, in the community and in the workplace. Students will practice higher order thinking, communication, leadership and the management process as they study individual and family issues. Topics include conflict management, goal-setting, decision making, preventing and managing stress, addressing violence and abuse and self-image through healthy relationships. Applications will be made through authentic setting like volunteer experiences.

Introduction to Housing and Interior Design

(523)-1 Credit Grades 10-12

Learn how to decorate your dwelling. Emphasis is placed on gaining an understanding of the social, psychological and physical factors influencing the choice of housing. Major application of art principles is made relevant to the selection of wall coverings, floor coverings, window treatments, furniture and accessories used in the home. Through a major class project, skill is developed in the selection, financing, care, furnishing, and interior decorating of a home. A project will be assigned to utilize higher order thinking, communication, leadership and management processes.

This course fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

Early Childhood Education (Preschool/Daycare Careers) (Cub Care)

(530A-530B)-2 Credits Grades 11-12

Recommended Prerequisites: Child Development and Advanced Child Development

This two semester-long course prepares students for employment in preschools and daycare facilities. 1-3 credits per semester, 6 credits maximum. Topics include: planning and guiding developmentally appropriate activities for young children; appropriate practices of guidance and discipline; application of basic health and safety principles when working with children; overview of management and operation of licensed child care facilities or education settings; Indiana state child care regulations and licensing requirements; and employability skills. Intensive experiences in one or more child care or preschool laboratories, resumes, and career portfolios are expected.

Students must supply their own transportation for this class.

Adult Roles and Responsibilities

(525)-1 Credit Grades 10-12

The focus of this course is on becoming independent, contributing, and responsible participants in family, community, and career settings. Topics include: living independently, analysis of personal standards, needs, aptitudes, and goals; integration of family, community, and career responsibilities; consumer choices and decision making related to nutrition and wellness, clothing, housing, and transportation; financial management; relationship of technology and environmental issues to family and consumer resources; and community roles and responsibilities of families and individuals. This course is recommended for ALL students regardless of their career choice, in order to build skills needed for assuming the roles and responsibilities they will encounter as they prepare to complete high school and enter the adult world.

HEALTH/PHYSICAL EDUCATION

NOTE: A lock rental and uniform fee will be added to all Physical Education courses.

ALTERNATIVE CREDIT FOR PHYSICAL EDUCATION.

The Indiana State Board of Education has provided flexibility to adapt the high school physical education requirements for students who demonstrate proficiency through other means. Schools are allowed to use multiple means of determining proficiency for students completing the required Physical Education I and II courses. The Indiana Academic Standards for Physical Education will still be required but schools have more flexibility in adapting the PE curriculum. FCHS is committed to providing flexibility to enhance the overall learning experience.

One credit will be given per one complete season of an FCHS sponsored IHSAA sanctioned sport (freshman, reserve, or varsity), cheerleading, marching band/fall color guard, boys volleyball, bowling, or dance, all of which is within the framework of lifetime physical activities and fitness. A student may use a sport or activity only once. For example, a football player may only use football once, a second waiver would require a different sport or approved activity.

The two options for earning alternative credit for PE are as follows:

- 1) The student participates in an approved FCHS sport/activity (as long as student participates in one FCHS sport student may take weights both semesters) and chooses to take weights and conditioning as the means for earning his/her PE credit(s).
- 2) The student participates in an approved FCHS sport/activity and chooses to opt out of PE (does not enroll in weights and conditioning). If this is the case, the student will be required to meet periodically with the approved PE teacher to demonstrate proficiency in the Indiana Physical Education Academic Standards. In addition, the student will need to pass a mid-term and summative exam that will test physical fitness, a written test, and submit a calendar listing physical activity. A student may only opt out one semester per each FCHS sponsored sport/activity. For example, a student may opt out for semester one for participation in football, cross country, etc. They would need to participate in a second sport/activity in order to opt out for an additional semester.

Please contact the PE Department before choosing to sign up for the waiver. There are several requirements that must be met to qualify to sign up for the waiver.

Physical Education I and II

(551/553A-551/553B)-2 Credits Grade 9

Two semester credits in Physical Education classes are required for graduation for both boys and girls. The overall goal of Physical Education is to help students develop lifelong skills that include regular vigorous exercise. Physical Education classes encourage students to assume responsibility for their own health and well-being through an active lifestyle. Through observation, analysis and practice, students develop movement skills appropriate to their developmental stage. They participate in a variety of individual fitness activities, dual and team sports. They demonstrate responsible behavior and respect for differences among people in physical activity settings. Students understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

Adaptive Physical Education I and II

(550A-550B)-2 Credit Grades 9-12

Adapted Physical Education is a course for students with disabilities who may not safely and/or successfully be capable of completing the vigorous activities of General Physical Education I and/or II. The course is a diversified program of developmental activities, games, sports, and rhythms suited to the interests, capacities, and limitations of students with disabilities.

Health and Wellness (This will be an online class)

(554)-1 Credit Grades 10-12

Course content includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Proficiency Guide: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life Education; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and Other Drugs Education; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention.

Elective Physical Education: Intro to Weights & Conditioning

(531A-531B) 2 Credits Grades 9-12

9th grade students will only be admitted into this course if the coach of the sport they plan to participate in confirms their participation.

Coaches must submit a list of incoming 9th graders to the counseling office.

Prerequisite: 10-12 graders must have successfully completed Secondary Physical Education I and/or II or has fulfilled the requirements for the Opt-Out Waiver for Physical Education I and/or II.

This course is designed for all students entering a weights class for the first time at FCHS. Emphasis will be placed on proper lifting techniques and safety. Activities and workouts will be designed to improve cardiovascular strength and endurance, muscular strength and endurance, flexibility, and general body movement.

Elective Physical Education: Weights & Conditioning

This course can be repeated

(534A-534B) 2 credits Grades 10-12

This course is designed to provide students with an overview of strength and conditioning. Many different components of fitness are introduced in this course and each person is required to work to the best of their ability. Activities and workouts will be designed to improve cardiovascular strength and endurance, muscular strength and endurance, flexibility, and general body movement.

Elective Physical Education: Co-Ed Team Sports

This course may be repeated

(562A-562B)-1 Credit per semester, maximum of 8 credits, Grades 10-12

Prerequisite: Successful completion of PE I and II. Students with PE grades lower than a C must obtain teacher permission

This course is to be taught in a team-structured atmosphere to meet the needs and capabilities of the competitive student athlete. Focus of this course is on skill and knowledge development in a variety of team sports including basketball, flag football, soccer, softball, volleyball, indoor hockey and razzle dazzle. Students will understand basic rules, terminology, strategies, and tactics of these sports. Emphasis is placed on improving personal fitness while fine-tuning athletic skills and developing new relationships.

ENGLISH/LANGUAGE ARTS

All Language Arts courses meet Core 40 and Academic Honors Diploma requirements.

GRADE 9

9th graders are required to complete one of the following courses to fulfill the 9th grade English requirement.

English 9

(300A-300B)-2 Credits Grade 9

This course is a two-semester, two credit course for 9th graders which integrates the study of language, literature, writing and oral communication. Students further develop their use of language as a tool for learning and thinking and as a source of pleasure. In the literature component, students read and comprehend a broad variety of literature applying appropriate reading strategies to enhance reading skills and literary appreciation while developing vocabulary and word attack skills. In the composition component, students will strengthen their writing skills by using the tools of Power Writing and by practicing the *6+1 Traits of Good Writing*. Students will use technology to create multiple types of writing for various audiences and purposes. Integrated with the writing are the study of grammar, usage, spelling and language mechanics. In the oral communication component, students will practice effective listening and speaking techniques through a variety of formal and informal presentations.

English 9: Honors (Tier 2)

(301A-302B)-2 Credits Grade 9

Prerequisites: "High Ability 8th grade English"

Students not in the 8th High Ability class who want to take the course will go through an appeals process as 8th graders. They are required to initiate the process and appeal directly to Dr. Mark Heiden at Creekside Elementary School.

This is a two-semester, two credit course for 9th graders who desire a more demanding language arts experience. This course integrates the study of language, literature, writing and oral communication. Students further develop their use of language as a tool for learning and thinking and as a source of pleasure. This course includes a more comprehensive and faster-paced study of literature than English 9. In the literature component, students read and comprehend a broad variety of literature including several more short stories, a wider range of poetry and more novels than English 9. The students will apply appropriate reading strategies to enhance reading skills and literary appreciation while developing vocabulary and word attack skills. In the composition component, students will also strengthen their writing skills by using the tools of Power Writing and by practicing the *6+1 Traits of Good Writing*. Students will use technology to create multiple types of writing for various audiences and purposes. The composition component involves several more writing experiences than English 9. Integrated with the writing are the study of grammar, usage, spelling and language mechanics. In the oral communication component, students will practice effective listening and speaking techniques through a variety of formal and informal presentations.

Summer reading requirement: *The House on Mango Street* by Sandra Cisneros

Students will be expected to purchase and read this book before the fall semester begins.

GRADE 10

10th graders are required to take one of the following courses to fulfill the 10th grade English requirement.

English 10

(302A-302B)-2 Credits Grade 10

The course is a two-semester, two-credit course for 10th graders, which integrates the study of language, literature, composition and communication. It reinforces and continues to make full use of many of the skills of English 9. In the literature component, students will read and respond critically, reflectively and imaginatively to a variety of reading materials representing different genres, cultures, times, authors, themes and forms. In addition, students will be encouraged to take personal time for both instructional and recreational reading. They will distinguish among the different types of contents and purposes language can hold along with developing word attack and vocabulary skills. In the composition component, students will practice using language for different purposes. Students will strengthen their writing skills by using the tools of Power Writing and by practicing the *6+1 Traits of Good Writing*. The course puts a strong emphasis on communication through the various types of writing, including research. Students will create a product using the writing skills, research skills (including using one of the manuals of style such as MLA) and appropriate technology. The formal study of grammar, usage, spelling and language mechanics is integrated into the study of writing. In the oral communication component, the student will be encouraged to develop an effective personal delivery style and to communicate responsibly, critically, and confidently when demonstrating various types of speeches and using technological devices in oral presentations.

English 10: Honors (Tier 2)

(303A-303B)-2 Credits Grade 10

Prerequisite: C- or above in English 9 Honors or English 9 with a teacher recommendation.

The course is a two-semester, two-credit course for 10th graders, which integrates the study of language, literature, composition and communication. This course is designed for the sophomore student whose skills are well developed and who wants to challenge those skills in a more demanding and rigorous setting. In the literature component, students will read and respond critically, reflectively and imaginatively to a variety of reading materials representing different genres, cultures, times, authors, themes and forms. The English 10 Honors student will have a variety of opportunities over and above the English 10 expectations for comparison, evaluation and analysis of the literature. They will distinguish among the different types of contents and purposes language can hold along with developing word attack and vocabulary skills. In the composition component, students will practice using language for different purposes. Students will strengthen their writing skills by using the tools of Power Writing and by practicing the *6+1 Traits of Good Writing*. The course puts a strong emphasis on communication through the various types of writing, including research. Students will create a product using the writing skills, research skills (including using one of the manuals of style such as MLA) and appropriate technology. The written products created in this course will include literary analysis, persuasive essay and creative writing over and above the writing expected in English 10. The formal study of grammar, usage, spelling and language mechanics is integrated into the study of writing. In the oral communication component, the student will be encouraged to develop an effective personal delivery style and to communicate responsibly, critically, and confidently when demonstrating various types of speeches and using technological devices in oral presentations.

Summer Reading: Students are required to choose, read, and annotate two non-fiction articles (TBD) and two short stories by Kurt Vonnegut. A list of options and copies of the readings will be provided digitally via Google Classroom. Please contact Mr. Jenkins (jenkinse@franklinschools.org) for an invitation to join the class online.

GRADE 11

To fulfill the 11th grade English requirement, students are required to complete one of the following yearlong courses.

English 11

(331A-331B)-2 Credits

This course for 11th graders integrates the study of language, literature, composition, and oral communication. Students further develop their use of language as a tool for learning and thinking and as a source of pleasure. The literature component of the course includes an historical survey of American literature that deals with all genres of literature as well as the themes which make literature part of the American experience. Students will respond to the literature critically, reflectively and imaginatively; developing criteria for judging and analyzing the literature using appropriate reading skills and strategies. Students will continue to develop vocabulary through a wide range of skills. In the composition component, students will produce a variety of forms of writing for many different purposes and audiences (literary essay, informative and persuasive writing, and research design) and use appropriate technology to produce written and multimedia products. Students will strengthen their writing skills by using the tools of Power Writing and by practicing the *6+1 Traits of Good Writing*. The formal study of grammar, usage, spelling and language mechanics is integrated into the study of writing. In the oral communication component, the student will also practice listening and speaking skills in a variety of formal and informal speeches, group activities and presentations. The course will also emphasize preparation for high-stakes testing such as Core 40, SAT and ACT.

English 11: Honors (Tier 2)

(330A-330B)-2 Credits

Prerequisite: C- (70%) or better in English 10 Honors, English 10 with a teacher recommendation.

This course for 11th graders integrates the study of language, literature, composition, and oral communication. Students further develop their use of language as a tool for learning and thinking and as a source of pleasure. English 11 Honors is designed for the student who wants an academic challenge. The literature component of the course includes an historical survey of American literature that deals with all genres of literature as well as the themes which make literature part of the American experience. Students will respond to the literature

critically, reflectively and imaginatively; developing criteria for judging and analyzing the literature using appropriate reading skills and strategies. Students will continue to develop vocabulary through a wide range of skills. In the composition component, the students will participate in composition activities which are designed to challenge the student's writing, language use and analysis skills. Students will recognize and practice various rhetorical and persuasive techniques as part of the writing process. The student will create a wide variety of demanding products (literary analysis, informative and persuasive essays, and research design) and use appropriate technology to produce written and multimedia products. Students will strengthen their writing skills by using the tools of Power Writing and by practicing the *6+1 Traits of Good Writing*. In the oral communication component, the student will also practice listening and speaking skills in a variety of formal and informal speeches, group activities and presentations. The course will also emphasize preparation for high-stakes testing such as Core 40, SAT and ACT. ***There will be a summer reading requirement that is to be determined. Students will be expected to purchase and read the book before the fall semester begins.***

Advanced Placement English Language and Composition (Tier 4)

(339A-339B)-2 Credits Grades 11-12

Prerequisites: Prerequisites: Student must have passed I-Step, C- or better in English 10 Honors or AP Language and Composition course or a B- or better in English 11. Students who do not meet the prerequisite can request permission to enroll from the instructor pending the results of a scheduled interview.

