

Indiana State Approved  
Course Titles and Descriptions  
2022-2023 School Year

**LEARNING TODAY. LEADING TOMORROW.**



*East Central High School*

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## ***COURSE GUIDE AND SCHEDULING INFORMATION***

### **What is the Course Guide?**

The East Central High School Course Guide is a tool designed to help students and parents determine which courses to take in high school. Parents are encouraged to become actively involved with their children in the selection of coursework. The information in this Course Guide should be studied and referred to often. It is important to note the course prerequisites and graduation requirements for specific diplomas.

### **Selecting Courses**

The courses you select can impact your future endeavors. Students and parents are encouraged to choose courses that are academically challenging and provide preparation for the future. The selection of courses is of utmost importance and includes consideration of a student's interests, abilities, and effort. Unless special permission is granted, students must carry a minimum of six credits per semester.

### **The Timeline of the Scheduling Process •**

- Students will select next school year's courses in late winter/early spring. Students are expected to give careful consideration to course selections when they are made. After the last day of the school year, no parent/student course request changes are available. Until the first day of the new school year, counselors may change schedules and classes due to the following reasons only: 1) graduation requirement or academic need, 2) course cancellation, 3) course conflict, and/or 4) failure to meet prerequisite. Every attempt is made to place students in the courses requested. However, at times, a student may have to choose a different elective due to scheduling conflicts and availability of courses. Please have alternate courses in mind in case there is a scheduling conflict. •
- A master schedule is developed based on student course requests. Once a Master Schedule is built, course requests will be scheduled and scheduling conflicts resolved. •
- Students will be given a tentative copy of their schedule for preview by the end of the school year. Before the new school year begins, adjustments in students' schedules will be made for class failures, prerequisite requirements, and class size. The Guidance Department reserves the right to adjust what period a class meets in order to balance class sizes. •
- Students should view their schedule during Fall Registration. Two weeks prior to the beginning of the school year is the designated time to make changes in one's schedule due to credit requirements for diplomas, post-secondary schooling and career goals. After school begins, no schedule change will be made except to 1) correct a computer error, 2) balance a course size, or 3) remedy improper placement. •
- Requests to change second semester's schedules must be submitted during the last two weeks of first semester. •
- Students who choose to drop a class after the start of a course will receive a "WF" on their transcript. In addition, that "F" will calculate into the students cumulative GPA. •
- Teacher/counselor requested inter-departmental change requests may be granted throughout the semester. Parents will be notified of these changes or additions. •

## TERMS TO KNOW

**ADVANCED PLACEMENT:** Through college-level AP courses, students have the opportunity to earn college credit while in high school. To earn college credit through the AP program, students must score a 3, 4 or 5 on the AP test at the end of the school year.

Biology	Micro Economics
Calculus AB	Music Theory
Calculus BC	Statistics
Chemistry	Drawing
English Literature	World History Modern
European History	

**ATHLETIC ELIGIBILITY:** Students must pass five classes to be eligible for inter-scholastic athletics. National Collegiate Athletic Association Guideline for College Athletes: Students desiring to play in Division I or II college sports must complete a NCAA Clearinghouse application as early as their sophomore year, but no later than the end of their junior year. GPA, SAT and ACT requirements are based on the qualifier index scale found on their website at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net). See the athletic office or Guidance Counselor for more information.

**CERTIFICATIONS:** East Central High School offers industry recognized certifications via the following courses. These certifications are qualifying credentials for the Technical Honors Diploma.

Culinary Arts & Hospitality Management	ServSafe Food Manager
Digital Applications & Responsibility	Microsoft Office Specialist (MOS)
Southeastern Career Center	<a href="https://www.in.gov/dwd/files/Indianas_Promoted_Industry_Certifications_2020.pdf">PROMOTED CERTIFICATIONS</a> <a href="https://www.in.gov/dwd/files/Indianas_Promoted_Industry_Certifications_2020.pdf">https://www.in.gov/dwd/files/Indianas_Promoted_Industry_Certifications_2020.pdf</a>

**CLASS DESIGNATION:** Class designation will be determined by the number of years the student has been in high school. Thus, a first year student is a freshman and a fourth year student is a senior. Students who attend school more than four years will be designated as fifth-year seniors. While a certain number of credits are not required for class designation, it is recommended that students have a minimum of 11 credits following their freshman year, 23 credits following their sophomore year, and 35 credits following their junior year.

**CREDIT:** A term indicating that a student has successfully completed a class. For each class successfully completed per semester, one (1) credit will be given.

**DIPLOMA TYPES** A student may graduate from East Central High School with the following diploma distinctions:

**CORE 40 WITH ACADEMIC HONORS DIPLOMA:** *The Academic Honors Diploma goes beyond the normal requirements for graduation. Students must have a cumulative GPA of 3.0 with all semester grades of a "C-" or above in courses that count toward the diploma and a total of 47 graduation credits.*

**CORE 40 WITH TECHNICAL HONORS DIPLOMA:** *The Technical Honors Diploma goes beyond the normal requirements for graduation. Students must have a cumulative GPA of 3.0 with all semester grades of a "C-" or above in courses that count toward the diploma and a total of 47 graduation credits. To obtain a Technical Honors Diploma students must earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following: 1. Pathway designated industry-based certification or credential, or 2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits*

**CORE 40 DIPLOMA:** *The Core 40 is a set of essential high school courses that are necessary for admission to most colleges. Students must earn 40 graduation credits.*

GENERAL DIPLOMA: The General Diploma meets minimum local and state requirements.

**\*\*Refer to page seven for more diploma information. \*\***

**DUAL CREDIT COURSE:** Secondary-based dual credit is defined as simultaneously earning high school and Indiana University or Ivy Tech credit for coursework taught at East Central High School by East Central faculty. The secondary-level coursework may be comprised of one course or a sequence of courses. The student obtains dual credit status – earning both high school and college credit – when mastery of the subject matter is achieved.

#### **Technical Dual Credit Classes**

Count towards the technical courses for the Technical Honors Diploma

AGRI 100	BUSN 105	EECT 112
AGRI 103	BUSN 201	HOSP 101/102/114
AGRI 106	CINS 101	HOSP 104/105
AGRI 115	DESN 101	MKTG 101
AGRI 116	DESN 104	SDEV 120
AGRI 164	DESN 105	SDEV 140
ACCT 101/102	EDUC 101/121	
BUSN 101	EDUC 233	

#### **Academic Dual Credit Classes**

Count towards the dual credit required for the Academic Honors Diploma

APHY 101	FREN 102	MATH 211
BIOL 101 & BIOL 105	FREN 201 or F250	MATH 212
CHEM 101	FREN 202	POLS Y103
CHEM 105	HIST 101	SPAN 101
ENGL 111	HIST 102	SPAN 102
ENGL L202	MATH 135	SDEV 120
ENGL W131	MATH 136	SDEV 140
FREN 101 or F200	MATH 137	SPEECH S121

**MID-TERM GRADUATION:** Seniors fulfilling all graduation requirements by the end of the first semester can choose to graduate at the end of the first semester. These students **MUST** request a [Mid-Term Graduation Form](#) during the scheduling process. Students who graduate after the first semester may not partake in any school activities except the Senior Awards program and graduation exercises. In addition, students can request a letter stating that they have graduated once they have completed their coursework in December. Mid-term graduates are encouraged to participate in the graduation ceremony in June. **Any mid-term graduates that plan to attend college in January (Spring Semester) must complete the FAFSA in their Junior year to receive financial aid for college.**

**MINIMUM CREDIT LOAD:** Students are required to take a minimum of six credits each semester unless approved by Guidance.

**NINE + SEMESTER GRADUATION:** Students who have not met all graduation requirements at the end of eight semesters will not participate in the graduation ceremony with their class even if they meet all requirements during the summer following their eighth semester. If students cannot finish the needed coursework during the summer, they will become part of the next senior class during which they meet all graduation requirements and will be ranked with that class.

**OFF-CAMPUS Dual Enrollment Credit:** Off-campus (college-based) dual enrollment credit is defined as simultaneously earning high school and college credit for college-level coursework administered through correspondence or taught at an offsite college facility. Upon course approval through the Guidance Department, juniors and seniors may obtain dual enrollment status – earning both high school and college credit – when mastery of the subject matter is achieved. Extra periods will be allotted out of the scheduled school day to allow students to pursue off-campus educational experiences.

**PREREQUISITES:** Courses established for subjects where evidence of previous aptitude, ability, and achievement are necessary for successful completion of the course.

**REQUIRED COURSE:** A class required by the State of Indiana or by the local school corporation.

**VOCATIONAL CURRICULUM:** This course of study will enable students during their junior and/or senior year to attend a Vocational School for a one or two year program in a particular career field. Students attend the Southeastern Career Center in the morning and return to East Central High School for lunch and three afternoon classes. Admittance in the Vocational Program requires students to complete an application and be accepted into a program.

**WITHDRAWAL FROM SCHOOL:** Students are required to attend school until one of the following is met: 1) Graduation 2) Student turns eighteen 3) Student becomes sixteen years of age but is less than eighteen years of age and provides proof of one of the following situations: a. Financial hardship: Student must be employed to support family or a dependent b. Severe illness c. Order by a court that has jurisdiction over the student indicating the need for withdrawal

**WORKFORCE PROGRAM (ICE):** 12th grade students choosing this course of study will be released a half day from school to work at an ECHS approved place of employment. Students are responsible for working with the instructor in seeking employment, providing their own transportation, and completing coursework associated with the workforce program.