This course requires summer reading and a signed contract.

This course is based on the content established by the College Board. Students enrolled in AP English Language and Composition will become skilled readers of prose in a variety of periods, disciplines, and rhetorical contexts. Students will become skilled writers who write in a variety of forms- narrative, exploratory, expository, and argumentative- and on a variety of subjects. Students must take an examination designed by the College Board and administered each May at the cost of approximately \$85.00 (subject to change). With successful scores, students may receive college credit and/or placement.

Advanced Placement English Literature and Composition (Tier 4) (340A-340B)-2 Credits Grades 11-12

*Prerequisites: Student must have passed I-Step, C- or better in English 11 Honors or AP Language and Composition course or a B- or better in English 11. Students who do not meet the prerequisite can request permission to enroll from the instructor pending the results of a scheduled interview. ***This course requires summer reading and a signed contract****

This course is based on the content established by the College Board. Students enrolled in AP English Literature and Composition will critically analyze the structure, style, and themes of a representative literature from various genres and periods. Students will also describe the use of elements of language such as figurative language, imagery, symbolism and tone. Students will write well-developed and organized essays that are clear, coherent and persuasive in nature. Students must take an examination designed by the College Board and administered each May at the approximate cost of \$85.00 (subject to change). With successful scores, students may receive college credit and/or placement

GRADE 12

In addition to English 9, 10 and 11 requirements, all students must complete one of the following:

- Advanced Placement English Literature and Composition.
- Advanced Placement English Language and Composition
- Two one-semester English elective courses

ENGLISH ELECTIVES

English elective courses continue to refine students' ability and desire to learn and communicate about language and literature. Students will continue to develop judgments informed by literary analysis. They will practice explaining and defending their readings to others, identifying and communicating about the broad themes, trends and cultural issues present in the world. The literature component focuses on opportunities to apply appropriate reading skills and strategies to make and defend judgments about literary works, to respond critically, reflectively, and imaginatively to the literature, and to study themes that relate to mankind's divergent points of view. Students will continue to develop vocabulary through various word attack and vocabulary skills. The composition component provides students with opportunities to hone their writing. Students will write for clearly identified audiences and purposes. Students will continue to strengthen their writing skills by using the tools of Power Writing and by practicing the *6+1 Traits of Good Writing*. Writing at this stage is also well informed by careful research and intelligent analysis. Using technology, students are able to produce polished final documents. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. The oral communication component continues to emphasize organizational skills, the effective presentation of facts and arguments, the use of logic and reasoning and the use of evidence to support one's thesis in carefully researched and well organized speeches and presentations.

Advanced Placement English Language and Composition (Tier 4)

(339A-339B)-2 Credits Grades 11-12

Prerequisites: Prerequisites: C- or better in English 10 Honors or AP Language and Composition course or a B- or better in English 11. Students who do not meet the prerequisite can request permission to enroll from the instructor pending the results of a scheduled interview.

This course requires summer reading and a signed contract.

This course is based on the content established by the College Board. Students enrolled in AP English Language and Composition will become skilled readers of prose in a variety of periods, disciplines, and rhetorical contexts. Students will become skilled writers who write in a variety of forms- narrative, exploratory, expository, and argumentative- and on a variety of subjects. Students must take an examination designed by the College Board and administered each May at the cost of approximately \$85.00 (subject to change). With successful scores, students may receive college credit and/or placement.

Advanced Placement English Literature and Composition (Tier 4)

(340A-340B)-2 Credits Grades 11-12

*Prerequisites: C- or better in English 11 Honors or AP Language and Composition course or a B- or better in English 11. Students who do not meet the prerequisite can request permission to enroll from the instructor pending the results of a scheduled interview. **This course requires summer reading and a signed contract.***

This course is based on the content established by the College Board. Students enrolled in AP English Literature and Composition will critically analyze the structure, style, and themes of a representative literature from various genres and periods. Students will also describe the use of elements of language such as figurative language, imagery, symbolism and tone. Students will write well-developed and organized essays that are clear, coherent and persuasive in nature. Students must take an examination designed by the College Board and administered each May at the approximate cost of \$85.00 (subject to change). With successful scores, students may receive college credit and/or placement.

ACP Composition (W131) (Tier 4) (3 possible college credits)

(343)-1 credit Grade 12 (First semester only class)

This rigorous course prepares students for writing in a variety of college courses. The focus of the course is on writing from multiple sources to analyze an issue and argue a position. Skills include evaluating sources of information, summarizing sources, adopting a thoughtful position, advancing a clear thesis, and supporting one's views with evidence. In addition to I.U. credit many colleges in Indiana will accept this course.) Please visit the following website to view the colleges that will accept W131.

<http://extended.indiana.edu/site15/index.php?nodeID=transferAccepted>

Cost: Tuition \$75.00 plus Textbooks: The instructor will email the required textbook titles and ISBN numbers to students in May. It is the student's responsibility to have all materials by the first day of class.

**FCHS requires students to have a cumulative G.P.A. of 3.0 to be eligible to enroll in an ACP course.*

Students with a cumulative G.P.A. of 2.70 to 2.99 through an appeal process.

ACP Public Speaking (C121) (Tier 4) (3 possible college credits,)

(346) 1 credit Grade 12)

The course focuses on the theory and practice of public speaking. Students are trained in thought processes necessary to organize speech content and are able to analyze the components of effective delivery and language.

Cost: Tuition \$75.00 plus Textbook: Instructions for accessing the electronic textbook will be given the first day of class. Students will be expected to purchase their textbook within the first few days of class.

**FCHS requires students to have a cumulative G.P.A. of 3.0 to be eligible to enroll in an ACP course.*

Students with a cumulative G.P.A. of 2.70 to 2.99 through an appeal process.

ACP Literary Interpretation (L202) (Tier 4) (3 possible college credits)

(347)*Prerequisite: Composition(W131) must be taken prior to taking this class*

The course develops critical skills essential to participation in the interpretive process. Through class discussion and focused writing assignments, students will explore the premises and motives of literary analysis and critical methods associated with historical, generic, and/or cultural concerns.

Cost: Tuition \$75.00 plus Textbook: The instructor will email the required textbook titles and ISBN numbers to students in November. It is the student's responsibility to have all materials by the first day of class.

**FCHS requires students to have a cumulative G.P.A. of 3.0 to be eligible to enroll in an ACP course.*

Students with a cumulative G.P.A. of 2.70 to 2.99 through an appeal process.

Special Note on ACP English Courses

Any current sophomores interested in enrolling in an ACP English class (C121, W131, L202) in order to graduate early must have the written consent of both their current English 10 teacher and the instructor for the specific ACP course.

ADVANCED COMPOSITION

(349) 1 credit Grade 12

Recommended Prerequisites: English 9, English 10, 11, or teacher recommendation • Credits: 1 credit • Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. *Advanced Composition*, a course based on *Indiana's 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.

Themes in Literature

(348)-1 credit Grade 12

Themes in Literature, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts is a study of universal themes, such as the journey of the hero, horror stories, the trials of youth, the search for identity, and other themes appropriate to the level and interests of students. The course may be limited to a few important related themes. Students examine representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of the cultural context. Students analyze how themes illuminate humanity's struggle to understand the human condition.

Classical Literature: Legends & Mythology

(357)-1 Credit Grades 10-12

This course surveys Greek and Roman literature. It is designed to acquaint the student with the great stories from Greek and Roman mythology including the Trojan War and superhuman achievements of Odysseus, followed by a survey of Medieval literature focusing on King Arthur, Robin Hood and the great French hero, Roland. The course includes the study of a variety of literary genres, such as drama, poetry, epics, and prose, as well as mythology. The course will also let the student explore the connection and relevancy of this literature to modern literature and to daily life through written discourse, projects, group work, panel presentations and individual presentations.

Etymology

(365)-1 Credit Grades 10-12

A one-semester course designed to use literature and composition to encourage vocabulary growth, understanding and usage. The course provides study of the derivation of English words and word families from their Latin and Greek roots. It also provides a study of the origins and meanings of English words, including roots, prefixes, suffixes, and reasons for language change. The course introduces students to tools and resources for etymological study and encourages them to be curious about the English language. Students will also participate in listening and speaking activities designed to enhance their etymological study. This class is suggested as preparation for the SAT and ACT, therefore preference is given to 10th and 11th grade students preparing to take these tests.

Speech

(353)-1 Credit Grades 11-12

Integrating literature and composition with speaking situations, this course is designed for those students who want to become more confident in all types of speaking situations, from phone conversations to public speaking. Students will practice their composition skills in the creation of various types of speeches, both formal and informal. Students will have the opportunity to present different types of oral presentations such as viewpoint, instructional, informative, persuasive and impromptu. Students not only will give formal speeches, but also will "try their voices" at selling a product and storytelling.

MEDIA

Mass Media (Innovations)

(359A/B)-2 Credits grades 9-12

Prerequisite: application and teacher recommendation

Mass Media, a course based on the High School Journalism Standards and the Mass Media and Media Literacy Standards, is the study of the importance of mass media as pervasive in modern life at the local, national, and global levels. It includes a study of the impact of constant and immediate news, entertainment, and persuasive messages on everyday life. Students use course content to become knowledgeable consumers of mass media in preparation for their roles as informed citizens in a democratic society. **MASS MEDIA PROJECT for the second credit:** Students complete a project, such as a media convergence special report using multiple formats that compare different aspects of a topic of interest or concern. The project demonstrates knowledge, application, and progress in Mass Media course content.

Radio and Television I-Beginning (381A-381B) 2 Credits; Grades 9-12

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

Radio and Television I- Intermediate (383A-383B) 2 Credits; Grades 9-12)

Prerequisite: Radio and Television I, application, and instructor approval.

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

Radio and Television II: Advanced I (382A-382B) 2 Credits; Grades 11-12

Prerequisite: Radio and Television I, application, and instructor approval.

Note: This course requires an application, an interview, and instructor approval.

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

**This course will require a significant amount of work outside of the classroom.*

Radio and Television II: Advanced II

(380A-380B) 2 Credits; Grade 12

Prerequisite: Radio and Television I, application, and instructor approval.

Note: This course requires an application, an interview, and instructor approval.

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

**This course will require a significant amount of work outside of the classroom.*

Student Publications: FCTV Publications

(379A-379B) 2 Credits; Grades 11-12

Prerequisite: Pass any one of the following classes: Radio and Television I, Photography, Advanced Photography, Web Design. Application and Instructor approval.

Note: This course requires an application, an interview, and instructor approval.

This two semester course offers practical training in creating and producing a daily news/feature for broadcast and the web. The student will develop skills in communications, journalism, and technology. Along with learning teamwork and cooperative skills, each student will advance his/her creative level of production. The student will practice and develop writing, research, and grammar skills. Feature stories for the high school website will be generated from this course. Student must successfully complete the first semester of the school year to be able to continue to the second semester. Additional filming and editing are required, beyond regular class time.

**This course will require a significant amount of work outside the classroom.*

MATHEMATICS

MATHEMATICS COURSES

- Business Math
- Math 10
- Algebra I
- Geometry or Geometry Honors
- Algebra II or Algebra II Honors
- Pre-Calculus or Pre-Calculus Honors,
- Advanced Math: Business Calculus (M119)
- Advanced Math: Finite Math(M118)
- AP Calculus AB, AP Calculus BC

Algebra I Courses

Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced math courses. The instructional program will provide for the use of algebraic skills in a wide range of problem-solving situations. Topics include: 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.

Algebra Enrichment

(711A-711B) -2 Credits (counts as a Mathematics Course for the General Diploma only or as an elective for other diplomas)-Grade 9

Prerequisite: Students will be placed in this course by middle school math or previous algebra I teacher recommendation only.

Algebra Enrichment is a support course for Algebra I students. It is taken while students are currently enrolled in a general education Algebra 1 course in order to provide extra support and guidance while studying the same topics as their other Algebra 1 course.

Algebra I

(715A-715B)-2 Credits Grades 9-12

Prerequisite: 9th grade students who have not previously passed Algebra I with a 70% in the middle school or any 10th – 12th grade students who have not passed Algebra I.

Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced math courses. The instructional program will provide for the use of algebraic skills in a wide range of problem-solving situations. Topics include: 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.

Algebra II Courses

Algebra II expands on the content of Algebra I and provides further development of the concept of a function. Topics include: relations, functions and inequalities; polynomials; algebraic fractions; logarithmic and exponential functions; sequences and series; and counting principles and probability.

Algebra II:

(723A-723B)2 Credits Grades 9-12

Prerequisite: passing grades in both semesters of Algebra I and Geometry.

Recommended for students planning to take Pre-Calculus the subsequent school year; Rigorous course for the 4 -yr college bound students

Algebra II expands on the content of Algebra I and provides further development of the concept of a function through the use of algebraic properties, graphing and application problems. Topics include: relations, functions and inequalities; polynomials; algebraic fractions; logarithmic and exponential functions; sequences and series; and counting principles and probability.

Analytical Algebra II

(723E-723F)2 Credits Grades 10-12

Prerequisite: passing grades in Algebra I

Recommended for students to fulfill core 40 requirements as a final High School math course or for students who plan to take Probability & Statistics or Business Math in subsequent years. This course is not recommended for students interested in pursuing a STEM degree at a four year institution; this course does not prepare students for PreCalculus/Trigonometry.

Algebra II expands on the content of Algebra I and provides further development of the concept of a function through the use of algebraic properties, graphing and application problems. Topics include: relations, functions and inequalities; polynomials; algebraic fractions; logarithmic and exponential functions; sequences and series; and counting principles and probability.

Algebra II: Honors(Tier 2)

(719A-719B)-2 Credits Grades 9-12

Prerequisite: A passing score on the Algebra I Core 40 ECA, and a grade of "B" or better in both semesters of Algebra I Honors and Geometry Honors and/or teacher recommendation.

Algebra II expands on the content of Algebra I and provides further development of the concept of a function through the use of algebraic properties, graphing and application problems. Topics include: relations, functions and inequalities; polynomials; algebraic fractions; logarithmic and exponential functions; sequences and series; and counting principles and probability; matrices. Course work will highlight rigor, problem solving, and critical thinking skills. *Students may take Alg. II concurrently with Geometry.

Geometry Courses

Geometry

(721A-721B)-2 Credits Grades 10-12

Prerequisites: Passing grade in both semesters of Algebra I

Geometry students examine the properties of two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of points, lines, angles and planes; polygons with special focus on quadrilaterals, triangles, right triangles; trigonometry with triangles; congruence and similarity; coordinate geometry; measurements; circles; polyhedra and other solids; modeling situations using Geometry. Use of computer drawing programs or other technology may be included.