# GRADUATION REQUIREMENTS

## ISTEP+ & GRADUATION PATHWAYS

The **Class of 2023** and beyond will follow the Graduation Pathway requirements outlined below and summarized in the following form:

### **What does a student need to do to graduate from high school?**

Beginning with the graduating class of 2023, Indiana high schools students must satisfy all three of the following Graduation Requirements:

1. Earn one of the following High School Diploma designation options:
  - General Diploma;
  - Core 40 Diploma;
  - Academic Honors Diploma;
  - Technical Honors Diploma.
2. Learn and demonstrate one of the following Employability Skills options:
  - Completion of a project-based learning experience;
  - Completion of a service-based learning experience;
  - Completion of a work-based learning experience.

### **AND**

3. Demonstrate one of the following Postsecondary-Ready Competencies:
  - Honors diploma: Fulfill all requirements of either the Academic or Technical Honors diploma;
  - ACT: Earn the college-ready benchmark scores;
  - SAT: Earn the college-ready benchmarks scores;
  - Armed Services Vocational Aptitude Battery (ASVAB): Earn at least a minimum Armed Forces Qualification Test (AFQT) score to qualify for placement into one of the branches of the US military;
  - State- and Industry-recognized Credential or Certification;
  - State-, Federal-, or Industry-recognized Apprenticeship;
  - Career-Technical Education Concentrator: Earn a C average or higher in at least six (6) high school credits in a career sequence;
  - AP/Dual Credit: Earn a C average or higher in at least three (3) courses;
  - Locally created pathway: Performing Arts (Band and Chorus), Visual Arts (see ECHS Guidance Counselor for information).





# Graduation Pathways

1

## Complete Diploma Requirements

Core 40

or

Core 40

with

Academic or  
Technical Honors

2

## Learn and Demonstrate Employability Skills

Complete at least ONE of these experiences:

### Project-Based Learning

Could be completed through:

Prep for College & Careers	Culinary Arts
Project Lead the Way	Human Services
Computer Science	Fashion & Textiles

### Work-Based Learning

Could be completed through:

Part-Time Job	Education Professions
ICE	Work-Based Learning
Ivy Tech Manufacturing	SECC (Co-ops, Internships)
Supervised Ag Experience	

### Service-Based Learning

\* 40 hours within 4 years

Could be completed through:

FCCLA	Student Council
FFA	Community Service
Peer Tutors (NHS)	Boy / Girl Scouts
Sports / Clubs	Band / Chorus

3

## Postsecondary-Ready Competencies

Must meet ONE of these competencies:

Meeting Minimum Scores on  
one of the following:

ACT

SAT

ASVAB

Industry Certification/Credential

6 Credits in Career/Tech Pathway

\*C average

Academic or Technical Honors

3 AP and/or Dual Credit Courses

\*C average



Course and Credit Requirements	
English/ Language Arts	8 credits Including a balance of literature, composition and speech.
Mathematics	6 credits (in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math course or quantitative reasoning course each year in high school.</i>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career and Technical Education
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits (College and Career Pathway courses recommended)
<b>40 Total State Credits Required</b>	

Schools may have additional local graduation requirements that apply to all students (not required for students with an IEP).

\* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

\*\*SAT scores updated September, 2017

\*\*\*WorkKeys assessment titles updated, 2018

For the Core 40 with Academic Honors designation, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcripted college credits in dual credit courses from the approved dual credit list.
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcripted college credits from the approved dual credit list,
    2. 2 credits in AP courses and corresponding AP exams,
    3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a composite score of 1250 or higher on the SAT and a minimum of 580 on math and 580 on the evidence based reading and writing section.\*\*
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

## CORE40 with Technical Honors (minimum 47 credits)

For the Core 40 with Technical Honors designation, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. Pathway designated industry-based certification or credential, or
  2. Pathway dual credits from the approved dual credit list resulting in 6 transcripted 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 one of the following.
  - A. Any one of the options (A - F) of the Core 40 with Academic Honors
  - B. Earn the following minimum scores on WorkKeys: Workplace Documents, Level 6; Applied Math, Level 6; and Graphic Literacy, 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 88, Writing 70, Reading 80.

In addition, each student applying for graduation from East Central High School must successfully complete the "Preparing for College & Careers" course, as adopted by the Sunman-Dearborn School Corporation.

## ECHS - GRADUATION CHECKLIST

Name \_\_\_\_\_ Year of Graduation \_\_\_\_\_ Date \_\_\_\_\_

### Core 40 Diploma - 40 credits

**English** 8 credits  
 Eng 9 \_\_\_\_\_  
 Eng 10 \_\_\_\_\_  
 Eng 11 \_\_\_\_\_  
 Eng 12 \_\_\_\_\_

**Math** 6 credits  
 Algebra I \_\_\_\_\_  
 Lab/Enrich \_\_\_\_\_  
 Algebra II \_\_\_\_\_  
 Geometry \_\_\_\_\_

**Must take a Math or QR course each year**

### Core 40/Academic Honors - 47 credits

**Fine Arts** 2 credits  
 Art/Music \_\_\_\_\_  
  
**Math** 2 credits  
 Pre-Cal/Adv. Math \_\_\_\_\_

**World Languages** 6-8 credits  
 Span/Fren/Jap \_\_\_\_\_  
 Span/Fren/Jap \_\_\_\_\_  
 Span/Fren/Jap \_\_\_\_\_  
 (or 2 credits in 2 languages)

**No grades below a C on checklist  
 and overall GPA of a B (3.0) or higher**

**Complete 1 of the following options:**

- A 2 AP classes/exams \_\_\_\_\_  
 B 6 transcribed dual credits \_\_\_\_\_  
 C 1 AP class/exam and \_\_\_\_\_  
 3 transferable dual credits \_\_\_\_\_  
 D SAT 1750(CR/M/W) with at \_\_\_\_\_  
 least a 530 on each section \_\_\_\_\_  
 E ACT+Writing Composite 26 \_\_\_\_\_

**Science** 6 credits  
 Biology \_\_\_\_\_  
 ICP/Chem/Physics \_\_\_\_\_

Elective Science \_\_\_\_\_

**Social Studies** 6 credits  
 World Hist/Geog \_\_\_\_\_  
 US History \_\_\_\_\_  
 Fed Gov \_\_\_\_\_  
 Economics \_\_\_\_\_

**PE/Health** 3 credits  
 PE \_\_\_\_\_  
 Health \_\_\_\_\_

**Directed Electives** 5 credits

\_\_\_\_\_

Prep or Coll. & Careers \_\_\_\_\_

### CORE 40/Tech. Honors - 47 Credits

**Pathway:** Agriculture, Business, Culinary  
 Education, ICE, Landscape, PLTW  
 Vocational

**Earn 6 credits in a state-approved  
 College and Career Pathway** \_\_\_\_\_

**Earn pathway designated industry based  
 certification OR 6 pathway transcribed  
 college credits** \_\_\_\_\_

**No grades below a C on checklist  
 and overall GPA of a B or higher** \_\_\_\_\_

**\*Complete one of the following options:**

- A 1 of the AHD options above \_\_\_\_\_  
 B Earn Work Keys Scores \_\_\_\_\_  
 C Earn Accuplacer Scores \_\_\_\_\_

**Select ONE option in each category:**

#### **Box 1: Diploma Type**

- \_\_\_\_\_ General  
 \_\_\_\_\_ Core 40  
 \_\_\_\_\_ Academic  
 \_\_\_\_\_ Technical

#### **Box 2: Employability Skills**

- \_\_\_\_\_ Option 1 Project-Based  
 \_\_\_\_\_ Option 2 Service-Based  
 \_\_\_\_\_ Option 3 Work-Based

#### **Box 3: Postsecondary-Ready**

- \_\_\_\_\_ Academic/Technical Honors  
 \_\_\_\_\_ ACT - 18 Eng, 22 Read, 22 Math, 23 Sc  
 \_\_\_\_\_ SAT - 480 in EBRW, 530 in Math - EBRW  
 \_\_\_\_\_ ASVAB - 31 AFQT  
 \_\_\_\_\_ Workforce Certification or Credential  
 \_\_\_\_\_ 6 Credits in Career/Tech Pathway  
 \_\_\_\_\_ 3 AP and/or Dual Credit Courses

Notes:

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**EAST CENTRAL HIGH SCHOOL**  
**CAREER CLUSTERS**  
**Graduation Pathways**