Geometry: Honors (Tier 2)

(722A-722B)-2 Credits Grades 9-12

Prerequisite: Students with a grade of "A-" or better in both semesters of Algebra I and teacher recommendation

Geometry students examine the properties of two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of points, lines, angles and planes; polygons with special focus on quadrilaterals, triangles, right triangles; trigonometry with triangles; congruence and similarity; coordinate geometry; measurements; circles; polyhedra and other solids; modeling situations using Geometry. Use of computer drawing programs or other technology may be included. Course work will highlight rigor, problem solving, and critical thinking skills. *Students may take Geometry concurrently with Algebra II.

Pre-Calculus/Trigonometry Courses

Pre-Calculus/Trigonometry blends the concepts and skills that must be mastered before enrollment in a college-level calculus course. The course includes the study of relations and functions, exponential and logarithmic functions; nature of graphs; polynomial functions; conics; complex solutions; data analysis; polar coordinates; sequence and series; trigonometry in triangles; trigonometric functions; trigonometric identities and equations. Course work will highlight rigor, problem solving, and critical thinking skills.

Pre-Calculus/Trigonometry (MATH 136/137)(Tier 3)

(741A-741B)-2 Credits Grades 10-12

Prerequisite: Successful completion of Algebra I, Algebra II, and Geometry with a B- or higher in all three classes or teacher recommendation.

This is a two-credit course series with one credit awarded for successful completion of each semester. In the fall semester Pre-Calculus course, students will continue to study the characteristics of functions in general while exploring polynomial, exponential and logarithmic functions in greater detail. Students will extend their prior understanding of sequence and series. In the spring semester course, students are introduced to Trigonometry first through the geometry of triangles. A link is then made from triangular geometry to periodic functions and analytic geometry. Students will also advance their understanding of complex numbers using the polar coordinate system. This course is

intended for students who expect math to be a major component of their future college and career experiences, and is designed to provide students with a strong foundation for higher level math courses. It is assumed that students taking this course will be moving on to a college level calculus course that would be appropriate for Engineering, Science, or Business majors. The goal of this course is to prepare students to take Advanced Placement Calculus AB, Advanced College Project Finite Math, or Advanced College Project Calculus. **Students who enroll in this course may qualify to earn 6 hours of college credit through Ivy Tech.**

Pre-Calculus/Trigonometry: Honors (MATH 136/137)(Tier 3)

(743A-743B)-2 Credits Grades 10-12

Prerequisite: Honors Algebra I, A-, Honors Geometry, A- and Honors Algebra II, A- or teacher recommendation.

This is a two-credit course series with one credit awarded for successful completion of each semester. In the fall semester PreCalculus course, students will continue to study the characteristics of functions in general while exploring polynomial, exponential and logarithmic functions in greater detail. Students will extend their prior understanding of sequence and series. In the spring semester course, students are introduced to Trigonometry first through the geometry of triangles. A link is then made from triangular geometry to periodic functions and analytic geometry. Students will also advance their understanding of complex numbers using the polar coordinate system. In addition to all of the topics of Pre-Calculus and Trigonometry, this course includes, but is not limited to, the concept of a limit, continuity, solving systems of 3 variables, trigonometric form of complex numbers, and mathematical induction. All topics are approached from theory, applications are more in-depth, and the course is paced much faster than regular pre-calculus. The goal of this course is to prepare students to take Advanced Placement Calculus BC. **Students who enroll in this course may qualify for 6 hours college credit through Ivy Tech.** Requirement: Honors Algebra I, A-, Honors Geometry, A- and Honors Algebra II, A- or teacher recommendation.

Pre-Calculus(MATH 136)

(743C-743D) Grade 12

Prerequisite: Successful completion of Algebra II or teacher recommendation.

This is a year-long, two semester, two credit course that would give a student a more in-depth study of the algebraic properties of expressions, and a variety of functions. Students will explore algebraic properties, variation, quadratic equations, systems of equations, inequalities, exponential, logarithmic, and polynomial functions. **Students who enroll may apply to earn three (3) hours of college credit in Mathematics (M136), through Ivy Tech. Students must meet the Ivy Tech prerequisite requirements in order to earn college credit.** Transferring credits will vary depending on university requirements. Students enrolled through Ivy Tech will receive dual credit, both high school and Ivy Tech credit. This course will count as the Pre-Calculus requirement for admission to Indiana University. This course is not designed for students who have successfully completed Pre-Calculus.

Requirement: Successful completion of Algebra II or teacher recommendation.

Upper-Level Math Courses: Finite Math(ACP M118), Advanced Math Business Calculus(M119), AP Calculus AB, AP Calculus BC

ADVANCED MATHEMATICS/FINITE MATH (ACP M118)(Tier 4)

(707A-707B) 2 Credits Grades 11-12

Prerequisite: Students must have a C or better in Pre-Calculus or Honors Pre-Calculus and a B in Algebra II.

This is a college course which will focus on probability models, counting, sets, partitions, tree diagrams, linear models, matrix algebra, Markov chains, interest, mortgage, and financial decision making. As part of Indiana University Advance College Project, students who enroll may apply to earn three (3) hours of college credit in Mathematics (M118), through Indiana University, Bloomington. Students will be billed at discounted university fees in late fall. Credits are transferable to most colleges and universities throughout the country. Go to <http://acp.indiana.edu/> for more information. Students enrolled through IU will receive dual credit, both high school and IU credit. Students choosing to take this course, whether for college credit or not, will receive a weighted grade for the second semester of the course. This course may be taken at the same time as Pre-Calculus or Calculus. IU requirements for admission to this course – GPA 2.7 or higher on a 4.0 scale within a college preparatory curriculum. Tuition will be determined by IU and will be communicated to students at the beginning of the semester. If applying to Indiana University for an undergraduate program, this course does not count towards the seven required semesters of mathematics for admission. Students will be required to purchase their own book.

Advanced Math: Business Calculus (M119)(Tier 4)

(747A-747B)-2 Credits Grades 11-12

Prerequisite: Students must have a C or better in Pre-Calculus or Honors Pre-Calculus and a B in Algebra II. Students who have taken AP Calculus AB are not eligible for this course. Students may take this class before taking AP Calculus AB

This is a college course which will focus on preparation for majors in business and the social sciences. Topics include mathematical modeling, applications of functions using the first and second derivative, and using the definite integral. As part of Indiana University Advance College Project, students who enroll may apply to earn three (3) hours of college credit in Mathematics (M119), through Indiana University, Bloomington. Students will be billed at discounted university fees in late fall. Credits are transferable to most colleges and universities throughout the country. Go to <http://acp.indiana.edu/> for more information. Students enrolled through IU will receive dual credit, both high school and IU credit. Students choosing to take this course, whether for college credit or not, will receive honors grade weight for first semester and dual credit grade weight for the second semester of the course. IU requirements for admission to this course – GPA 2.7 or higher on a 4.0 scale within a college preparatory curriculum. Tuition will be determined by IU and will be communicated to students at the beginning of the semester. Students will be required to purchase their own book.

Advanced Placement Calculus AB (Tier 4)

(742A-742B) -2 Credits Grades 11-12

Prerequisite: Students with an A- or better in both semesters of Honors Pre-Calculus/Trigonometry or must get a signed recommendation from their Pre-Calculus instructor(s).

Completion of summer work is required, and will include a thorough review of the content of Algebra II, Geometry, and Pre-Calculus that is applicable to this course.

Calculus AB is a course that includes, but is not limited to, the topics of functions, limits, derivatives, and integration. This course will utilize technology to assist and interpret results obtained from written work, and establish the applications of its content. The content of this course is provided by the College Board and is intended to be taught on a college level. The traditional topics will be presented in a rigorous manner. This course is for students that are willing to devote a minimum of 5 hours per week outside of class time.

Students are required to take the AP exam in this course.

Advanced Placement Calculus BC (Tier 4)

(749A-749B)-2 Credits Grades 12

Prerequisite: Students with a B- or better in both semesters of AP Calculus AB.

Completion of summer work is required, and will include a thorough review of the content of Algebra II, Geometry, Pre-Calculus, and Calculus AB.

Calculus BC is a course that includes, but is not limited to, the topic of derivatives, the application of derivatives, integrals, the application of the definite integral, and polynomial approximation and series. This course will utilize technology to assist and interpret results obtained from written work, and establish the applications of its content. The content of this course is provided by the College Board and is intended to be taught on a college level. The traditional topics included in Calculus AB will be revisited and presented more in-depth. This course is for students that are willing to devote a minimum of 5 hours per week outside of class time.

Students are required to take the AP exam in this course.

Other Mathematics Course

Business Math

(226) 1 Credit Grades 11-12

Recommended for students as a 4th year math course after Algebra II who want to explore business and finance. Algebra II skills will be used and recommended passing grade of a C

Fulfills a Mathematics requirement for the General Diploma only or counts as an Elective or Directed Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Business Math is a business course designed to prepare students for roles as consumers, entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, Internet research, and business experiences.

Math 10

(709A-709B) 2 Credits Grades 10-11

Recommended for students needing to complete General Diploma requirements as Algebra I support after taking either semester of Algebra I.

Math 10 is a new two-semester course designed to reinforce and elevate the Algebra 1 knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra 1 and essentials for passing the state's graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra I teacher based on diagnostic results of performance in Algebra I and/or mathematics competency assessments. The standards for this course are aligned to the state standards that students need to master for success with the state's graduation qualifying exam in mathematics and the next level math courses. Emphasis is on a variety of instructional methods designed to meet each student's needs and delivered through competency-based units with frequent pre and post assessment data analyzed to drive instructional design and delivery.

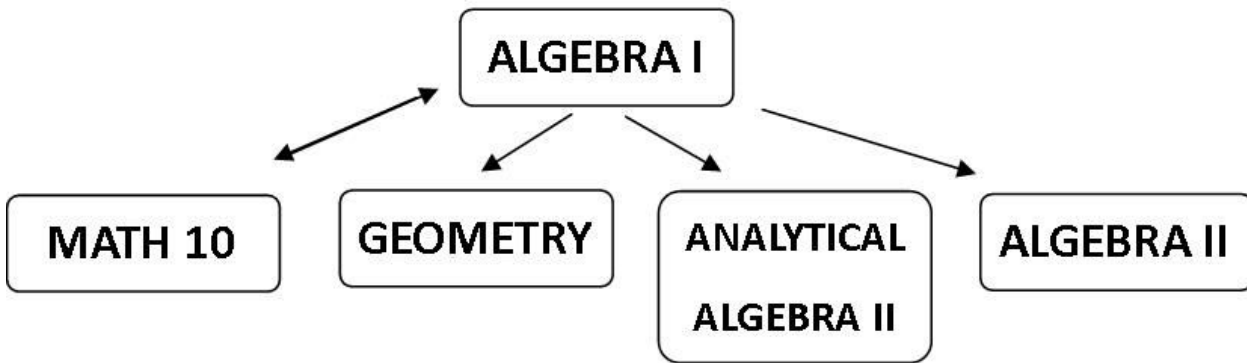
Probability and Statistics

(708) 1 Credit course, Grades 11-12

Prerequisites: Algebra II

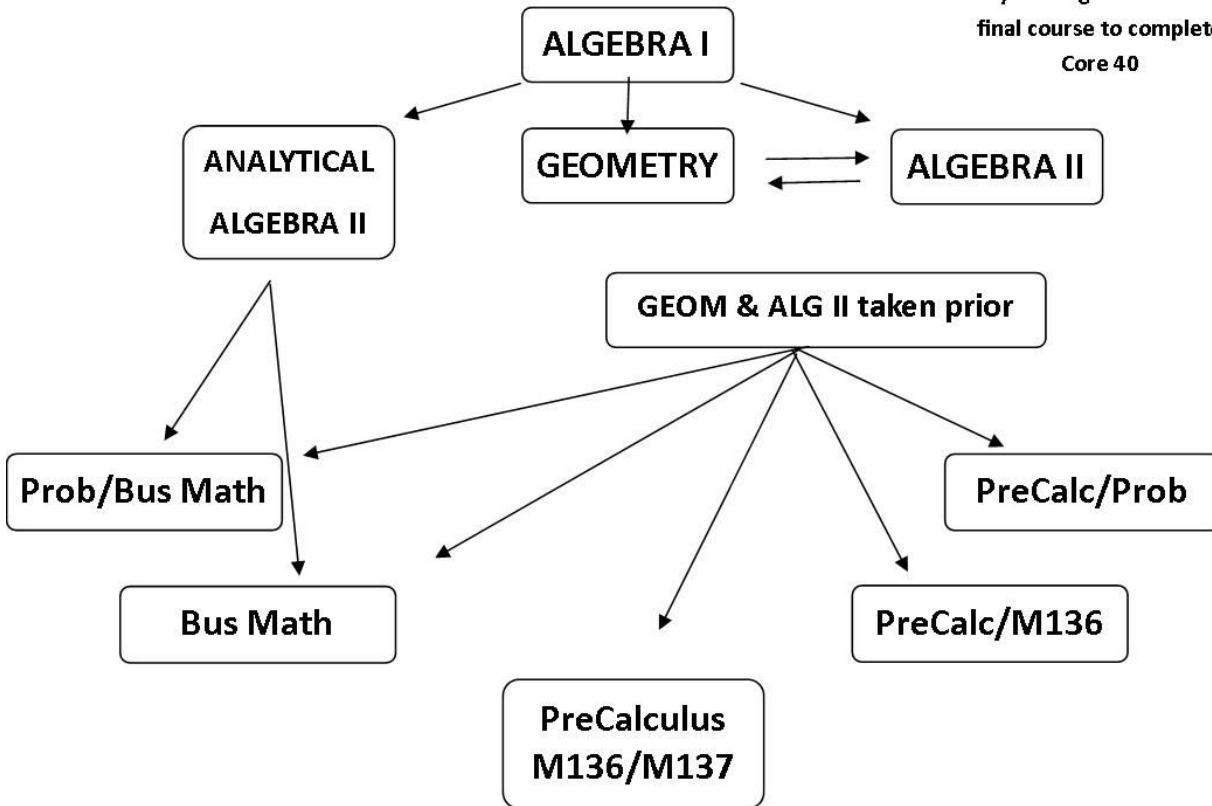
Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision making process. Probability and Statistics are made up of three strands: Data Analysis, Experimental Design, and Probability. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged. The eight Process Standards for Mathematics apply throughout the course. Together with the Indiana Department of Education 230 High School Course Titles and Descriptions 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.