<b>Cohort 2025 &amp; Beyond</b>	<b>Cohorts 2023 &amp; 2024</b>
Students must complete all 3 courses.	Students must complete the 2 classes listed.
<b>Agriculture, Food and Natural Resources- Mechanical/Engineering</b>	
7117 Principles of Agriculture	N/A
5088 Ag Power, Structures and Technology	
7112 Agriculture Structures, Fabrication and Design	
<b>Agriculture, Food and Natural Resources- Landscape</b>	
7117 Principles of Agriculture	#5136 Landscape Mgt I
5132 Horticultural Science	#5137 Landscape Mgt II
7115 Landscape & Turf Management	
<b>Advanced Manufacturing/Digital Manufacturing - 4.0</b>	
7220 Principles of Industry 4.0 & Digital Manufacturing (Robotics I)	N/A
4728 Robotics Design & Innovation (Robotics II)	
7100 Digital Manufacturing Systems (2023-24) Robotics III	
<b>Arts, AV Tech &amp; Comm - Radio and Television</b>	
7139 Principles of Broadcasting	#5986 Radio & TV I
7306 Audio and Video Production	#5992 Radio & TV II
Mass Media Performance (2023-24)	
<b>Arts, AV Tech &amp; Comm - Fashion Textiles &amp; Design</b>	
7301 Principles of Fashion & Textiles	#5420 Fashion & Textile Careers I
Textiles, Apparel & Merchandising (23-24)	#5421 Fashion & Textile Careers II
Advanced Textiles (24-25)	
<b>Business Management and Administration</b>	
4562 Principles of Business Management	#4562 Principles of Business Management
Management Fundamentals (2023-24)	#5268 Admin & Office Management
4524 Accounting Fundamentals	
<b>Education &amp; Training - Education Careers</b>	
7161 Principles of Teaching (2023-24)	#5408 Education Profession I
7157 Child and Adolescent Development ((2023-24))	#5404 Education Profession II
7162 The Exceptional Child (2023-24)	

Cohort 2025 & Beyond	Cohorts 2023 & 2024
Students must complete all 3 courses.	Students must complete the 2 classes listed.
<b>Finance - Accounting</b>	
4562 Principles of Business Management	#4562 Principles of Business Management
4524 Accounting Fundamentals	#4522 Advanced Accounting
4522 Advanced Accounting	
<b>Hospitality &amp; Tourism - Culinary Arts</b>	
Principles of Hospitality (2023-24)	#5440 Culinary Arts & Hosp I
Nutrition (2023-24)	#5346 Culinary Arts & Hosp II
Culinary Arts (2023-24)	
<b>Human Services - Human &amp; Social Services</b>	
7176 Principles of Human Services (2021-22 freshmen)	#5336 Human Service I
7174 Understanding Diversity (2023-24)	#5462 Human Services II
7177 Relationships & Emotions (2023-24)	
<b>IT Support / Computer Science - Software Development Programming</b>	
7183 Principles of Computing (2022-23)	#4801 Computer Science I
7185 Website and Database Development	#5236 Computer Science II
7184 Software Development (2023-24)	
<b>Information Tech Support</b>	
N/A	#5230 Information Tech Support
	#5231 Information Tech Support (DropZone II)
<b>Marketing - Marketing &amp; Sales</b>	
4562 Principles of Business Management	N/A
5914 Marketing Fundamentals	
5918 Digital Marketing	
<b>STEM - Engineering</b>	
4802 Introduction to Engineering and Design	#5644 Principles of Engineering (and 1 of the following)
5644 Principles of Engineering (and 1 of the following)	#5538 Digital Electronics (or)
5538 Digital Electronics (or)	#5650 Civil Engineering (or)
5650 Civil Engineering (or)	#5534 Computer Integrated Manufacturing (or)
5534 Computer Integrated Manufacturing (or)	#4818 Environmental Sustainability
4818 Environmental Sustainability	

## Health Science – Biomedical Science & Technology

5218 Principles of Biomedical Sciences	
5216 Human Body Systems	
5217 Medical Interventions (2023-24)	

### Community Service Hours Guidelines

The ECHS Service Learning program grew out of the recognition that service to the school and the community provides a valuable learning experience for young people. A service experience fosters responsibility, encourages compassion for others, and instills a desire to participate in society as active citizens.

The goal of the program is two-fold, comprised of a service and an educational component. The “service” goals include engaging youth with persons of all ages and providing needed hands to school personnel and community agencies. The “learning” goals include increasing student awareness of social and political issues, enabling them to explore areas of career interest, and cultivating personal growth as they develop reliability, maturity, promptness, sensitivity and the recognition that they can make a difference.

Each student must complete 40 hours of community service by the end of the 12th grade to be eligible for graduation. It is **suggested** that you complete five hours per semester but not mandatory. Hours can be **completed anytime throughout the course of high school prior to graduation**. If you are a new student, community service obligations are based on current grade enrollment. For example, incoming freshmen need to complete 40 hours, sophomores 30, juniors 20, seniors 10.

#### **Service Learning Guidelines:**

Ideally, service projects move students into the community to:

- Provide a real benefit to the community
- Enhance student learning,
- Develop student civic engagement skills,
- Expose students to community issues and organizations, and
- Expand student career choices.

**The following examples demonstrate what can and what cannot qualify for Service Learning Credit:**

**Approved:** A student, or group of students, works with a teacher to implement a unit by providing input on curriculum, tutoring assistance, observing and delivering a lesson and debriefing the experience with the teacher. AND/OR...A student or group of students in a math class may work with a coach or gather statistical data and provide regular reports. These statistics ideally become information the math teacher utilizes to enhance learning in the classroom.

**Not Approved:** A student or group of students working and receiving pay for their services.  
All community service should be done for a non-profit organization.

#### **Getting Started:**

Step 1: Decide what type of activity you would like to do or what **non-profit organization**.

Step 2: Contact the agency and apply/volunteer to serve.

Step 3: Take this (reverse side) form to the prospective supervisor and complete with appropriate signatures.

Step 4: Return the “Community Service Form” to your guidance counselor.

# East Central High School Community Service Form

**Student Name** \_\_\_\_\_ **Date** \_\_\_\_\_ **Graduation Cohort** \_\_\_\_\_

## 1. Community Service Provider Section

Community or Volunteer Service Organization: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

Company/Employer Address: \_\_\_\_\_

Company/Employer Phone #: \_\_\_\_\_

Date of the Community Service Activity: \_\_\_\_\_

Total Number of Hours Served: \_\_\_\_\_

Community Service was Voluntary? YES NO

Does/Did the student exhibit good employability skills? YES NO

What type of community service was completed?

The information provided in this section is an accurate reflection of the number of hours and type of community service performed by the student.

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**2. Student Section** (Please provide a reflection of your community service or volunteer experience)

Please describe how your involvement benefited the community service organization.



# East Central High School Employee Verification Form

Student Name \_\_\_\_\_ Date \_\_\_\_\_ Graduation Cohort \_\_\_\_\_

## 1. Employer Section

Company/Employer Name: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

Company/Employer Address: \_\_\_\_\_

Company/Employer Phone #: \_\_\_\_\_

Date Hired: \_\_\_\_\_

Is/Was the student in good standing as an employee?

Does/Did the student exhibit good employability skills?

Please provide additional comments about this student (optional):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Employer (Manager) Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 2. Student Section

**Describe how you have learned and demonstrated the following Employability Skills.**  
(See Indiana Workforce Development - Indiana's Employability Skills Benchmarks)

**Mindsets:**

**Self-Management Skills:**

**Learning Strategies:**

**Social Skills:**



Workplace Skills:

Revised 02.27.2019



## East Central High School Employability Skills Verification Form

Student Name \_\_\_\_\_ Date \_\_\_\_\_ Graduation Cohort \_\_\_\_\_

Project Based Experience	Service Based Experience	Work Based Experience

Describe how you have met the Employability Skills Requirement:

**Describe how you have learned and demonstrated the following Employability Skills.**  
(See Indiana Workforce Development - Indiana's Employability Skills Benchmarks)

**Mindsets:**

**Self-Management Skills:**

**Learning Strategies:**

**Social Skills:**

## Workplace Skills:

Revised 02.27.2019



## INDIANA WORKFORCE DEVELOPMENT

## INDIANA'S EMPLOYABILITY SKILLS BENCHMARKS

### MINDSETS

**Intellectual Risk Taking** - Develops a healthy balance of mental, social/emotional and physical well-being; understands that life-long learning are necessary for long-term career success; willingness to work and learn and continually apply new knowledge

**Appreciation of Diversity** - Embraces diverse views and varying perspectives; demonstrates empathy and respect for others

**Self-confidence** - Possesses belief in own ability to succeed

**Sense of belonging** - Demonstrates a sense of belonging in the job environment; demonstrates commitment to an organization

**Career Path** - Relates interest, aptitude and abilities to appropriate in-demand occupations in order to select career path

### SELF-MANAGEMENT SKILLS

**Pride in Work** - Assumes responsibility, takes personal ownership of performance quality; understands short-comings and sets goals to improve

**Self-Discipline** - Demonstrates self-discipline and self-control

**Independence** - Works independently; creates relationships with mentors and supervisors that support success

**Perseverance** - Delays immediate gratification for long-term rewards; demonstrates endurance, follow-through and capacity to complete tasks

**Stress Management** - Overcomes barriers to learning in the workplace; demonstrates effective coping skills when faced with a problem; performs under pressure and achieve deadlines

**Time Management** - Prioritizes and balances school, home, work and community activities

**Adaptability** - Manages transitions and adapts to changing situations and responsibilities

**Integrity** - Trustworthy, honest and comprehends ethical courses of action

**Professionalism** - Uses appropriate judgement; demonstrates empathy and respect for others, demonstrates social maturity and behaviors appropriate to the situation and environment; dresses appropriately, speaks politely

**Work Ethic** - Punctual with good attendance; does not abuse drugs; maintains appropriate hygiene and attire; demonstrates ethical decision-making and social responsibility

### LEARNING STRATEGIES

**Written Communication** - Applies reading, writing, math and scientific principals and procedures

**Decision Making** - Utilizes critical thinking skills to make informed decisions based on options, rewards, risks, limits and goals

**Initiative** - Applies self-motivation and self-direction to learning

**Technology Savvy** - Applies existing and emerging media and computer application skills

**Attention to Detail** - Demonstrates high-quality work by reviewing the detailed aspects of work process and end products or service

**Organization** - Plans and organizes long and short term academic, career and social/emotional goals; balances all types of workplace and personal situations

**Information Gathering** - Observes and gathers evidence and considers multiple perspectives to make informed decisions; locates, organizes, analyzes and communicates information

**Problem Solving** - Applies critical thinking skills to complex problems; evaluates causes, problems, patterns or issues and explores workable and innovative solutions to improve situations

### SOCIAL SKILLS

**Oral Communication** - Clearly, effectively and convincingly expresses ideas and messages to others

**Teamwork** - Creates positive and responsive relationships with peers, colleagues and customers; uses effective collaboration and cooperation skills

**Leadership** - Guides, supports and encourages groups of diverse teams; sharing knowledge and skills when possible

**Conflict Management** - Negotiates to resolve or mediate conflict; avoids potential or perceived conflict

**Self-Advocacy** - Asserts self when necessary

### WORKPLACE SKILLS

**Personal Safety** - Demonstrates personal safety skills

**Follows Directions** - Follows employer established policies and business practices

**Resource Allocation** - Identifies, leverages and distributes money and materials effectively and efficiently

**Customer Service** - Responds quickly to the needs of customers and achieves customer satisfaction

Student Printed Name \_\_\_\_\_

*East Central High School  
1 Trojan Place, Suite A  
St. Leon, Indiana 47012*



## INFORMED CONSENT FOR EARLY GRADUATION

The Sunman-Dearborn Community School Corporation normally requires students to attend school for 8 semesters in order to be eligible for graduation. Students must successfully complete all necessary diploma and graduation requirements as outlined by the Indiana Department of Education and the Sunman-Dearborn School Board. However, it is recognized that a student may graduate in **7 semesters** if all academic and diploma requirements are successfully completed.

1. A 7-semester graduate will complete all diploma and graduation requirements (**1step+ or Graduation Pathways requirements**) by the end of the 7<sup>th</sup> semester in order to be eligible for early graduation. The student will plan to graduate in December after completing the first semester of senior year.
2. It is agreed by all parties the student will be entitled to participate in the graduation ceremony and associated functions at the end of the school year. In addition, the student will be permitted to pursue any awards or scholarships given, provided the student has completed all necessary applications and has adhered to all deadlines.
3. The student will not be eligible for extra-curricular activities during the subsequent semester. This includes athletics, dances, prom and any other student activities. The graduate, however, will be permitted to attend all senior activities at the end of the school year. The graduate is expected to attend graduation practice, if the student wishes to participate in the graduation ceremony.
4. All information pertaining to graduation (i.e., announcements, gowns, pick-up of materials, etc.) is the responsibility of the student. The student will need to contact the school regarding specific dates for material deliveries and all graduation activities. All fees must be paid prior to the conclusion of the 7<sup>th</sup> semester of attendance.

Diplomas will be issued after the graduation ceremony in the spring. If a student is planning to attend college a letter will be issued to the student after the end of the 7<sup>th</sup> semester indicating that they have qualified for mid-year graduation. **The student and parent will review the FAFSA requirements and file the application by April 15<sup>th</sup> of their junior year if they plan to attend college during the spring semester.**

Signatures below indicate acknowledgement that the student and parent(s)/guardian(s) have been informed of the policies and procedures for early graduation and choose to pursue a 7<sup>th</sup> semester graduation.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent / Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

12.05.2018

### Indiana Certificate of Completion Course of Study

Effective with the students who enter high school in 2018-19 school year (class of 2022)

The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student's Individual Education Plan (IEP).

Minimum total 40 credits/applied units: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned and special education courses in which non-credit applied units are earned.

English/Language Arts	8 credits/applied units
	Including a balance of literature, composition, vocabulary, speech/communication
Mathematics	4 credits/applied units
	Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance. Student must take a math or applied math course each year in high school.
Science	4 credits/applied units
	Including a balance of physical, earth/nature, life, engineering and technology
Social Studies	4 credits/applied units
	Including a balance of history, civics and government, geography, economics
Physical Education	2 credits/applied units
Health & Wellness	1 credit/applied unit
Employability	10 credits/applied units
	Job exploration, work- or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, intro to post-secondary options
	Investigation into opportunities for enrollment in postsecondary programs, work place readiness training to develop employability and independent living skills and instruction in self-advocacy
Electives	7 credits/applied units

#### Certificate of Completion Transition Portfolio

Students earning a certificate of completion fulfill at least one of the following (aligned with transition goals):

1. **Career Credential:** Complete an industry-recognized certification, one-year certificate or state-approved alternative
2. **Career Experience:** Complete project- or work-based learning experience or part time employment
3. **Work Ethic Certificate:** Earn a Work Ethic Certificate (criteria to be locally determined)
4. **Other Work Related Activities:** As determined by the case conference committee

Mirrors regular diploma requirements (minimum 40 applied units or credits with emphasis on academics)

Employability Skills are an integral part of the plan



## EAST CENTRAL HIGH SCHOOL COURSE OFFERINGS

<b>Agriculture Department</b>
Ag Structures, Fabrication & Design
Agriculture Power, Structure, and Technology I
Animal Science
Horticultural Science
Landscape Management I / Landscape & Turf Management
Landscape Management II
Natural Resources Management
Principles of Agriculture
Supervised Ag Experience

<b>Business Department</b>
Accounting Fundamentals
Administrative & Office Management
Advanced Accounting
Audio & Video Production "Trojan Media Productions" I
Computer Science I / Principles of Computing
Computer Science II
Computer Science III
Digital Applications
Digital Marketing
Information Tech Support – Drop Zone I & II
Introduction to Business
Marketing Fundamentals
Mass Media Productions "Trojan Media Productions" II
Preparing for College & Careers <i>(required)</i>
Principles of Broadcasting
Principles of Business Management
Principles of Radio & TV
Website & Database Development

<b>Engineering &amp; Technology Department</b>
Computer Integrated Manufacturing
Computers in Design & Production
Digital Manufacturing Systems
Environmental Sustainability
Intro to Construction (Construction II)
Introduction to Transportation
PLTW Civil Engineering & Architecture
PLTW Digital Electronics
PLTW Engineering Design & Development

PLTW Introduction to Engineering Design
PLTW Principles of Engineering
Principles of Industry & Digital Manufacturing
Robotic Design & Innovation

<b>English/Language Arts Department</b>
Advanced English 12 W131/L202
Dual Credit ENGL111 English Language and Composition
AP English Literature
English 10
English 10 Honors
English 11
English 11 Honors
English 12
English 12 Honors
English 9
English 9 Honors
<b>Electives</b>
Film Literature
Speech/Public Communication (IU)
Student Media: Yearbook

<b>Family &amp; Consumer Science Department</b>
Child Development I & II
Culinary Arts & Hospitality Management I - ProStart I
Culinary Arts & Hospitality Management II - ProStart II
Education Professions I
Education Professions II
Fashion & Textiles Careers / Principles of Fashion & Textiles
Fashion & Textiles Careers II
Human & Social Services I (Family / Community Health)
Human & Social Services II (Family / Community Health)
Introduction to Culinary Arts I & II
Introduction to Fashion & Textiles I & II (Fine Arts Credit)
Nutrition & Wellness I & II
Principles of Human Services (FCCLA)

<b>Fine Arts Department</b>
Introduction to 2-D Art
Introduction to 3-D Art
Ceramics
Digital Design – Photoshop & Animation
Drawing I & II
Jewelry

Painting & Adv. Painting
Photography I Digital Photography
Photography II Advanced Digital Photography
Sculpture
AP Studio Art - Drawing

<b>Fine Arts Department- Performing</b>
<b><i>Chorus</i></b>
Intermediate Chorus – Women’s
Advance Chorus – Concert
Vocal Jazz : Show Choir
<b><i>Instrumental</i></b>
Marching Trojans Winds
Percussion Ensemble & Color Guard
ECHS Concert Band Winds
EC Jazz
Symphonic Band
Wind Ensemble
<b><i>Special Interest Areas</i></b>
AP Music Theory
Piano & Electric Keyboard
Musical Theatre

<b>General Support &amp; Study Hall</b>
Basic Skills Lab
College Entrance Preparation

<b>Health &amp; Physical Education Department</b>
Health & Wellness
Physical Education I
Physical Education II
Elective Physical Education – Strength Training
Elective Physical Education – Officiating

<b>Mathematics Department</b>
Algebra I
Algebra TR – A and B (Algebra I spread over 2 years)
Math 10
Algebra II
Algebra II Honors
Geometry
Geometry Honors
Probability & Statistics



Trigonometry
Advanced Math - Finite
Pre-Calculus – Algebra & Trigonometry
Pre-Calculus – Algebra & Trigonometry Honors
AP Calculus AB
AP Calculus BC
AP Statistics
<b>Support Classes</b>
Algebra Lab
Math Lab – Algebra II & Geometry

<b>Science Department</b>
Earth & Space Science
PLTW I (Principles of Biomedical Science)
PLTW II (Human Body Systems)
Biology I
Biology I Honors
Integrated Chemistry-Physics
Chemistry I
Biology II
Advanced Science, Botany, & Zoology
Anatomy & Physiology
Chemistry II
Physics I
AP Biology
AP Chemistry

<b>Senior Specialty Classes</b>
ICE: Cooperative Education
Health Science Education II: Athletic Training

<b>Social Science Department</b>
Geography & History of the World
World History & Civilization
AP World History Modern
US History
ACP US History
US Government
ACP US Government & Politics
Economics
AP Microeconomics
Psychology
Sociology
AP European History
Ethnic Studies
Indiana Studies

<b>World Language Department</b>
French I, II, III, IV
Japanese I, II, III, IV, V
Spanish I, II, III, IV, V

## **AGRICULTURE DEPARTMENT**

### **FFA**

FFA is the career and technical education student organization that is an integral part of the instruction and operation of a total agricultural education program. As an intra-curricular organization and essential component of the total program, the local agricultural education teacher(s) serve as the FFA chapter advisors.