General Diploma



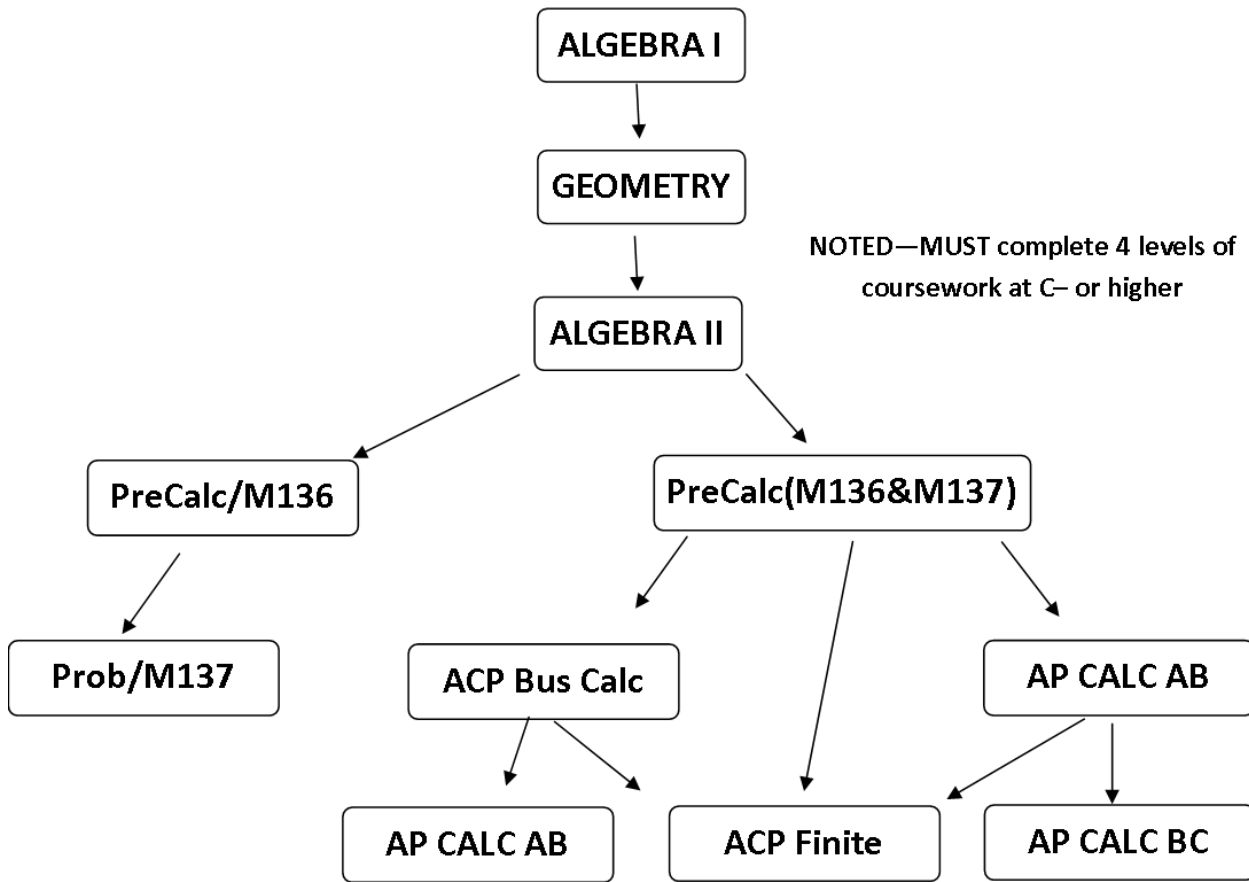
Core 40

NOTED—Algebra II or Analytical Algebra II could be final course to complete Core 40



NOTED— Students working towards a General Diploma or regular Core 40 diploma will be placed in the Core 40 Algebra II course

Core 40 with Honors



NOTED— Students working towards a Core 40 with Honors must take the College Bound Algebra II course

MULTIDISCIPLINARY EDUCATION

Work-Based Learning Cadet Teaching

(899A- 899B)-1 Credit per semester Grade 12.

Application required. This course meets for two periods per day (including travel time).

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. 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* teacher. Articulation with postsecondary programs is encouraged.

Interdisciplinary Cooperative Education-Work Based Learning(Cub Care)

(898A-898B)-1-3 Credits per semester grades 11-12

Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. Students must have their own transportation to Cub Care.

Peer Tutors/Essential Skills

(964A-964B)-2 Credits Grades 10-12

Peer tutoring is a one-semester class but may be taken both semesters. Students will help other students in the Essential Skills program. Critiques over current articles dealing with disabilities and other homework assignments will be used to expand student's knowledge of disabilities. Students are required to socialize appropriately and role model good behavior to be a peer tutor. Participation is the primary way that students are graded in this class.

Cadet Teaching(Adv Peer Tutoring)

(949A-949B)--2 Credits Grades 11-12

Prerequisite: Peer Tutor class.

This elective course provides students in grades eleven (11) and /or twelve (12) as a organized exploratory teaching experience. Students will work with essential skills teachers and and their students.

Peer Tutors/Mentor

(964E-964F)-1 Credit per semester *Grade 11 only*

Through an application and interview process, students will be selected to become mentors to 8th grade students that attend Franklin Community Middle School. FCHS students will earn two elective credits through this multidisciplinary course that will engage them in developing leadership, communication, and facilitative skills. The FCHS students will develop a 1-1 mentoring relationship with an 8th grade student through bi-weekly meetings at FCMS. FCHS students will lead experiential learning activities that will focus on the topics of decision-making, self-confidence, communication, and conflict resolution with their mentees. FCHS mentors will also visit their mentees for lunch at FCMS during the school year to further develop their relationships. FCHS student will also be prepared to miss at least 3-4 days of school to participate in trainings and field trips during the year. Bus transportation will be provided to FCHS students to travel FCMS. Opportunities for mentoring and tutoring other FCHS students will also be explored throughout the school year.

MUSIC

Beginning Band (Concert Band)

(577A-577B)-2 Credits Grades 9-12

Prerequisite: Participation in band the previous year (middle school band for freshmen) or with director permission.

Students will study and perform literature that is of beginning to intermediate level for high school musicians. All freshman woodwind and brass instrumentalists should enroll in Concert Band their first year. Auditions will be held during 1st semester for placement in 2nd semester ensembles.

Band is an integral part of the high school and exists as a co-curricular class. Since the band is one of the main public relations groups students will play at all community and school functions as scheduled by the department. Required Concert Band performances include 3-4 concerts, Pep Band performances at home football and basketball games, the ISSMA Organization Festival and commencement. Marching Band is an extra-curricular ensemble open to all high school band members but is not required.

After school, evening and weekend time is required and members are expected to attend all scheduled rehearsals and performances. Members will be responsible for additional fees for participation; however, no qualified student will be denied participation due to financial hardship. Fundraising opportunities for students will be available.

Advanced Band (Symphonic Band)

(576A-576B)-2 Credits Grades 10-12

(Grade 9 – 2nd semester with director permission)

Prerequisite: Participation in band the previous year (middle school band for freshmen) or with director permission

Students will study and perform literature that is of intermediate to advanced level for high school musicians. All non-freshmen woodwind and brass instrumentalists should enroll in Symphonic Band. Auditions will be held during 1st semester for placement in 2nd semester ensembles.

Band is an integral part of the high school and exists as a co-curricular class. Since the band is one of the main public relations groups students will play at all community and school functions as scheduled by the department. Required Concert Band performances include 3-4 concerts, Pep Band performances at home football and basketball games, the ISSMA Organization Festival and commencement. Marching Band is an extra-curricular ensemble open to all high school band members but is not required.

After school, evening and weekend time is required and members are expected to attend all scheduled rehearsals and performances. Members will be responsible for additional fees for participation; however, no qualified student will be denied participation due to financial hardship. Fundraising opportunities for students will be available.

Instrumental Ensemble: Percussion Techniques

(579A-579B)-2 Credits Grades 9-12

Prerequisite: Participation in band the previous year (middle school band for freshmen) or with director permission

Students will study the performance techniques of various percussion instruments utilized in Symphonic Band, Concert Band, Jazz Band, and Marching Band settings. All percussionists should enroll in this course.

Band is an integral part of the high school and exists as a co-curricular class. Since the band is one of the main public relations groups students will play at all community and school functions as scheduled by the department. Required performances include 3-4 concerts, Pep Band performances at home football and basketball games, the ISSMA Organization Festival and commencement. Marching Band is an extra-curricular ensemble open to all high school band members but is not required. Additional opportunities may exist for the ensemble to perform in percussion specific activities, either in concert or competition.

After school, evening and weekend time is required and members are expected to attend all scheduled rehearsals and performances. Members will be responsible for additional fees for participation; however, no qualified student will be denied participation due to financial hardship. Fundraising opportunities for students will be available.

Jazz Band

(574A-574B)-2 Credits Grades 9-12

Prerequisites: Participation in band the previous year (middle school band for freshmen) and audition as well as enrollment in Symphonic Band, Concert Band or Percussion Techniques (not required for piano, guitar or bass players)

The Jazz Band will study/perform a variety of jazz music ranging from traditional swing to fusion. Performances include concerts, jazz festivals, ISSMA Jazz Festival and community performances. Students in this ensemble should have a high level of facility on their instrument as this music requires more technique and independence.

After school, evening and weekend time is required and members are expected to attend all rehearsals and performances.

Dance Choreography (Color Guard and/or Winter Guard)

(578A-578B)-2 Credits Grade 9-12

Prerequisite: Audition; Participation during summer/fall guard rehearsals is required.

Students will study equipment technique, body movement and dance techniques. Emphasis will be on understanding musical phrasing, rhythmic structures, meters and musical application within choreography. Students enrolled in the first semester class comprise the Blue Regiment Marching Band Color Guard. In the summer and fall, the color guard participates with the Blue Regiment Marching Band which performs at competitions, football games, parades, pep sessions, concerts and other community and school functions. The Color Guard is an integral part of the high school and exists as a co-curricular class. Since the band and guard are one of the main public relations groups in school, students will perform at all community and school functions as scheduled by the department.

In the winter, the guard will perform as a Winter Guard which may perform at home basketball games, in concerts with the band and for other community events. The Winter Guard will compete in Indiana High School Color Guard Association competitions. In the spring, emphasis is placed on advanced equipment techniques and interpretation of music through equipment and body techniques. Improvising and creating will also be part of the class.

After school, evening and weekend time is required and members are expected to attend all scheduled rehearsals and performances. Members will be responsible for additional fees for participation. Fundraising opportunities for students will be available.

Piano and Electronic Keyboard I

(573)-1 Credit Grades 10-12

This course is open to all students who are interested in learning basic piano/keyboarding skills in a group piano setting. Students will acquire basic skills in reading music. Students will learn to use proper keyboard fingerings, to read simple melody lines, to play major and minor scales, and to harmonize basic melodies with simple chords. Students will have opportunities to develop their individual abilities.

Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Intermediate and advanced piano courses may be available in the future based on student interest.

Music Appreciation

(591)-Credits: 1 or 2 semester course, 1 credit per semester. The nature of this course allows for two successive semesters of instruction, provided that defined standards are utilized. Grades 9-12

Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

This class contains ensemble participation and solo activities that are designed to develop and refine elements of musicianship including tone production, technical skills, music reading skills, listening skills, analyzing music, studying historically significant styles of various world music literature, and integration of other applicable disciplines. Music experiences may 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. Limited time outside of the school day may be scheduled for performances to serve as a culmination of daily rehearsal and musical goals. Performance opportunities could be available for those that are interested to support and extend learning in the classroom.

This class is designed to teach students about world music in areas such as West Africa, Brazil, the Caribbean, and India. Students will learn about each cultural area through hands-on classroom participation with authentic musical instruments. These musical styles offer a wide range of ability based experiences that include beginner, intermediate, and advanced skills. The classroom curriculum will be flexible to accommodate all music learners and adaptations are easily made for all skill levels. One public performance will take place at the winter or spring band concert at the end of each semester. This performance will be in a large, group setting to foster and encourage student growth. Additional performance opportunities may be available for interested students but are not required. The primary focus for this class is to give students a hands-on musical approach to learning that encourages movement, working in groups, and life-long music skills.

Soprano & Alto Chorus

(586A-586B)-1 Credit Grades 9-12

The Soprano & Alto choral ensemble comprised of students in grades 9-12. Soprano & Alto Chorus is open to all students and no previous choral experience is necessary. This group performs beginning and intermediate level music in a variety of styles at the highest degree of proficiency possible. This course provides students with opportunities to develop musicianship and specific performance skills through ensemble singing. Instruction is designed to integrate music study into other subject areas. Members are required to attend a limited number of rehearsals outside of regular school hours in preparation for performances. The Soprano & Alto Chorus performs at all school concerts as well as a limited number of outside of the school day 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. Members will be responsible for additional fees for participation. Fundraising opportunities for members will be available.

Tenor & Bass Chorus

(586A-586B)-1 Credit Grades 9-12

The Tenor & Bass choral ensemble is comprised of students in grades 9-12. Tenor & Bass Chorus is open to all students, and no previous choral experience is necessary. This group performs beginning and intermediate level music in a variety of styles at the highest degree of proficiency possible. This course provides students with opportunities to develop musicianship and specific performance skills through ensemble singing. Instruction is designed to integrate music study into other subject areas. Members are required to attend a limited number of rehearsals outside of regular school hours in preparation for performances. The Tenor & Bass Chorus performs at all school concerts as well as a limited number of outside of the school day 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. Members will be responsible for additional fees for participation. Fundraising opportunities for members will be available.

Legacy(Beginning Choir)

(590A-590B)

Advanced Chorus (Bella Voce)

(587A-587B)-2 Credits Grades 9-12

The Advanced Chorus is an auditioned group of students in grades 9-12. Bella Voce is open to all students and no previous choral experience is necessary. This ensemble performs advanced level music in a variety of styles at the highest degree of proficiency possible. This course provides students with opportunities to develop musicianship and specific performance skills through ensemble singing. Instruction is designed to integrate music study into other subject areas. Members are required to attend rehearsals outside of regular school hours in preparation for performances. Bella Voce performs at all school concerts, regional contests / festivals and ISSMA Organizational Contest in the spring. Some after school, evening and weekend time is required and members are expected to attend all rehearsals and performances. Members will be responsible for additional fees for participation. Fundraising opportunities for members will be available.