The many activities of the FFA parallel the methodology of the instructional program and are directly related to the occupational goals and objectives. District and state level FFA activities provide students opportunities to demonstrate their proficiency in the knowledge, skills, and attitudes they have acquired through the agricultural program. Agricultural education students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts, and state by participating in national FFA activities.

Instructional activities of the FFA require participation of the agricultural science and agriculture business education students as an integral part of an agricultural education course of instruction and, therefore, may be considered an appropriate use and amount of the allotted instructional time.

### **PRINCIPLES OF AGRICULTURE**

#### **COURSE # 711701/711711**

**Ivy Tech AGRI 100**

#### **Non-Dual Credit #711702/711722**

Principles of Agriculture is a two-semester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding and the role of agriculture in the United States and globally. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, as well as careers.

- Grade: 9-12
- Prerequisites: None
- 1 credit per semester for 2 semesters
- Counts as an elective or directed elective for all diplomas

### **AG POWER, STRUCTURE & TECH I**

#### **COURSE #508803/508833**

**IVY TECH AGRI 106**

Topics in this course include shielded metal arc welding, mig welding, oxyacetylene welding and cutting, blacksmithing, woodworking and carpentry, plumbing, electrical, concrete, and small engine work. This course encompasses both classroom

work and extensive work in the agriculture shop. Students have the opportunity to work on projects from home if time permits.

- Grade: 9-12
- Credits: 1 per semester, 2 semesters
- Fulfills an elective or directed elective for all diplomas

### **AG STRUCTURES FABRICATION & DESIGN (Replaced Ag Power II)**

#### **COURSE #711201/711211**

Agricultural Structures Fabrication and Design is a two-semester course that focuses on metal work and agricultural structures. This course will allow students to develop skills in welding and metalworking such as metal identification and properties, metal preparation, use of oxyacetylene torch, plasma cutting and cutting operations, arc welding, MIG welding, TIG welding. This course will also allow students to develop skills in construction in regard to the ag industry such as carpentry, masonry, etc.

- Grade: 10,11,12
- Prerequisite: Ag Power I
- Credits: 1 per semester, 2 semesters

- Fulfills an elective or directed elective for all diplomas

### **ANIMAL SCIENCE COURSE #500801/500811**

**IVY TECH AGRI 103**

This course provides students with an overview of the animal industry. Areas that students can study can be applied to both small and large animals. Topics to be addressed include the various species of large and small animal livestock, animal anatomy, genetics and reproduction, animal nutrition, careers, animal health, ethical issues in animal agriculture, animal behavior, animal evaluation, and other topics deemed necessary. Students can compete in the 4-H/FFA Livestock Skillathon as a fall exam option.

- Grade: 9,10,11,12
- Credits: 1 per semester, 2 semesters
- Fulfills elective or directed elective for all diplomas
- Fulfills a Science course requirement for all diplomas

Offered every other school year, rotates with  
Natural Resources

### **HORTICULTURAL SCIENCE COURSE #513201/513211**

**IVY TECH AGR 116**

Students in this course will understand the relevance and the diversity of the horticulture industry in the United States. Students will gain knowledge in plant anatomy, plant growth, propagation, plant nutrition, pest control and more. Students will experience hands on activities that include: 1) working extensively in the ECHS greenhouse; 2) propagating plants from seeds and vegetative cutting, 3) planting flowering plants outside as well as vegetable plants in the ECHS raised bed gardens, 4) designing floral arrangements and a holiday wreath, 5) making Mother's Day hanging baskets, 6) touring Krueger Maddux Greenhouses, 7) harvesting vegetables, and 8) operating the ECHS Horticulture Spring Plant Sale. Students can compete in the Indiana 4-H/FFA Horticulture CDE as a fall semester exam option.

- Grade: 9,10, 11, 12
- Credits: 1 credit per semester, 2 semesters
- Fulfills elective or directed elective for all diplomas
- Fulfills life/physical science for general diploma

### **LANDSCAPE MANAGEMENT I COURSE # 513601/513611 LANDSCAPE & TURF MANAGEMENT COURSE # 711501/711511**

**IVY TECH AGRI 164**

#### **Bobcat Skid Steer Certification**

Students in this course will be introduced to the three segments in the landscape industry; landscape architecture/design, landscape construction, and landscape maintenance. Students will engage in landscape design projects. Activities include multiple opportunities to work outside maintaining and installing landscapes at ECHS. Students will also build an EZ bench, design and build trellises, have the opportunity to earn Bobcat Steer certification, and have the choice of competing in the Indiana FFA State Nursery/Landscape Career Development Event as a spring semester exam option.

- Grade: 9, 10, 11, 12
- Credits: 1 credit per semester, 2 semesters
- Qualifies as a quantitative reasoning course
- Fulfills elective or directed elective for all diplomas

### **LANDSCAPE MANAGEMENT II COURSE #513701/513711**

#### **Bobcat Skid Steer Certification**

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 will participate in leadership development, supervised agricultural experience and career exploration activities. Students have the choice of competing in the Indiana FFA State Nursery/Landscaping Career Development event as a spring semester final option.

- Recommended Grade Level: 10,11,12
- Prerequisite: Landscape Management I
- Credits: 1 credit per semester; 2 semesters
- Qualifies as a quantitative reasoning course
- Fulfills elective or directed elective for all diplomas

### **NATURAL RESOURCE MANAGEMENT COURSE # 518001/518011**

**IVY TECH AGRI 115**

Students are introduced to careers in the field of natural resources as well as course sections covering native wildlife and waterfowl conservation, fish management, forest ecology, tree identification,

timber stand improvement, soil conservation and management, water quality and watershed management, water quality testing, outdoor recreation management and outdoor safety. Hands-on activities include building birdhouses and mason bee houses, making survival bracelets and lanyards, construction a Leopold bench and other outdoor activities. Students can compete in the Forestry Career Development Event in the fall and Wildlife Habitat CDE in the spring as a semester exam option.

- Grade: 9-12
- Credits: 1 credit per semester; 2 semesters
- Fulfills a Science requirement for all diplomas
- Fulfills elective or directed elective for all diplomas
- Offered every other school year, rotates with Animal Science

**SUPERVISED AG EXPERIENCE 5228**  
**COURSE # 522801/522811**

Students experience and apply what is learned in the classroom, laboratory and training site to real-life situations. Students work closely with their agricultural teacher, parents and/or employers to get the most out of their SAE program.

- Grade: 10, 11, 12
- Prerequisite: Teacher approval
- Credits: 1 per semester, 6 semesters max
- Fulfills elective or directed elective for all diplomas

# BUSINESS DEPARTMENT

## ECHS Business Academy

The East Central High School Business Academy was established in 2013 to better serve our stakeholders. We've created pathways, added dual credit and a more streamlined process to create tomorrow's business leaders today. Being a part of the ECHS Business Academy brings with it extra benefits such as professional business experiences, speakers from the community, business dinners and luncheons. To be accepted as a member of the ECHS Business Academy, students must meet the following criteria:



\* To graduate from the East Central applies:



Business Academy, the following criterion

- Earn a B or higher in at least four (4) business courses (preferable in one pathway)
- Maintain a cumulative GPA of 3.0 or higher
- Maintain attendance in accordance with the school regulations
- Enroll in capstone course
- Earn a B or higher in dual credit Business Academy course

## MICROSOFT OFFICE IT ACADEMY (MIT)

East Central High School is a member of the Microsoft IT Academy. Microsoft stresses that this program provides resources that benefit all students. Acquiring skills on the latest technologies may help students to become better collaborators, communicators, critical thinkers, innovators, problems solvers, and citizens of our global economy. Students enrolling in Interactive Media Digital Citizenship, Interactive Media Computer Graphics and Illustration I & II, and Information Communication and Technology are all eligible to test and receive the Microsoft Office Specialist (MOS) certifications. MOS Certification validates mastery of Microsoft Office skills that all businesses require; setting students apart as they go on to higher education or enter the work force.

## **PREP FOR COLLEGE AND CAREERS COURSE #539400**

Although Preparing for College and Careers is a mandatory class for all sophomores, it is one you won't

want to miss. Students will learn the 'must haves' preparing them for college, a trade, or whatever their future may hold. Students will explore who they are, what options they have after high school, and start the decision making process for their future. Students will learn the essentials of job preparation, including writing

resumes, cover letters and actually conducting mock interviews!

After students learn about getting the job, then they learn how to manage the money that comes with them. Students explore the essential financial components of real life from taxes, paychecks, checking and savings to budgeting, interest, investments, credit and insurance. The project-based approach, turns this class into a must-have for all students planning to be successful in the future.