Advanced Concert Choir (Signature Sound)

(585A-585B)-2 Credits Grades 9-12

Prerequisite: Audition required.

Signature Sound is an auditioned varsity level repertoire group comprised of students in grades 9-12. Signature Sound open to all students and no previous choral experience is necessary. This ensemble performs advanced level music in a variety of styles at the highest degree of proficiency possible. This course provides students with opportunities to develop musicianship and specific performance skills through ensemble singing. Instruction is designed to integrate music study into other subject areas. Members are required to attend rehearsals outside of regular school hours in preparation for performances. Signature Sound performs at all school concerts, regional contests / festivals and ISSMA Organizational Contest in the spring. Some after school, evening and weekend time is required and members are expected to attend all rehearsals and performances. Members will be responsible for additional fees for participation. Fundraising opportunities for members will be available.

Advanced Jazz/Show Choir: (Heritage Singers)

(588A-588B)-2 Credits Grades 9-12

Prerequisite: Audition required.

Co-requisite: Students are encouraged but not required to participate in either Advanced Mixed Choir or Advanced Women's Choir. The Heritage Singers is a co-curricular, advanced level, mixed gender show, and Jazz choir which consists of 44 singers, 15 band members, and a 12 member crew in grades 9-12. Heritage Singers is open to all students and no previous choral experience is necessary. This ensemble performs advanced level music in a variety of styles at the highest degree of proficiency possible. This course provides students with opportunities to develop musicianship and specific performance skills through ensemble singing and choreography. Instruction is designed to integrate music study into other subject areas. Members are required to attend multiple rehearsals outside of regular school hours in preparation for performances. Heritage Singers performs at all school concerts, and a variety of other community performances and contests throughout the year. Some after school, evening and weekend time is required and members are expected to attend all rehearsals and performances. Members will be responsible for additional fees for participation. Fundraising opportunities for members will be available.

Advanced Jazz/ Show Choir (Sensations)

(589A-589B)-2 credits Grades 9-12

Prerequisite: Audition required

Co-Requisite: Students are encouraged to participate in either Advanced Mixed Choir or Advanced Women's Chorus. Sensations is a co-curricular, advanced level women's show and Jazz choir which consists of 60 singers, 12 band members, and a 12 member crew in grades 9-12. Sensations is open to all students and no previous choral experience is necessary. This ensemble performs advanced level music in a variety of styles at the highest degree of proficiency possible. This course provides students with opportunities to develop musicianship and specific performance skills through ensemble singing and choreography. Instruction is designed to integrate music study into other subject areas. Members are required to attend multiple rehearsals outside of regular school hours in preparation for performances. Sensations performs at all school concerts, and a variety of other community performances and contests throughout the year. Some after school, evening and weekend time is required and members are expected to attend all rehearsals and performances. Members will be responsible for all additional fees in order to participate. Fundraising opportunities for members will be available. Sensations is full year 2 semester course.

SCIENCE

All Science Courses include at least 25% laboratory work.

All Science courses fulfill Core 40 requirements and Academic Honors Diploma requirements, except as noted.

Biology Courses

Biology

(813A-813B)-2 Credits Grades 9-12

This academic course involves the study of living things. It follows an approach that allows the student to better understand the diversity of life forms. Special consideration is given to the physical and chemical basis of life, how organisms change over time, matter cycles, and interdependence among organisms, as well as the physiology and genetics of organisms. This course has extensive laboratory work and coursework that focuses on scientific knowledge through observation and experimentation.

Advanced Biology Courses

Biology II: Advanced Placement (Tier 4)

(821A-821B)-2 Credits Grades 11-12

Prerequisite: Grade of C or better in Chemistry or Physics and a signed contract. This course requires summer work. content of this course is established by the College Board. The course examines both in lecture and lab the many properties of living systems at a cellular and molecular level. The labs are of a problem solving nature that invite the student to demonstrate his/her ability to investigate and develop possible solutions. Other topics include heredity and evolution; and organisms and cells. This is a college-level course and is considered very rigorous. Students will be required to take the Advanced Placement Exam if enrolled in this course. Those students who qualify may receive college credit.

Chemistry Courses

A physics or chemistry course is required for graduation.

Chemistry I (Tier 2)

(823A-823B)-2 Credits Grades 10-12

Prerequisite: C or better in Algebra I

This academic elective course is a study of chemical processes, many of which are introduced with a mathematical approach. It based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and thermodynamics. Students take an active part in learning basic laboratory techniques with an emphasis on data collection through laboratory activities.

Qualifies as a quantitative reasoning course

Chemistry 1 Honors: ACP C101/121 (Tier 4)

(820A-820B)-2 Credits Grades 9-12

Prerequisite: B or better in Algebra I AND B or better in Biology

CHEM-C 101 Elementary Chemistry, Essential principles of chemistry, atomic and molecular structure, bonding, properties and reactions of elements and compounds, stoichiometry, solutions, and acids and bases.

CHEM-C 121 Elementary Chemistry Laboratory Introduction to the techniques and reasoning of experimental chemistry. Emphasis is given to study of physical and chemical properties of inorganic compounds.

Chemistry II: Advanced Placement (Tier 4)

(828A-828B)-2 Credits Grades 11-12

Prerequisite: B or better in Chemistry I, C or better in Algebra II, Summer reading/assignments required

With the ever-increasing need for innovators, problem finders, and designers of materials, pharmaceuticals, and even new fuels, comes the need for individuals skilled in the science practices and knowledgeable about chemistry. The redesigned Advanced Placement (AP) Chemistry course provides students with training for such knowledge and skills through guided inquiry labs, a more focused curriculum on content relevant to today's problems, and an exam that assesses students' mental models of the particulate nature of matter instead of memorization of rules to understand chemistry.

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. This course is taken with the idea in mind that students will take the AP Exam to receive college credit or placement at the student's college of choice. The course centers around six big ideas and seven science practices:

Big Ideas	Science Practices
1. Structure of Matter	1. Drawing, explaining, and interpreting representations
2. Bonding and Intermolecular Forces	2. Using mathematics and logical routines appropriately
3. Chemical Reactions	3. Asking and refining scientific questions
4. Kinetics	4. Designing and implementing data collection strategies
5. Thermodynamics	5. Analyzing and evaluating data
6. Chemical Equilibrium	6. Making predictions and justifying claims with evidence

	7. Connecting chemistry concepts across the big ideas.
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Qualifies as a quantitative reasoning course

Integrated Physics and Chemistry

(827A-827B)-2 Credits Grades 9-12

Prerequisite: Completion or current enrollment in Algebra I.

This elective course combines the basic of concepts and applications of chemistry and physics, which include but are not limited to chemical, electrical, mechanical, and nuclear energy, as well as magnetism, and motion of macroscopic objects. Students may enroll if they wish to get a general background in these fields or if they wish to better prepare for the academic chemistry or physics classes. The instruction in this class will focus on learning through observation and experimentation. This course includes laboratory experiments.

Qualifies as a quantitative reasoning course

Physics Courses

A physics or chemistry course is required for graduation.

Physics I (Tier 3)

(841A-841B)-2 Credits Grades 10-12

Prerequisite: C or better in Algebra 1 and Geometry.

This academic elective course studies the application of the principles of physics. Stress is placed upon using mathematical techniques to solve problems, the scientific method, and the taking and analyzing of data from laboratory experiments. This course is 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.

Qualifies as a quantitative reasoning course

Advanced Placement Physics I (Tier 4)

(842A-842B)-2 Credits Grades 11-12

Prerequisite: C or better in Algebra 2.

The content of this course is determined by the College Board. This academic elective course is for students who are interested in fields of science or engineering. This should be considered as an Honors Physics 1 class. Physics 1 is not a prerequisite. AP Physics I 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.

Qualifies as a quantitative reasoning course

Advanced Placement Physics II (Tier 4)

(844A-844B)-2 Credits Grades 11-12

Prerequisite: AP Physics I, signed contract, Summer reading/assignments required.

Physics 1: Algebra-based, Advanced Placement is equivalent to a second-semester college course in algebra based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

Qualifies as a quantitative reasoning course

Additional Science Courses

Earth Science

(826A-826B)-2 Credits Grades 9-12

This course goes in depth in the areas of oceanography, astronomy, meteorology, and geology. It is intended to give the student a good understanding of our physical planet and a good foundation for students entering college. There is some laboratory work along with activities and field work.

Advanced Placement Environmental Science (Tier 4) (Will not be offered 2019-2020 school year)

(843A-843B)-2 Credits Grades 11-12:

Prerequisite: Biology and Chemistry.

This class is designed to be the equivalent of a one-semester, introductory college course in environmental science. Students who would be interested in this course should be students interested in pursuing careers in wildlife biology, environmental sciences, ecology, or any other non-medical biology profession. Students enrolled in this class will study the scientific methods and concepts that are required to understand the natural world. Students will also investigate and evaluate environmental problems to develop plausible solutions to those problems. This course will follow the AP guidelines set forth by College Board. This course will be lab intensive and more information can be found at www.collegeboard.org.

Project Lead the Way-Principles of Biomedical Sciences

(845A-845B) 2 Credits Grades 9-12

Prerequisite: Must have taken biology OR algebra 1 and received a C or better for both semesters. Must be interested in a medical career choice, Must be motivated and willing to work in groups and do hands on learning.

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

Click Here for PLTW Biomedical Science website <https://www.pltw.org/our-programs/pltw-biomedical-science-curriculum>

Project Lead the Way- Human Body Systems

(850A-850B) 2 Credits grades 10-12

Prerequisite: Must have taken biology and algebra with at least a C in both semesters. Must be interested in a medical career choice, Must be motivated and willing to work in groups and do hands on learning. Students must have taken Principles of Biomedical Sciences before taking Human Body Systems.

In the Human Body Systems (HBS) course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration.

Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries.

Core 40 or Honors elective Science classes taught in other departments

Advanced Life Science: Foods (ALS Foods) (Will not be offered 2019-2020 school year)

(509A-509B)-2 Credits Grades 11-12

Prerequisite: Two years of science. This course may be used as the elective science for the Core 40 and Academic Honors Diploma.

This course integrates biology, chemistry and microbiology in an agricultural context. Students formulate, design and implement food-based laboratory and field investigations as an essential course component. Students understand how biology, chemistry and physics principles apply to the composition of foods; food nutrition and development; food processing and storage. **College Dual Credit with Ivy**

Tech is offered with the course

This class is taught through the FACS Department.

Advanced Life Science: Animals (ALS Animals)

157A-157B-2 Credits Grade Levels 11-12

Required Prerequisite Animal Science, or Permission by Teacher

Recommended Courses Before Taking: Biology and Chemistry

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

ALS Animals is a yearlong hands-on advanced animal science course that counts as a Core 40 Science Elective. **College Dual Credit with Ivy**

Tech is offered with the course In the ALS Animals class we investigate the biology and chemistry of animals, starting on a cellular level and moving to animal organ systems, animal motor functions, animal reproduction, and animal nutrition. We also compare and contrast livestock and companion animal physical make-up. The class is lab based with numerous dissection labs. This class is right for you if you are interested in studying animal science or veterinary science in post-secondary education or if you exploring inner workings of animals.

This class is taught through the Agriculture Department

SOCIAL STUDIES

Geography and History of the World

(921A-921B)-2 Credits Grades 9-12

This course may count as a social studies requirement for all diplomas.

Geography and History of the World is a two semester elective course designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes including: world religions; population and migration; folk and popular culture; ethnicities; urban patterns; resources; government; and industry.

Geographical and historical skills include developing map skills and conducting research on various topics by acquiring information using primary and secondary sources. The historical geography concepts used to explore the global themes include change over time, diffusion, physical systems, and cultural landscapes.

Pre AP World History

(924C-924D) 2 credits Grade 9

Prerequisite: B or better in middle school history and a B in English. Students are expected to take Advanced Placement World History as a sophomore.

This course may count as a social studies requirement for all diplomas.

This is an elective course, which provides a comprehensive study of the world from ancient to modern times. This class will examine the cultural, political, social, and economic advancements and developments throughout history. It is intended to provide students with an appreciation for the struggles of the men and women who contributed to these changes. There will be a strong emphasis on Ancient World History.

World History

(924A-924B)-2 Credits Grades 9-12

Prerequisite: C or better in middle school history to take World History as a freshman.

This course may count as a social studies requirement for all diplomas.

This is an elective course, which provides a comprehensive study of the world from ancient to modern times. This class will examine the cultural, political, social, and economic advancements and developments throughout history. It is intended to provide students with an appreciation for the struggles of the men and women who contributed to these changes.

Advanced Placement World History: (HIST 111) (Tier 4)

(936A-936B)-2 Credits Grades 10-12

Prerequisite: B in their last social studies class. B in English 9. Students must have taken Pre AP World as 9th graders.

Students wishing to take AP World History can enter the class with Mr. Bailey's permission if they don't meet the prerequisites.

This course may count as a social studies requirement for all diplomas. This course requires summer reading and a signed contract.

This is a course that provides students with the content established by the College Board. The course will have a chronological frame from the periods 8000 B.C.E. to the present. AP World History focuses on five overarching themes (1) interaction between humans and the environment, (2) development and interaction of cultures, (3) state-building, expansion, and conflict, (4) creation, expansion, and interaction of economic systems, and (5) development and transformation of social structures. A comprehensive description of this course can be found on the College Board AP Central Course Description web page. College credit is available upon successful completion of the appropriate College Board examination and dual credit through Ivy Tech upon passage of the accuplacer entrance exam. Students are expected to take the Advanced Placement Exam.

United States History

(931A-931B)-2 Credits Grade 11

This two semester course is intended to instill in the student an awareness of his responsibility to carry on the American heritage, to foster an appreciation for the struggles of men and women who contributed to American growth, and to broaden the understanding of American political and social history and democratic government. After a review of the early history of our nation, the major emphasis will be placed on the late nineteenth and twentieth century development of the United States.

Advanced Placement United States History (HIST 101-HIST 102) (Tier 4)

(935A-935B)-2 Credits Grade 11

Prerequisite: B or better in any AP World History, World History, or Geography History of the World. Others must have instructor approval.

This course requires a summer reading assignment and a signed contract.

This course utilizes college level curriculum within the high school setting. This course is a high level United States history class examining American history from 1491 to the present. This class will help the student develop critical thinking skills, reading skills, historical document analysis, synthesis, discussion skills, research skills, and writing skills needed at the college level. Students are expected to take the Advanced Placement Examination. Six college credit are available through Ivy Tech (no fee) and/or successful completion of the College Board exam in May with a score of 3, 4, or 5.