- Grade 10
- Credits: 1 credit per semester, 1 semester
- **Required course for class of 2016 & beyond as adopted by the Sunman-Dearborn school corporation**
- Fulfills elective or directed elective for all diplomas

### **ACCOUNTING FUNDAMENTALS**

#### **COURSE #452401/452411**

**Ivy Tech ACCT 101 3 credits**

Do you want to learn how money works, how to track it, and how to manage your personal finances? Then this course is for you! Understanding Accounting is a fundamental part of business, that's why it's called, "The Language of Business." Introduction to Accounting introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making. Whether you want to major in business, start your own business one day, or just have a better understand of how to make your money work for you, this course is for you. Sample projects may include playing Monopoly to understand money management practices, analyzing the stock market, and be in charge of the financial records and money management of a business in a real-life business simulation.

- Recommended Grade: 9, 10, 11, 12
- Prerequisites: None
- Credits: 1 credit per semester; 2 semesters
- Fulfills elective or directed elective for all diplomas

### **ADVANCED ACCOUNTING**

#### **COURSE #452201/452211**

Are you planning on majoring in Business in college or starting your own business someday? Then this course is a must! Understanding accounting is a fundamental part of business, that's why it's called, "The Language of Business." After mastering the concepts of money management in Intro to

Accounting, this course provides an advanced look at making money decisions for a business. Advanced Accounting expands on the Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting covered in Introduction to Accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making. Students will also be in charge of the financial records and money management of a business in a real-life business simulation. Sample projects may include analyzing stock markets, and be in charge of the financial records and money management of a business in a real-life business simulation.

- Grade: 11, 12
- Required: Accounting Fundamentals
- Credits: 1 credit per semester; 2 semesters
- Qualifies as a Quantitative Reasoning course
- Fulfills elective or directed elective requirement for all diplomas

### **ADMINISTRATIVE & OFFICE MGT**

#### **(TROJAN EXCHANGE)**

#### **COURSE #526801/526811**

**Ivy Tech BUSN 105 3 credits**

Do you dream of becoming a CEO or business leader some day? Not only is this class dual credit, but this class is the second year of Business Management where students actually become the CEO/COO of the school store, the Trojan Exchange. Administrative and Office Management prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and to perform business-related functions. Some classes teach about business, this class operates a business. The profit made in the school store is certainly one of the biggest incentives for these students. Being a part of the Business Academy, and running the school store, makes students eligible for scholarships offered to our Business Academy All-stars at the end of each year.

- Grade: 12
- Required: Principles of Business Management or teacher recommendation
- Credits: 1 per semester; 2 semesters
- Fulfills elective or directed elective for all diplomas

### **COMPUTER SCIENCE I: PRINCIPLES**

#### **COURSE #480101/480111**

#### **PRINCIPLES OF COMPUTING**

#### **COURSE #718301/718311**

**Ivy Tech SDEV 120 3 credits**

Computer Science I: Principles introduces the student to algorithms, logic development and



flowcharting as tools used to document computer logic. Students will study math concepts and the importance to computer development. Students will practice skills such as listening, team building, work ethic, communications, documentation, and adaptability. Concepts will be demonstrated using basic scripting and programming code in the programming languages Scratch, C, Python, HTML, CSS, and SQL.

- Grade: 10, 11, 12
- Prerequisite: "C-" or higher in Algebra course
- Credits: 1 credit per semester; 2 semesters
- Fulfills science course requirement for all diplomas
- Qualifies as a quantitative reasoning course
- Counts as elective or directed elective for all diplomas

## **COMPUTER SCIENCE II: PROGRAMMING**

**COURSE #523601/523611**

**Ivy Tech SDEV 140 3 credits**

Would you like to dive deeper into the world of **game development**? Computer Science II: Programming explores and builds skills in programming and a basic understanding of the fundamentals of procedural development using the Visual Basic Programming language. Coursework emphasizes logical program design involving user-designed functions and standard structure elements. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers and data file access methods.

- Grade Level: Grade 11,12
- Prerequisites: Comp Science I
- Credits: 1 credit per semester; 2 semesters
- Fulfills a Science elective requirement
- Qualifies as a quantitative reasoning course
- Counts as elective or directed elective for all diplomas

## **COMPUTER SCIENCE III: SOFTWARE DEVELOPMENT**

**COURSE #524901/524911**

Computer Science III: Software Development focuses on gaining knowledge and acquiring competencies in the processes, techniques and tools used to develop production quality software. The course framework aligns with professional standards and situates software development within the context of a software project, providing

focus on requirements development and management; project scheduling; project success metrics; code design, development and review principles; testing procedures; release and revision processes; and project archival. An additional topic provides exposure to career opportunities within the software development field. The final product of this capstone experience is a working software product that adheres to industry standards.

- Grade Level: Grade 11, 12
- Prerequisites: Comp Science I & II
- Credits: 1 credit per semester; 2 semesters
- Fulfills a Science elective requirement
- Qualifies as a quantitative reasoning course
- Counts as elective or directed elective for all diplomas

## **DIGITAL APPLICATIONS & RESPONSIBILITY**

**COURSE #452801/452811**

**Ivy Tech CINS 101 3 credits**

**MOS Certification**

Do you know how to get around on the computer to 'get the job done,' but it takes you way too long? This course might be for you. Advanced Computer Applications teaches students to use computers to get things done on the job, or just everyday life. Students develop their skills with word processing, spreadsheets, presentations, and databases, but they also work on speed. Using the computer should be quick and easy so you have more time in your day. Learn what it means to be a good digital citizen and how to use technology for life. This class is dual-credit, and students have the opportunity to earn industry level MOS Certifications in Microsoft Word, Excel, Access, and PowerPoint for free!

- Grade Level: Grade 10-12
- Prerequisites: None
- Credits: 1 per semester, 2 semesters
- Counts as an elective or directed elective for all diplomas

## **DIGITAL MARKETING**

**COURSE #714501/714511**

Digital Marketing provides an introduction to the world of e-commerce and digital marketing media. The course covers how to integrate digital media and e-commerce into organizational and marketing strategy. Students will explore e-commerce applications and the most popular digital marketing tactics and tools. Emphasizes familiarity with executing digital media, understanding the marketing objectives that digital media can help organizations achieve, and establishing and



enhancing an organization's digital marketing presence.

- Grade: 10, 11, 12
- Required Prerequisites: Principles of Business Management; Marketing Fundamentals
- Credits: 1 per semester, 2 semesters
- Counts as a directed elective or elective for all diplomas

## **WEBSITE & DATABASE DEVELOPMENT**

### **COURSE #718501/718511**

Ready to learn web design? This course will quickly bring you up to speed on a variety of crucial skills for building your own website, whether you have web design experience or not. You'll learn everything you need to know about HTML and CSS, the basic building blocks of web design. Upon successful completion, you'll have the skills and training that will greatly enhance your employability and career prospects. Interactive Media prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the "virtual workplace".

- Grade Level: Grade 9-12
- Prerequisites: None
- Credits: 1 per semester, 2 semesters
- Counts as an elective or directed elective for all diplomas

## **INTRODUCTION TO BUSINESS**

### **COURSE #4518**

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

- Grade Level: Grade 9, 10
- Prerequisites: None
- Credits: 1 per semester, 2 semesters
- Counts as an elective or directed elective for all diplomas

## **PRINCIPLES OF BUSINESS MGT (TROJAN EXCHANGE)**

## **COURSE #456201/456211**

### **Ivy Tech BUSN 101 3 credits**

Do you want to learn how to run, or work in, a business? Not only is this class dual credit, but students in this class actually operate, manage, and make **all** the business decisions for our school store, the Trojan Exchange. Principles of Business Management focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free-enterprise system. Students will attain first hand an understanding of management, team building, leadership, problem-solving steps and processes that contribute to the achievement of The Trojan Exchange's goals. The profit made in the school store is certainly one of the biggest incentives for these students. Being a part of the Business Academy, and running the school store, makes students eligible for scholarships offered to our Business Academy All-stars at the end of each year.

- Grade: 11-12
- Credits: 1 per semester; 2 semesters
- Prerequisite: C- in Accounting, Marketing, or teacher recommendation
- Counts as an elective or directed elective for all diplomas

## **MARKETING FUNDAMENTALS**

### **COURSE #591402/591422**

### **Ivy Tech MKTG 101 3 credits**

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

- Grade: 10, 11, 12
- Credits: 1 credit per semester; 2 semesters required
- Prerequisite: None
- Counts as an elective or directed elective for all diplomas

## **INFORMATION TECH SUPPORT**

### **DROP ZONE I & II**

### **COURSE #523002/523022**

### **COURSE #523101/523111**

This is a unique class of high-achieving high school students who are helping Sunman-Dearborn Community Schools advance their technology skills. This class currently specializes in 1:1 Chromebook tech support, assists in classroom technology integration, Chromebook website support as well as

Google App and Extension analysis. Above all, they love what they do! This course is treated as a workplace internship.

- Recommended Grade Level: 11, 12
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as an elective or directed elective for all diplomas

### **PRINCIPLES OF BROADCASTING COURSE #713901/713911**

Principles of Radio & TV provides an introduction to the fundamentals of digital production. Students will develop basic skills in digital production techniques for audio, video, studio, and field production.

- Recommended Grade: 9-10
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas

### **RADIO & TELEVISION I COURSE #598601/598611 AUDIO AND VIDEO PRODUCTION COURSE #730601/730611**

#### **“TROJAN MEDIA PRODUCTIONS I”**

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, and field trips. Outside the classroom/after school hours activities are required for this course.

- Recommended Grade Level: 10-11
- Recommended Prerequisites: Principles of Radio & TV
- Credits: 2 semester course, 2 semesters required, 1 credit per semester
- Counts as a directed elective or elective for all diplomas

### **RADIO & TELEVISION II COURSE #599201/599211 MASS MEDIA PRODUCTION COURSE #7307**

#### **“TROJAN MEDIA PRODUCTIONS II”**

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. During this second-year program students integrate and build on first-year curriculum while mastering advanced concepts in production, lighting and audio. Outside the classroom/after school hours activities are required for this course.

- Recommended Grade Level: 11,12
- Required Prerequisites: Audio & Video Production
- Credits: 2 semester course, 2 semesters required, 1 credit per semester
- Counts as a directed elective or elective for all diplomas

# ENGINEERING & TECHNOLOGY DEPARTMENT



## **CONSTRUCTION II** **Introduction to Construction** **COURSE #479201/479211**

With the completion of this class the student will be able to use construction skills and processes learned to build a residential structure from the ground up. They will use construction skills learned in the class to complete a series of projects to complete their structure.

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

**Projects Include:** Site Preparation and Layout, Plan Reading, Foundation (Brick, Block, & Stone Masonry), Floor System, Wall System, Roof System, Electrical System, Plumbing System, and Estimating Materials.

- Grade: 9-12
- Credits: 1 credit per semester, 2 semester
- Prerequisites: None
- Counts as elective or directed elective for all diplomas

## **COMPUTERS IN DESIGN & PRODUCTION** **COURSE #480001/480011**

With the completion of this class the student will be able to gain practical working experience through classroom projects using current state-of-the-art software in architecture, 3D modeling, 2D drafting, video editing, character animation, 3D printing, and CNC machining. Students will also learn basic board drafting techniques.

*Computers in Design and Production* is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills for electronics, manufacturing, precision machining, welding, and architecture career pathways. Students apply ingenuity using tools, materials, processes, and resources to create solutions as it applies in the electronics, manufacturing, precision machining, welding, and architecture. The content and activities should be developed locally in accordance with available advanced technologies in the school. Course content should address major technological content related to topics such as: Architectural drawing and print design, design documentation using CAD systems; assignments involving the interface of CAD, CNC, CAM, and CIM technologies; computer simulation of products and systems; publishing of various media; animation and related multimedia applications; 3-D modeling of products or structures; digital creation and editing of graphics and audio files; control technologies; and automation in the modern workplace.

**Projects Include:** Character animation video with Pivot Stickman and Windows Movie Maker; Basic Technical Board Drafting; AutoCAD computer drafting, Inventor 3D modeling projects for 3D printer and CNC Router; Revit architectural program to create house plans; personal projects of student's choice.

- Grade: 9, 10, 11, 12
- Credits: 1 credit per semester; 2 semesters
- Prerequisites: None
- Counts as elective or directed elective for all diplomas

## **Engineering Essentials**

### **COURSE #719900**

Engineering Essentials is designed as a first-exposure experience to inspire students of all backgrounds to explore the breadth of engineering-related career opportunities. Throughout the course, students explore global engineering challenges and sustainability goals, the impact of engineering, and the variety of career paths available to them. Students will understand the various disciplines within the engineering field, approach and solve problems in different ways, use a variety of industry tools, and build an engineering mindset.

- Recommended Grade: 8
- Required Prerequisites: none
- Credits: 1 semester course, 1 credit
- Counts as a directed elective or elective for all diplomas

## **PLTW INTRODUCTION TO ENGINEERING DESIGN**

### **COURSE #480201/480211**

**Ivy Tech DESN 101 3 credits**

The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based (APPB) learning. Using Autodesk Inventor, the industry-leading 3D design software, discover the role of an engineer in taking an idea from the design process to manufacturing or production. Produce an incredible, working prototype of your project with a state-of-the-art 3D printer. You will work on projects, activities, and problems not only of interest to you, but that have global and human impacts. Work in teams to design and improve products, document your solutions, and communicate them to others.

Introduction to Engineering Design 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 advance from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented.

**Projects Include:** Computer 3D modeling introductory projects for the 3D printer and CNC router; sketching techniques; design a wooden 5-piece puzzle from  $\frac{3}{4}$ " wood cubes; 3d model a toy steam train engine, team design and model a unique train car, re-engineer a product.

- Grade: 9-10
- Credits: 1 credit per semester; 2 semesters
- Prerequisite: None
- Counts as elective or directed elective for all diplomas

## **PLTW PRINCIPLES OF ENGINEERING**

### **COURSE #564401/564411**

**Ivy Tech DESN 104 3 credits**

Student will be able to use critical thinking skills to complete various projects involving energy and power through mechanical means. The student will learn about how forces and shapes work together to build structures. They will be able to describe all the different forms and types of energy and how they are used. There will be an introduction to robotics and robotic control. Also, an introduction to writing Code will be used in the Robotics section.

Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems. NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.

**Projects Include:** Object in Box Challenge, Simple Machines, Simple Mechanisms, Rube Goldberg Challenge, Solar/Hydrogen Powered Cars, Truss Challenge, Proto Bot (Remote Controlled Robot), Self-Propelled machine, Projectile Device, Thermodynamics Challenge.

- Grade: 10-12
- Prerequisite: PLTW IED
- Credits: 1 credit per semester; 2 semesters
- Fulfills science course requirement for all diplomas



- Counts as elective for all diplomas
- Qualifies as a quantitative reasoning course

## **PLTW CIVIL ENGINEERING & ARCHITECTURE**

**COURSE #565001/565011**

**Ivy Tech DESN 105 3 credits**

With the completion of this class the student will be able to identify residential architectural styles; design a residential home that adheres to Homes For Habitat guidelines; create a commercial library design that meets identified code requirements; incorporate universal and sustainable design features; complete a cost estimate of a basic building; identify changes needed to reduce heat loss/gain; calculate the change in storm water runoff between pre- and post-development of a building site; determine water supply needs; use basic surveying equipment; design a residential and commercial structure using 3D architectural software.

*Civil Engineering and Architecture* introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design

**Projects Include:** building an architectural model; use Autodesk Revit architectural 3d software to design a utility shed, a residential home, and a commercial building; calculate the cost of pouring a concrete floor slab; determine the estimated material cost to build a utility shed; calculate the total heat loss/gain for the utility shed; calculate water pressure to a residential home; calculate storm water runoff of a building site; redesign an existing building to create a public library; research landscaping code requirements and create a water-wise landscape plan for the library project; use surveying equipment to establish elevation; design a commercial project of your choosing related to the site assigned for the project and document your design in a project portfolio.

- Grade Level: 10-12
- Required Prerequisites: PLTW IED & POE
- Credits: 1 credit per semester; 2 semesters
- Qualifies as a quantitative reasoning course
- Counts as elective or directed for all diplomas

## **PLTW DIGITAL ELECTRONICS**

**COURSE #553801/553811**

**IVY TECH EECT 112 3 credits**

Course encompasses design and application of electronic circuits and devices found in video games, watches, calculators, digital cameras, and thousands of other devices. Instruction includes the application of engineering and scientific principles as well as the use of Boolean algebra to solve design problems. Using computer software that reflects current industry standards, activities should provide opportunities for students to design, construct, test, and analyze simple and complex digital circuitry will be used to develop and evaluate the product design. This course engages students in critical thinking and problem-solving skills, time management and teamwork skills.

- Recommended Grade Levels: 10-12
- Required Prerequisites: PLTW IED and POE
- Credits: 1 credit per semester; 2 semesters
- Qualifies as a quantitative reasoning course
- Counts as elective or directed elective for all diplomas

## **COMPUTER INTEGRATED MANUFACTURING**

**COURSE #553401/553411**

With the completion of this class the student will be able to develop skills in designing and creating products intended for mass production using state-of-the-art software programs currently being used in industry. Students will learn setup and operating procedures of a 3d printer, CNC router and other computer-controlled machinery available at East Central High School (possibly include Laser Engraver and CNC Plasma Cutter).

Computer Integrated Manufacturing is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction of Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes.

**Projects Include:** Create 3d models of products designed for the 3d printer and the CNC router machines; simulate a manufacturing automated assembly line using VEX robotics. Student teams will research, create prototypes and mass produce a product for a target group. Students will visit many area manufacturing companies to experience current industry best practices and manufacturing procedures.

- Grade Level: 10, 11, 12

- Required Prerequisites: PLTW IED & POE
- Credits: 1 credit per semester; 2 semesters
- Qualifies as a quantitative reasoning course
- Counts as elective or directed elective for all diplomas

## **PLTW ENGINEERING DESIGN AND DEVELOPMENT**

### **COURSE #569801/569811**

With the completion of this class the student will be able to work as part of a team to design a solution to a technical problem of your choosing. Research, design, test, and construct a solution and present your process to a panel of professional engineers and college professors. Students will use what you have experienced in previous PLTW engineering courses to guide you through the process of design and product development.

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.

**Projects Include:** An introductory project to experience the design process; creating an accurate problem statement; patent research procedures; using different survey techniques; prototype building methods; developing accurate testing procedures; evaluating solution; presenting solution.