ACP United States History (H105-H106) (Tier 4)

(932A-932B)-2 Credits Grade 11

*Prerequisite: *FCHS requires students to have a cumulative G.P.A. of 3.0 to be eligible to enroll in an ACP course.*

Students with a cumulative G.P.A. of 2.70 to 2.99 may be eligible with the instructor's approval.

This rigorous course will focus on United States History from the American Revolution to present day. Analyzing issues, arguing positions, writing thesis statements and developing essays are a few of the skills needed to successfully complete this class. A variety of primary and secondary sources will be used, including The President and the Assassin by Scott Miller. In addition to I.U. credit many colleges in Indiana will accept this course. Please refer to the Language Arts section of this booklet for more information on ACP courses.

6 credits(3 per semester) of ACP course is \$75 each semester(fee waived if student is on free or reduced lunch.)

Books required to purchase: The President and the Assassin by Scott Miller, Random House, 2011.

**FCHS requires students to have a cumulative G.P.A. of 3.0 to be eligible to enroll in an ACP course.*

Students with a cumulative G.P.A. of 2.70 to 2.99 through an appeal process.

Sociology

(941)-1 Credit Grades 11-12

This one semester course intends to help pupils become oriented in basic patterns of culture, its variation and the factors which influence change and growth; to understand the conflicts which may develop between traditional and contemporary values in culture groups; to bring about an understanding and appreciation for the complex nature of contemporary problems; to develop an understanding of our social institutions; and to enable the student to know himself better, and develop techniques for evaluating both oneself and one's goals. The major

topics of study examined in this course are the diverse and growing population, social institutions, crime, deviance, gender, education, social change, social class, social problems, and culture. This course has a heavy emphasis on discussion and reflection.

Psychology

(942)-1 Credit Grades 10-12

This one semester course evaluates the components of behavior and mental processes (how we think and act). The class will examine biological factors as well as environmental ones. Topics of study include: The history of the field, research methods, the biological reasons for behavior, brain parts and functions, human development, memory and thinking processes, conditioning, intelligence, addiction, psychological disorders and their treatments, factors of personality, interpersonal attraction, and socio-cultural dimensions of behavior. Emphasis is placed on interacting with and discussing content.

Advanced Placement Psychology (Tier 4)

(933A-933B)-2 credits Grades 11-12

This course requires a signed contract.

Advanced Placement Psychology is a course based on content established by the College Board. This class will develop and improve critical thinking and reading skills. The course is carefully designed to introduce students to the systematic and scientific study of behavior and mental processes with the goal of a successful AP test in the Spring. Topics include: history and approaches, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, psychological disorders and their treatments, and social psychology. Reading and discussion over content will be emphasized. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

United States Government

(943)-1 Credit Grade 12

This course is required for graduation.

This one semester course is designed to evaluate the form and functions of the government which citizens must support by their money and personal service, to evaluate current sources of information about governments and their problems, and to consider how each may best make contributions to the development of a more democratic government. Major topics of study explained in this course are the social and political foundations of American government, our national government and its systems of checks and balances, and state and local government.

Advanced Placement United States Government and Politics (Tier 4)

(934)-1 Credits Grade 12

Prerequisite: B or better in AP United States History, ACP US History, or United States History. Others must have instructor approval.

This course requires a signed contract.

This is a one semester course intended for those individuals with an interest in American politics. The content of this course is determined by the College Board. This course is a government class intended for qualified students who wish to complete studies in secondary school equivalent to college introductory courses. This class will develop and improve critical thinking skills, historical document analysis and synthesis, debating skills, research skills and the ability to participate in mock trials of Supreme Court cases. Students are expected to take the Advanced Placement Examination. College credit is available depending on the exam score.

Economics

(940)-1 Credit Grade 11-12

This course is required for both the Core 40 and Academic Honors Diploma

Economics is a one semester elective course. The course includes units in both macroeconomics and microeconomics. Topics include economic modeling; allocation of resources; firm decision-making, unemployment, inflation, and economic growth; the role of government in the economy; and economic policy. The goal of the course is to gain skills to analyze current economic issues.

Qualifies as a quantitative reasoning course

Ethnic Studies (online class only)

(915) 1 Credit Grades 9-12

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.

Indiana Studies

(927) 1 Credit 9-12

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.

Engineering/Technology Education

Introduction to Engineering Design

(919A-919B)-2 Credits Grades 9-11

Prerequisite: Any current student who has taken Algebra I and passed with a C or higher

Introduction to Engineering Design (IED) is an engineering course which develops student problem solving skills, with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem solving design process and how it is used in industry to manufacture a product. The techniques learned, and equipment used, are state of the art and are currently being used by engineers throughout the United States.

Introduction to Engineering Design(Project Lead the Way)

(919C-919D)

Prerequisite: Any current student who has taken Algebra I and passed with a B- or higher

is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students progress from completing structured activities to solving openended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issuesrelated to professional practice and product development are also presented.

ENGINEERING DESIGN AND DEVELOPMENT

(253A-253B) 2 credits Grades 10-12

Recommended prerequisites: Introduction to Engineering Design and Geometry, Chemistry and or Physics

Engineering Design and Development is an engineering research course in which students work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous pre-engineering courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in critical thinking and problem-solving skills, time management and teamwork skills, a valuable set for students' future careers.

Qualifies as a quantitative reasoning course

ENGINEERING DESIGN AND DEVELOPMENT(Project Lead the Way) **Coming 2020-21**

(253C-253D) 2 credits 10-12

Recommended prerequisites: Introduction to Engineering Design and Geometry, Chemistry and or Physics

Engineering Design and Development is an engineering research course in which students work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide the team to reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous pre-engineering courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in critical thinking and problem-solving skills, time management and teamwork skills, a valuable set for students' future careers.

Qualifies as a quantitative reasoning course

Introduction to Technology

(613)-1 Credit Grades 9-12

This is an introductory activity-based course in which students learn the importance of technology and the principles used to design, produce, use and assess it. Students will be introduced to the four areas of technology: construction, transportation, manufacturing and communications. The students develop both individual and group abilities needed to participate in and be successful in technology-related careers

Introduction to Construction

(654A-654B)- 2 Credits Grades 9-12

This year long course is designed for those students desiring a more in-depth understanding of the construction field. Laboratory activities will include advanced surveying techniques, masonry, mechanical systems (electrical, plumbing, heating/air), and interior/exterior finishing.

Introduction to Transportation

(618)-1 Credit Grades 9-12

This course is designed to provide students with an understanding of how mechanical, electrical, and pneumatic systems are used in the field of transportation. Students will be involved in the design and construction of a workable transfer line, robots and space vehicles.

Technology Manufacturing: Enterprise

(612)-1 Credit Grades 9-12

The Enterprise class has been developed as a tech prep program to provide students with an opportunity to experience a job-like situation. The class is organized as a company, with students filling various company positions (president of the board, plant superintendent, foreman, engineer, machine operator, etc.) The class must incorporate, select a product, design a building in which to produce the product, produce various advertisements, develop a transportation system to handle materials and the product, manufacture a number of marketable products, and do a variety of other activities related to company organization, management, and product manufacturing.

Introduction to Manufacturing

(622)-1 Credit Grades 9-12

Manufacturing is designed to introduce students to the various areas associated with the building of today's products. Topics discussed include blueprint reading, measurement, materials (wood, metal, plastic), machine safety and operation (both hand operated and computer controlled machines), assembly of materials, etc. Students will apply their knowledge of machine operations in the production of various products found in society. There will be additional expense for the class in order to cover material cost for those items the student takes home.

Introduction to Advanced Manufacturing and Logistics

(623A-623B)-2 Credits Grades 10-12

Prerequisite: Successful completion of Manufacturing Systems

This is an all year course, second level class designed to use the skills learned in Manufacturing Systems. Students will apply critical thinking skills when using blueprint reading, measurement, materials (wood, metal, plastic), machine safety and operation (both hand operated and computer controlled machines), assembly of materials, etc. Projects will require a higher level of craftsmanship.

WORLD LANGUAGES

French I

(412A-412B)-2 Credits Grades 9-12

Prerequisite: C- average in English or real interest in learning the language.

French I 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 and comprehension of brief written or oral directions. Students will examine the practices, products and perspectives of French-speaking culture, and recognize and use situation-appropriate non-verbal communication. This course also emphasizes connections across content areas and the application of understanding French language and culture outside of the classroom.

French II (Tier 2)

(422A-422B)-2 Credits Grades 10-12

Prerequisite: C- average in French I or permission of teacher.

French II builds upon effective strategies for French language learning by encouraging the use of the language and cultural understanding. It encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate in brief conversations on familiar topics, and write passages with greater independence. This course also emphasizes the development of reading and listening comprehension skills. Students will present prepared material on a variety of topics, as well as read 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.

French III (Tier 3)

(432A-432B)-2 Credits Grades 11-12

Prerequisite: C- average in French II or permission of teacher.

French III builds upon effective strategies for French language learning by facilitating the use of the language and cultural understanding. It encourages interpersonal communication through speaking and writing, providing opportunities for conversations and exchange of information in written form. This course also emphasizes the continued development of reading and listening comprehension skills. Students will present student-created material on a variety of topics, as well as read 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.

French IV (Tier 3)

(442A-442B)-2 Credits Grade 12

Prerequisite: C- in French III or permission of teacher.

French IV 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, listening, reading and writing strategies 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.

Japanese I

(481A-481B)-2 Credits Grades 9-12

Students read and write Hiragana (basic Japanese syllabary) and Katakana. Students respond to and give oral directions and commands and make routine requests. Students ask and answer simple questions about self, family, school, hobbies, food, time, plans, etc. Students experience nonverbal communication and appropriate etiquette in a variety of social settings.

Japanese II (Tier 2)

(482A-482B)-2 Credits Grade 10-12

Prerequisite: Japanese I with a C- average.

Students will read and write approximately 100 Kanji characters and their associated combinations. Students participate in conversations on a variety of topics describing characteristics of self and family, weather, pets, shopping, seasons, health, etc. Students interact in a variety of situations to meet personal needs, such as asking permission and extending/accepting an invitation. Students read aloud with appropriate intonation and pronunciation. During second semester, students use Japanese as their primary language of communication.

Japanese III (Tier 3)

(483A-483B)-2 Credits Grades 11-12

Prerequisite: Japanese II with a C- average.

Students read and write approximately 150 new Kanji characters and their associated combinations. Students participate in conversations on a variety of topics with in depth descriptions of the extended family and holidays. Students use the casual verb forms to communicate with friends. Students interact in a variety of situations to meet personal needs, such as giving/receiving, describing what people wear, discussion directions, ordering food, asking/giving/denying permission, and making future plans. Students will read from a variety of authentic materials, such as signs, newspaper ads, and comics.

Japanese IV (Tier 3)

(484A-484B)-2 Credits Grade 12

Prerequisite: Japanese III with a C- average.

Students read and write approximately 200 new Kanji and their associated combinations. Students respond to factual and interpretive questions regarding preferences and opinions on topics such as comparisons, conditions, directions, decisions, regrets, and future plans or aspirations. Students will start using both the formal and informal structures. Students read from a variety of authentic materials, such as signs, newspaper ads, cartoons and folk tales.

Spanish I

(416A-416B)-2 Credits Grades 9-12

Prerequisite: C- average or better in English

Spanish I introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through guided speaking and writing activities. This course also emphasizes the development of reading and listening comprehension skills. Additionally, students will examine the practices and perspectives of Spanish-speaking culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom

Spanish II (Tier 2)

(426A-426B)-2 Credits Grades 9-12

Prerequisite: C- average or better in Spanish I

Spanish II builds upon effective strategies for Spanish language learning. This course encourages interpersonal communication through speaking and writing in expanded contexts, and writing passages with greater independence. This course continues to emphasize reading and listening comprehension skills. Students will 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.

Spanish III (Tier 3)

(436A-436B)-2 Credits Grades 10-12

Prerequisite: C- average or better in Spanish II

Spanish III continues to build 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. Students will address the presentational mode by presenting student-created material on a variety of topics. 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.

ACP Spanish IV (HISP S200)(3 credits) (Tier 4)

(447A-447B) *FCHS requires students to have a cumulative G.P.A. of 3.0 to be eligible to enroll in an ACP course.

Students with a cumulative G.P.A. of 2.70 to 2.99 may be eligible with the instructor's approval.

Spanish IV offers the opportunity to earn college credit through Indiana University. The students continue development of language skills and cultural understanding. 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. Additionally, students will continue to develop understanding of Spanish-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. If students want to earn college credit they will pay \$75 to IU for the course.

ACP Spanish V (HISP S250) (3 credits) (Tier 4)

(456A-456B) *FCHS requires students to have a cumulative G.P.A. of 3.0 to be eligible to enroll in an ACP course. *Students with a cumulative G.P.A. of 2.70 to 2.99 may be eligible with the instructor's approval.*

S250, the second course in the second-year sequence, reviews and builds upon the basic structures studied in the first year, and introduces culture that is woven throughout the chapters to enable students to learn to recognize and appreciate cultural diversity. Like other courses in the language program, this course follows a communicative approach which springs from the idea that languages are best learned when real-world information becomes the focus of student activities. Throughout the course students will focus on communication, culture, skill development and will acquire practical vocabulary to enhance their understanding of essential Spanish grammar concepts. From the first day of class, students will interact in Spanish with the instructor and with classmates, discussing topics of importance to the twenty-first century, with emphasis on the development of critical thinking skills in addition to the refinement of the four basic language skills. If students want to earn college credit they will pay \$75 to IU for the course.

CENTRAL NINE CAREER CENTER

Career Programs



Aviation:

- Maintenance (off campus, Grade 12) PM Only
- Operations PM Only

Cosmetology:

Cosmetology (Off campus, Grade 11 & 12) 2 year program - must enroll as a junior PM Only

Culinary Arts:

Culinary Arts & Advanced Culinary Arts/Hospitality Management

Computer Technology:

Computer Science: Programming & Databases

Computer Tech Support & Networking

Construction Trades:

Construction Trades I & II

Dental Careers:

Dental Careers I & II

Early Childhood Development NEW PROGRAM

PLTW Health Sciences:

- PLTW Biomedical Sciences/Human Body Systems/ Anatomy & Physiology (PLTW 1st year)
- PLTW Medical Intervention/Biomedical Innovation (PLTW 2nd year)

Health Sciences:

Health Science Education I:

- Health Science I
- Anatomy & Physiology
- Medical Terminology

Health Science Education II:

- Nursing (Grade 12 and age 17 by 11/1/18),
- Medical Assisting
- Exercise Science (Grade 12)

Heating Venting Air Conditioning & Refrigeration

Landscape/Horticulture:

Landscape Management/Horticulture Science I & II

Precision Machining

Precision Machining I & II

Protective Services

- Criminal Justice I & II
- Emergency Medical Services (Grade 12)
- Fire and Rescue (Must be 17 by 5/1/19)

Transportation

- Auto Collision Repair Technology I & II
- Automotive Service Technology I & II
- Diesel Service Technology I & II

Visual Communications

Visual Communications: 2 Year Program - can be taken in any order

- Graphic Design and Layout
- Graphic Imaging Technology

Veterinary Careers

Veterinary Careers I & II

Welding Technology

Welding Technology I & II

Work Based Learning

Work Based Learning (Grade 12) PM Only

CENTRAL NINE CAREER CENTERS COURSE DESCRIPTIONS

11th and 12th grade students have the opportunity to apply for career education programs at Central Nine Career Center. Specific program descriptions are found in this handbook. Additional information is also available at www.central9.k12.in.us. Students interested in these courses should discuss their plan with their counselor when they enter high school in order that entrance requirements for the C-9 program are met. Students earn four credits in their selected programs per semester. There is also the opportunity for cooperative training during the senior year in several of the programs, allowing paid, on-the-job training with various area employers.

****SPECIAL NOTE**** Central Nine charges additional course fees for their classes taken. Please check out Central Nine's website for more information on course, fees and instructor contact information.

Aviation

AVIATION MAINTENANCE

(973A-973B) 2 Semesters 4 Credits per semester Grade Level 12

Aviation Maintenance is a comprehensive course that familiarizes the student with Federal Aviation Regulations, weight and balance, ground operation, maintenance forms and records, non-destructive testing methods, aircraft paint and refinishing systems and the basics of aircraft welding. The course also covers various onboard systems including cabin atmospheric control systems, pressurization and fire detection/extinguishing systems. This course familiarizes students with the inspection, damage evaluation and repair of composite and wood structures, windows and fabric covering systems used on aircraft.

Central Nine Career Center works with Vincennes University for instructional services. During the senior year, the student has the potential to earn up to eight credits toward high school graduation as well as 16 credits toward the freshman year in college.

Certification: (FAA) Students can be certified by the Federal Aviation Administration only after they successfully completed an approved course of study (two-year or four-year program) such as the one offered through Vincennes University. Students must provide their own transportation to Vincennes University Technology Center at the Indianapolis International Airport

AVIATION OPERATIONS

(999A-999B) 2 Semesters 4 Credits per semester Grade levels 11 & 12

Aviation Operations provides students with a broad-based introduction to the field of aviation. Course activities include: familiarization with aviation technology; a historic overview of the field of aviation; exploration of the current aviation environment and careers and employment opportunities in the field. Topics are focused on aircraft manufacturing, airline operations, general aviation, air-freight, airport management, and government service. Additional topics covered include: aviation safety, human factors, regulations, and certification. This course is designed to enhance the students' knowledge of the pertinent areas of aircraft basic science that comprise the scientific fundamentals applied in all areas of the aviation industry. Although not scientific in nature, the fundamental areas of the federal aviation regulations, pertinent to aviation operations, are also introduced in this course.

Flight topics will include basic aerodynamics, flight maneuvers, and aircraft power plants. Students will have the opportunity to be endorsed for the Private Pilot knowledge test.

Cosmetology

COSMETOLOGY I & II

(979A-979B) 4 Semesters 4 Credits per semester Grade level 11 & 12 - must enroll as a junior

Cosmetology I offers an introduction to cosmetology with emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring business and personal ethics, and bacteriology and sanitation. In the second semester greater emphasis is placed on the application and development of these skills. State of Indiana requires a total of 1500 hours of instruction for licensure.

Clock hours set by the State Licensing Board.

Certification: (Indiana State Beauty Board License) Students successfully completing the procedures and 1,500 hours of required class time are eligible to take the Indiana State Beauty Board examination to become a licensed cosmetologist. Central Nine Career Center works with Paul Mitchell The School Indianapolis for instructional services. Students start the program the summer prior to their senior year and complete the program the following fall after graduation. Students must provide their own transportation to Paul Mitchell the School Indianapolis.

Culinary Arts

CULINARY ARTS & HOSPITALITY MANAGEMENT

(977A-977B) 2 Semesters 4 Credits per semester Grade levels 11-12

Culinary Arts and Hospitality Management prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course builds a foundation that prepares students to enter the Advanced Culinary Arts or Advanced Hospitality courses. Major topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications; principles of purchasing, storage, preparation, and service of food and food products; application of sanitation and safety principles to maintain safe and healthy food service and hospitality environments; use and maintenance of related tools and equipment; and application of management principles. Intensive, teacher monitored standards-based laboratory experiences with commercial applications are required and may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the food industry are strongly encouraged. Articulation with postsecondary programs is encouraged.

ADVANCED CULINARY ARTS

(904A-904B) 2 Semesters 4 Credits Semester Grade levels 11-12

Advanced Culinary Arts prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the food industry, including (but not limited to) food production and services; food science, dietetics, and nutrition; and baking and pastry arts. Major topics for this advanced course include: basic baking theory and skills, introduction to breads, introduction to pastry arts, nutrition, nutrition accommodations and adaptations, cost control and purchasing, and current marketing and trends. Instruction and intensive laboratory experiences include commercial applications of principles of nutrition, aesthetic, and sanitary selection; purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; baking and pastry arts skills; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; and related research, development, and testing. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two. Advanced Culinary Arts builds upon skills and techniques learned in Culinary Arts and Hospitality Management, which must be successfully completed before enrolling in this advanced course. Work-based experiences in the food industry are strongly encouraged. A standards-based plan guides the students' laboratory and work-based experiences. Students are monitored in these experiences by the Advanced Culinary Arts teacher. Articulation with postsecondary programs is encouraged.

Computer Technology

COMPUTER SCIENCE: PROGRAMMING & DATABASES

(976A-976B) 2 Semesters 4 credits per semester Grade levels 11-12

Computer Programming I covers fundamental concepts of programming are provided through explanations and effects of commands, and hands-on utilization of lab equipment to produce correct output. This course introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. Includes program flowcharting, pseudocoding, and hierarchy charts as a means of solving these problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems. Reviews algorithm development, flowcharting, input/output techniques, looping, modules, selection structures, file handling, and control breaks. Offers students an opportunity to apply skills in a laboratory environment. Visual Basic is the only (computer) language being examined and utilized. Students will learn 2D and 3D computer Game Design using 3DS Max, Anim8tor and Game Maker software to name a few. By the end of the year students will create an interactive game to demonstrate for their final project of the course.

COMPUTER TECH SUPPORT & NETWORKING

(907A-907B) 2 Semesters 4 Credits per semester Grade levels 11-12

Electronics and Computer Technology II provides the opportunity for students to continue with foundational electronic concepts including circuit analysis and digital electronics modules. After completing the two additional foundational modules, student may choose to focus on one of the optional modules that can include more intense instruction, research, specialized projects, and internships. The optional modules include industrial technology, emerging electronic technologies, residential and commercial electronic communication, and automation. The content of this class is designed to provide the State of Indiana with a trained workforce in emerging technologies career pathways that will make a significant contribution to the Indiana economy. Industry certifications and additional post-secondary education are critical components of this pathway. Classroom, laboratory, and work-based experiences in the fundamental electronics concepts of circuit analysis and digital electronics as well as one of the optional modules will incorporate safety, technical writing, mathematics, and customer service. Career & Technical Student Organization: Students participate in community service projects and various skills competitions thought Skills USA. Through these activities students develop leadership and organizational skills, team building, interpersonal communications and enhanced technical skills.

Construction Trades

CONSTRUCTION TRADES I

(974A-974B) 2 Semesters 4 credits per semester Grade levels 11-12

Construction Technology I includes classroom and laboratory experiences covering the formation, installation, maintenance, and repair of buildings, homes, and other structures. This course also covers the use of working drawings and applications from the print to the work. Students will explore 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. Elementary aspects of residential design and site work will also be covered. 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 the skills needed for layout and construction processes of floor and wall systems from blueprints and professional planning documents. Instruction will be given in the following areas, administrative requirements, definitions, building planning, foundations, wall coverings, roof and ceiling construction, and roof assemblies. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including Occupational Safety and Health Administration's Safety & Health Standards for the construction industry.

CONSTRUCTION TRADES II

2 Semesters 4 credits per semester Grade levels 11-12

Construction Trades II builds on the topics covered in Construction Technology I and includes: formation, installation, maintenance, and repair of buildings, homes, and other structures including recent trends in the residential construction industry. Information is presented concerning materials, occupations, and professional organizations within the industry. Students will develop basic knowledge, skills, and awareness of interior trim. This course provides training in installation of drywall, moldings, interior doors, kitchen cabinets, and baseboard moldings. Students will also develop skills in the finishing of building exteriors. They will also explore skills in the installation of cornices, windows, doors and various types of sidings used in today's marketplace. Additionally, the course covers design and construction of roof systems and using framing squares for traditional rafter and truss roofing.

Dental Careers

DENTAL CAREERS I

(968A-968B) 2 Semesters 4 Credits per semesters Grade Levels 11-12

Dental Careers I prepare the student for an entry level dental assisting position. Emphasis is placed on the clinical environment, chair-side assisting, equipment/instrument identification, tray set-ups, sterilization, and characteristics of microorganisms and disease control. In addition, oral, head and neck anatomy, basic embryology, histology, tooth morphology, charting dental surfaces, and illness are all introduced. Simulated in-school laboratories and/or extended laboratory experiences are also included to provide opportunities for students to further develop clinical skills and the appropriate ethical behavior.

DENTAL CAREERS II

2 Semesters 4 Credits per semesters Grade Levels 11-12

Dental Careers II is a course designed to provide the dental assisting student with specific knowledge of the administrative planning, bookkeeping, recall programs, banking, tax records, computer software, insurance, office practice and management as related to the dental

office. In addition, students will practice Oral and Maxillofacial Surgery, Periodontics, Endodontics, Prosthodontics, Pediatric Dentistry, and Orthodontics. Opportunity for increased skill development in clinical support and business office procedures is routinely provided. The importance of the clinical behavior of materials and biological factors are also stressed. Leadership skills are developed and community service provided through HOSA. Students have the opportunity to compete in a number of competitive events at both the state and national level.

EARLY CHILDHOOD DEVELOPMENT (NEW PROGRAM)

(940A-940B)

2 Semesters 4 credits per semester Grades 11-12

Early Childhood Education I prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of suggested topics. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional. The course provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula, and services available to young children. Students examine basic principles of child development, importance of family, licensing, and elements of quality care of young children. The course addresses planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. Intensive experiences in one or more early childhood settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Early Childhood Education teacher. Student laboratory/field experiences may be either school-based or "on-the-job" in community-based early childhood education centers or in a combination of the two.

Health Sciences

Health Science Education I:

ANATOMY AND PHYSIOLOGY

(986C-986D) 2 Semesters 1 Credit per semester Grade levels 11-12

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. 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. *Anatomy and Physiology and Medical Terminology are taught in conjunction with Health Science Education I*

MEDICAL TERMINOLOGY

(939A-939B) 2 Semesters 1 Credit per Semester Grade levels 11-12

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

HEALTH SCIENCE EDUCATION I

(986A-986B) 2 Semesters 2 Credits per semester Grade levels 11-12

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

Health Science Education II:

HEALTH SCIENCE II: MEDICAL ASSISTING

(965A-965B) 2 Semesters 4 Credits per semester Grade Levels 11-12

Health Science Education II: Special Topics is an extended laboratory experience designed to address the advancement and specialization of health care careers allowing schools to provide a specialized course for a specific healthcare workforce need in the school's region. It prepares students with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed health practitioners. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers, including self analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post secondary program. Course standards and curriculum must be tailored to the specific healthcare profession preparing students to advance in this career field.

HEALTH SCIENCE EDUCATION II: NURSING

(992A-992B) 2 Semesters 4 Credits per semester Grade levels 12

Health Science Education II: Nursing is an extended laboratory experience at the student's choice of clinical site designed to provide students the opportunity to assume the role of nurse assisting and practice technical skills previously learned in the classroom, including information on the health care system and employment opportunities at a variety of entry levels, an overview of the health care delivery systems, health care teams and legal and ethical considerations. It prepares students with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed nurses. These knowledge and skills include recording patient medical histories and symptoms, providing medicine and treatments, consulting doctors, operating and monitoring medical equipment, performing diagnostic tests, teaching patients and families how to manage illness or injury, and perform general health screenings. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in the field of nurse assisting, including self analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post secondary program.

Prerequisite: Application and Interview with instructor

HEALTH SCIENCE EDUCATION II: EXERCISE SCIENCE

2 Semesters 2 Credits per semester Grade Level 12

Health Science Education II: Exercise Science is an extended laboratory experience at a qualified clinical site designed for students to observe and shadow a professional in the field. In the classroom component, students will learn about the various careers in Exercise Science, including information on the healthcare system and employment opportunities at a variety of entry levels, an overview of the health care delivery systems, health care terms, and legal and ethical considerations. It prepares students with the knowledge, skills and attitudes essential for exposure to careers in Exercise Science.

Prerequisite: Health Science Education I or comparable science core/electives

Health Sciences: Project Lead The Way

PRINCIPLES OF BIOMEDICAL SCIENCES PLTW (1st Year)

(920A-920B) 2 Semesters 2 Credit per semester Grade Levels 11-12

PLTW Principles of the Biomedical Sciences provides an introduction to this field through "hands-on" projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. *Principles of Biomedical Sciences is taught in conjunction with Human Body Systems and Anatomy & Physiology*

HUMAN BODY SYSTEMS PLTW (1st Year)

(908A-908B) 2 Semesters 2 Credits per semester Grade levels 10-12

PLTW Human Body Systems is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions. *Principles of Biomedical Sciences is taught in conjunction with Human Body Systems and Anatomy & Physiology*

ANATOMY AND PHYSIOLOGY (1st Year)

(986C-986D) 2 Semesters 1 Credit per semester Grade levels 11-12

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional unity 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. *Principles of Biomedical Sciences is taught in conjunction with Human Body Systems and Anatomy & Physiology*

MEDICAL INTERVENTIONS PLTW (2nd Year)

(901A-901B) 2 Semesters 2 Credits per semester Grade levels 11-12

PLTW Medical Interventions is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions including vascular stents, cochlear implants, and prosthetic limbs. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. Using 3-D imaging software, students will design and build a model of a therapeutic protein.

Medical Interventions is taught in conjunction with Biomedical Innovation

Prerequisites: Principles of Biomedical Sciences, and Human Body Systems

BIOMEDICAL INNOVATION PLTW (2nd Year)

(902A-902B) 2 Semesters 2 Credits per semester Grade levels 11-12

PLTW Biomedical Innovation is a capstone course designed to give students the opportunity to design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.

Medical Interventions is taught in conjunction with Biomedical Innovation

Prerequisites: Principles of Biomedical Sciences, and Human Body Systems

Heating Venting Air Conditioning & Refrigeration (HVAC)

(956A-956B)

Landscape/Horticulture

LANDSCAPE MANAGEMENT I (1st Year)

(147A-147B) 2 Semesters 2 Credits per semester Grade levels 11-12

Landscape Management is a two semester course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures of landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscape operations and the care and use of equipment utilized by landscapers. Students will also participate in leadership development, supervised agricultural experience and career exploration activities in the area of landscape management. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program.

Students who are enrolled in Landscape Management also participate in Central Nine FFA.

HORTICULTURE SCIENCE (1st Year)

(983A-983B) 2 Semesters 2 Credits per semester Grade levels 11-12

Horticulture Science is a two semester course designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing and marketing of plants and its products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest and pest management. Students participate in a variety of activities to include extensive laboratory work usually in a school greenhouse, leadership development, supervised agricultural experience and learning about career opportunities in the area of horticulture science.

Landscape Management is taught in conjunction with Horticultural Science.

LANDSCAPE MANAGEMENT II (2nd Year)

2 semesters 3 credits per semester Grade Levels 11-12

Landscape Management II is a two semester course that extends the content and skills of Landscape Management and provides the student with in-depth exploration of the many career opportunities in the diverse field of landscape management. Students continue to build knowledge and skill in the procedures used in landscape planning and design using current industry standards and practices. Extended laboratory experiences include application of the principles and procedures involved especially in the Midwest and Great Lakes areas with landscape construction; turf management; scheduling and oversight of landscape maintenance; weed control; non-pathogenic and disease prevention, diagnosis, and treatment; communications; management skills necessary in landscaping operations; and the use and maintenance of equipment utilized by landscapers. Students should also participate in leadership development, supervised agricultural experience and career exploration activities in the area of landscape management.

PLANT AND SOIL SCIENCE (2nd Year)

2 semesters 1 credit per semester Grade Levels 11-12

Plant and Soil Science is a two semester course that provides students with opportunities to participate in a variety of activities which includes laboratory work. The following topics are found in this course: plant taxonomy, components and their functions; plant growth, reproduction and propagation; photosynthesis and respiration; environmental factors effecting plant growth, management of plant diseases and pests; biotechnology; the basic components and types of soil; calculation of fertilizer application rates and procedures for application; soil tillage and conservation; irrigation and drainage; land measurement, cropping systems, precision agriculture, principles and benefits of

global positioning systems; and harvesting. Leadership development, supervised agricultural experience and career exploration opportunities in the field of plant and soil science are also included.

Precision Machining

PRECISION MACHINING I

(984A-984B) 2 Semesters 4 Credits per semester Grade levels 11-12

Precision Machining I is designed to provide students with a basic understanding of the precision machining processes used in industry, manufacturing, maintenance, and repair. The course instructs the student in industrial safety, terminology, tools and machine tools, measurement and layout. Students will become familiar with the setup and operation of power saws, drill presses, lathes, milling machines, grinders and an introduction to CNC (computer controlled) machines.

PRECISION MACHINING II

(910A-910B) 2 Semesters 4 Credits per semester Grade levels 11-12

Precision Machining II is a more in-depth study of skills learned in Precision Machining I with a stronger focus in CNC setup/operation/programming. Classroom activities will concentrate on precision set-up and inspection work as well as machine shop calculations. Students will develop skills in advanced machining and measuring parts involving tighter tolerances and more complex geometry. A continued focus on safety will also be included.

Work Based Learning

Work Based Learning

(969A-969B) 2 Semesters 2 Credits per semester Grade Level 12

Work Based Learning is a College and Career Readiness course that is designed to provide opportunities for students to explore careers that require additional degrees or certifications following high school. The emphasis of the experience is on applying skills developed through instruction and on learning new career competencies at the internship site. The internship is tailored to the unique needs and interests of the student and is considered a high school capstone experience towards fulfillment of the student's meaningful future plan. Upon completion of the internship, students will review and revise their College and Career plans. A training agreement outlines the expectations of all parties: the intern, parent/guardian, site supervisor/mentor, internship supervisor, and the school. Students participating in these structured experiences will follow class, school, business/industry/ organization, State, and Federal guidelines. Internships may be paid or unpaid and must include a classroom component (such as a series of seminars, workshops, or class meetings) and regular contact between the interns and internship coordinator.

Students will need to have:

- *Must find own site in a meaningful career plan*
- *Must provide own transportation*
- *Excellent Attendance*
- *Clean discipline record*

Protective Services

CRIMINAL JUSTICE I

(962A-962B) 2 Semesters 4 Credits per semester Grade levels 11-12

Criminal Justice I Introduces specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss prevention services, and homeland security. This course provides an introduction to the purposes, functions, and history of the three primary parts of the criminal justice system as well as an introduction to the investigative process. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

CRIMINAL JUSTICE II

(903A-903B) 2 Semesters 4 Credits per semester Grade levels 11-12

Criminal Justice II introduces students to concepts and practices in controlling traffic as well as forensic investigation at crime scenes. Students will have opportunities to use mathematical skills in crash reconstruction and analysis activities requiring measurements and performance of speed/acceleration calculations. Additional activities simulating criminal investigations will be used to teach scientific knowledge related to anatomy, biology, and chemistry as well as collection of evidence and search for witnesses, developing and questioning suspects, and protecting the integrity of physical evidence found at the scene and while in transit to a forensic science laboratory. Procedures for the use and control of informants, inquiries keyed to basic leads, and other information-gathering activity and chain of custody procedures will also be reviewed.

EMERGENCY MEDICAL SERVICES

(995A-992B) 2 Semesters 4 Credits per semester Grade level 12

Emergency Medical Services prepares students for a State certification which could lead to a career in Emergency Medical Services such as an Emergency Medical Technician or a Paramedic. This course is designed for persons desiring to perform emergency medical care. Students will learn to recognize the seriousness of the patient's condition, use the appropriate emergency care techniques and equipment to stabilize the patient, and transport them to the hospital.

This course also addresses the handling of victims of hazardous materials accidents. It covers theories, techniques, and operational aspects of pre-hospital emergency care with the scope and responsibility of the basic emergency medical technician. It requires laboratory practice and clinical observation in a hospital emergency room and ambulance. Participation in HOSA affords the student the opportunity to compete in a variety of competitive events, specifically CPR/First Aid and EMT, at both the state and national

Students must be 18 before April 1

FIRE AND RESCUE I

(993A-993B) 2 Semesters 4 Credits per semester Grade levels 11-12

Fire and Rescue I; Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars.

Firefighters and emergency services workers help protect the public against these dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions

Students must be 17 before April 1

Transportation:

AUTOMOTIVE COLLISION REPAIR TECHNOLOGY I

(971A-971B) 2 Semesters 4 Credits per Semester Grade Levels 11-12

Automotive Collision Repair Technology I includes classroom and laboratory experiences concerned with all phases of the repair of damaged vehicle bodies and frames, including metal straightening; smoothing areas by filing, grinding, or sanding; concealment of imperfections; painting; and replacement of body components including trim. Students examine the characteristics of body metals including the installation of moldings, ornaments, and fasteners with emphasis on sheet metal analysis and safety. Course coverage also includes instruction in personal and environmental safety practices as related to OSHA and other agencies that affect individuals working in the ground transportation technology areas. Additional instruction is given in the course on measurement principles and automotive fasteners. Instruction should also emphasize computerized frame diagnosis, computerized color-mixing, and computerized estimating of repair costs. Additional academic skills taught in this course include precision measurement and mathematical calibrations as well as scientific principles related to adhesive compounds, color-mixing, abrasive materials, metallurgy, and composite materials.

AUTOMOTIVE COLLISION REPAIR TECHNOLOGY II

2 Semesters 4 Credits per Semester Grade Levels 11-12

Automotive Collision Repair II Introduces concepts in auto paint considerations with emphasis on the handling of materials and equipment in modern automotive technologies. Instruction should build on concepts learned in Automotive Collision Repair Technology I such as computerized frame diagnosis, computerized color-mixing, and computerized estimating of repair costs. Additional academic skills taught in this course include precision measurement and mathematical calibrations as well as scientific principles related to adhesive compounds, color-mixing, abrasive materials, metallurgy, and composite materials.

AUTOMOTIVE SERVICES TECHNOLOGY I

(972A-972B) 2 Semesters 4 Credits per Semester Grade Levels 11-12

Automotive Services Technology I is a one year course that encompasses the sub topics of the NATEF/ ASE identified areas of Steering & Suspension and Braking Systems. This one year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of semester based or yearlong instruction. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, and engine repair should be covered as time permits. This one year offering must meet the NATEF program certifications for the two primary areas offered in this course. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. Mathematical skills will be reinforced through precision measuring activities and cost estimation/ calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

AUTOMOTIVE SERVICES TECHNOLOGY II

(900A-900B) 2 Semesters 4 Credits per Semester Grade Levels 11-12

Automotive Services Technology II is a one year course that encompasses the sub topics of the NATEF/ASE identified areas of Electrical Systems and Engine Performance. This one year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of semester based or yearlong instruction. Additional areas of manual transmissions /differentials, automatic transmissions, air conditioning, and engine repair should be covered as time permits. This one-year offering must meet the NATEF program certifications for the two primary areas offered in this course. Mathematical skills will be reinforced through precision measuring activities and cost estimation/calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

DIESEL SERVICE TECHNOLOGY I

(913A-913B) 2 Semesters 4 Credits per semester Grade levels 11-12

Diesel Service Technology II includes classroom and laboratory experiences concerned with all phases of repair work on diesel electrical systems used to power buses, ships, trucks, railroad trains, electrical generators, construction machinery, and similar equipment. Instruction and practice is provided in the diagnostics and repair of electrical/electronic systems. Students will demonstrate performance of these tasks as defined by ASE/NATEF standards. Use of technical manuals, hand and power tools and of testing and diagnostic equipment are also studied in the course. Instruction in personal and environmental safety practices as related to OSHA and other agencies that affect individuals working in the ground transportation technology areas. This course addresses the fundamental theories of electricity and electronics as applied to ground transportation technology area. Utilization of analog and digital meters, wiring diagrams, and other diagnostic tools will be stressed in a hands-on course that introduces the student to automotive electrical theory, batteries, charging systems, starting systems, wiring repairs, lighting systems and accessories.

DIESEL SERVICE TECHNOLOGY II

2 Semesters 4 Credits per semester Grade levels 11-12

Diesel Service Technology II includes classroom and laboratory experiences concerned with all phases of repair work on diesel electrical systems used to power buses, ships, trucks, railroad trains, electrical generators, construction machinery, and similar equipment. Instruction and practice is provided in the diagnostics and repair of electrical/electronic systems. Students will demonstrate performance of these tasks as defined by ASE/NATEF standards. Use of technical manuals, hand and power tools and of testing and diagnostic equipment are also studied in the course. Instruction in personal and environmental safety practices as related to OSHA and other agencies that affect individuals working in the ground transportation technology areas. This course addresses the fundamental theories of electricity and electronics as applied to ground transportation technology area. Utilization of analog and digital meters, wiring diagrams, and other diagnostic tools will be stressed in a hands-on course that introduces the student to automotive electrical theory, batteries, charging systems, starting systems, wiring repairs, lighting systems and accessories.

Visual Communications

GRAPHIC DESIGN AND LAYOUT

(988A-988B) 2 Semesters 4 Credits per semester Grade levels 11-12

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

Graphic Imaging Technology

(911A-911B) 2 Semesters 4 Credits per semester Grade levels 11-12

Graphic Imaging Technology will include organized learning experiences that focus on theory and laboratory activities in pre-press, press and finishing operations. Emphasis will be placed on elements of design and layout leading to computerized electronic image generation, plate preparation, pressroom operations, and finishing techniques. Instructional activities will enhance student's language arts skills through the use of proofreading, spelling, and punctuation exercises. The course will include actual production processes in conjunction with classroom assignments embracing the technologies of printing, publishing, packaging, electronic imaging, and their allied industries.

Veterinary Careers

VETERINARY CAREERS I

(923A-923B) 2 Semesters 4 credits Grade levels 11-12

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

VETERINARY CAREERS II

2 Semesters 4 credits Grade levels 11-12

Veterinary Careers II is designed as an extended laboratory experience at the student's choice of clinical site; usually clinics, animal hospitals, or research laboratories, designed to provide students the opportunity to assume the role of a veterinary assistant and practice technical skills previously learned in the classroom, including information on the health care system and employment opportunities at a variety of entry levels, an overview of the health care delivery systems, health care teams and legal and ethical considerations. It prepares students with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed veterinarians. In addition students will learn skills for monitoring and caring for animals before and after surgery, maintain and sterilize surgical instruments, clean and disinfect kennels and operating rooms, provide emergency first aid to animals, give medication, do routine lab tests, feed and bathe animals, and collect fluid or tissue samples. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers, including self analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post secondary program. Participation in HOSA or FFA encourages development of leadership, communication, community service and career related skills.

Welding Technology

WELDING TECHNOLOGY I

(990A-990B) 2 Semesters 4 Credits per semester Grade levels 11-12

Welding Technology I includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Shielded Metal Arc welding. This course is designed for individuals who intend to make a career as a Welder, Technician, Sales, Designer, Researcher or Engineer. Emphasis is placed on safety at all times. OSHA standards and guide lines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.

WELDING TECHNOLOGY II

(912A-912B) 2 Semesters 4 Credits per semester Grade levels 11-12

Welding Technology II builds on the Gas Metal Arc welding, Flux Cored Arc Welding, Gas Tungsten Arc welding, Plasma Cutting and Carbon Arc skills covered in Welding Technology I. Emphasis is placed on safety at all times. OSHA standards and guide lines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.