- Grade Level: 12
- Prerequisites: PLTW IED, POE, and one specialty course
- Credits: 1 credit per semester; 2 semesters
- Qualifies as a quantitative reasoning course
- Counts as elective or directed elective for all diplomas

## **ENVIRONMENTAL SUSTAINABILITY**

### **COURSE #481801/481811**

Environmental Sustainability is a specialization course that builds upon prior knowledge learned in previous engineering and science courses. Students investigate and design solutions in response to current challenges such as providing the world with clean and abundant

drinking water, an adequate food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to design, build, and test potential solutions. This course engages critical thinking and problem-solving skills as students apply and extend their knowledge through designing experiments, managing projects, conducting research, and creating presentations to communicate solutions.

- Grade Level: 10 -12
- Prerequisites: PLTW IED and/or PLTW POE
- Recommended Prerequisite: Biology
- Credits: 1 credit per semester; 2 semesters
- Counts as a directed elective or elective for all diplomas
- Fulfills a science course requirement for all diplomas

## **INTRODUCTION TO TRANSPORTATION**

### **COURSE #479801/479811**

Introduction to Transportation is an introductory course designed to help students become familiar with fundamental principles in modes of land, sea, air, and space transportation, including basic mechanical skills and processes involved in transportation of people, cargo, and goods. Students will gain and apply knowledge and skills in the safe application, design, production, and assessment of products, services, and systems as it relates to the transportation industries. Content of this course includes the study of how transportation impacts individuals, society, and the environment. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant transportation related activities, problems, and settings.

- Grade Level: 9-12
- Prerequisites: NONE
- Credits: 1 credit per semester; 2 semesters
- Counts as a directed elective or elective for all diplomas



**PRINCIPLES OF INDUSTRY 4.0 & DIGITAL  
MANUFACTURING – ROBOTICS I  
COURSE #722001/722011**

Principles of Industry 4.0 Manufacturing is a course that includes classroom and laboratory experiences in Industrial Technology and Manufacturing Trends. Domains include safety and impact, manufacturing essentials, electricity, fluid power principles, mechanical principles, lean manufacturing, drafting principles, manufacturing programming, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

- Grade: 9-12
- Credits: 1 credit per semester, 2 semesters
- Prerequisites: None
- Counts as a directed elective or elective for all diplomas

**ROBOTIC DESIGN & INNOVATION –  
ROBOTICS II  
COURSE #472801/472811**

Robotics Design and Innovation allows students to design, program, and test innovative technological designs related to robotic systems. Topics involve mechanics, pneumatics, control technologies, computer fundamentals, and programmable control technologies. Students design, build, and optimize robots to perform a variety of predesignated tasks. Individuals or small teams may choose to participate in organized robotic competitions or develop their own events during the course. Upon completion of the course, learners will understand what technicians do in the workplace and how industry utilizes Mechatronics in advanced manufacturing.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: Principles of Advanced Manufacturing
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

**DIGITAL MANUFACTURING SYSTEMS –  
ROBOTICS III  
COURSE #710001/710011**

Digital Manufacturing Systems Fundamentals introduces learners to basic concepts of industrial computer-controlled systems. The learner explores various types of programmable logic controllers (PLC) and participates in lab experiments designed to introduce programming principles, electronic inputs and outputs (analog and digital), and communication between system components including Ethernet protocols. Upon completion of the course, learners will be able to explain how the control processes are utilized to automate manufacturing facilities.

- Recommended Grade: 10-12
- Required Prerequisites: Principles of Advanced Manufacturing
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

## English Language Arts Department

### 9th Grade

- English 9
- English 9 Honors
- Digital Media

### 10th Grade

- English 10
- English 10 Honors
- AP Literature
- AP Language

### 11th Grade

- English 11
- English 11 Honors
- Ivy Tech ENGL111 Language
- AP Literature
- AP Language

### 12th Grade

- English 12
- English 12 Honors
- Film Literature
- AP Literature
- AP Language
- Ivy Tech ENG111 Language
- Advanced English IU W131/L202
- Speech/Public Comm IU P155

### Electives

- Student Media: Yearbook

# English Language Arts Department

## ENGLISH HONORS POLICY

In order to maintain good standing in the class, students enrolled in honors English courses must earn a semester grade of C- or higher. If a C- is not maintained, then the student may be moved to a more appropriate English level at the teacher's discretion.

### **ENGLISH 9 COURSE #100201/100211 ENGLISH 9 HONORS COURSE #100202/100222**

How does a writer convey an overlying message through theme and symbolism? How does point of view change the perspective of the same story? When analyzing informational text, what primary ideas comprise its summary?

English 9 is an integration of language, literature, composition, and oral communication. Students interpret, analyze, compare and evaluate a variety of works, genres and their elements. Selections from both classic literature and nonfiction contain historical and cultural significance and connect to the Indiana Academic Standards for English/Language Arts in Grades 9-10. Students compose analytical responses to literature, expository and argumentative/persuasive pieces, and research documents. One mandatory oral presentation which requires students to access, evaluate and assimilate online information is the "Unsolved Mysteries" project, which implements a study of informational text.

- Grade Level: 9 (10,11,12)
- Prerequisite for English 9: None
- Prerequisite for English 9 Honors: Teacher recommendation
- Credits: 1 per semester, 2 semesters
- Fulfills an English/Language Arts requirement for all diplomas

### **ENGLISH 10 COURSE #100401/100411 ENGLISH 10 HONORS COURSE #100402/100422**

In the face of adversity, what causes some individuals to prevail while others fail? How do authors use the resources of language to impact an audience? Does all communication serve a positive purpose?

This is an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9- 10. English 10 is a study of

language, literature, composition, and oral communication with a focus on exploring universal use themes across a wide variety of genres. Students literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature. Additionally, students will practice active reading skills with both fiction and nonfiction texts. Students write responses to literature, argumentative/persuasive compositions, and sustained research assignments. English 10 students prepare for and participate in one debate. For this assignment they learn to pay attention to audience and purpose. They must also access, analyze, and evaluate online information. Students in English 10 Honors will move at a faster pace and will cover material in addition to that of English 10.

- Grade Level: 10 (11,12)
- Prerequisite for English 10: None
- Prerequisite for English 10 Honors: English 9 Honors or teacher recommendation
- Credits: 1 per semester, 2 semesters
- Fulfills an English/Language Arts requirement for all diplomas

### **ENGLISH 11 COURSE #100601/100611 ENGLISH 11 HONORS COURSE #100602/100622**

How do the events of the times influence the nation's concept of the American Dream? Does the American Dream still exist? How do short stories, novels, and drama explore the cultural and historical perspectives of our human experience?

English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write

narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- Grade Level: 11
- Prerequisite for English 11: None
- Prerequisite for English 11 Honors: English 10 Honors or teacher recommendation
- Credits: 1 per semester, 2 semesters
- Fulfills English/Language Arts requirement for all diplomas

### **Film Literature COURSE # 103400**

Film Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills English/Language Arts requirement for all diplomas

### **ENGLISH 12 COURSE #100801/100811 ENGLISH 12 HONORS COURSE #100802/100822**

English 12, an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grades 11- 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write narratives,

responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: 12
- Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation
- Credits: 2 semester course, 1 credit per semester
- Fulfills English/Language Arts requirement for all diplomas

### **AP ENGLISH LITERATURE AND COMPOSITION COURSE #105801/105811**

*What cultural or societal commentary is the author posing through this work of literature? Why this piece is considered a work of literary merit? What impact does a work have on subsequent literature and art? How does an author's style and technique enhance the meaning and significance of a work of literature?*

This advanced literature course will engage students in careful reading and analysis of a challenging set of literary works from a range of genres including the novel, short story, poetry, and drama. The focus of the course will be on intensive reading and discussion of the literature, as well introduce secondary critical essays for discussion and evaluation. This course will also include a writing component that focuses on analytical and argumentative writing about the literature through both discussion and essay format. Students are expected to be active readers as they analyze and interpret textual detail, establish connections among their observations, and draw logical inferences leading toward an interpretive conclusion. Students will read, write and discuss poetry, fiction, and drama at an advanced level while developing skills including sophisticated use of literary elements and terminology, close readings of various texts, creating, drafting, and editing analytical essays, preparing and writing timed essays, and advanced use and mastery of standard English.

- Grade Level: 10, 11, 12
- Prerequisites: Honors English 9, 10, 11 or AP English Language or teacher recommendation.
- Credits: 1 per semester, 2 semesters
- Fulfills English/Language Arts requirement for all diplomas

### **ENGLISH 11 ADVANCED**

**IVY TECH ENGL 111 3 credits**

**COURSE #100603/100633**

How does rhetoric shape and control human behavior? How can language manipulate thought and perception? How can skillful orators use their talents for good or ill?

This course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based essays and speeches that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in primarily non-fiction texts, including visual forms of text (editorial cartoons, advertising, etc.) from many disciplines and historical periods.

- Grade Level: 11, 12
- Prerequisites: English 9 Honors and English 10 Honors, AP English Literature or teacher recommendation.
- Credits: 1 per semester, 2 semesters
- Fulfills English/Language Arts requirement for all diplomas

### **ENGLISH 12 ADVANCED**

**COURSE #112401/112411**

**IU ENG W131**

#### **READING, WRITING, AND INQUIRY**

*What does it mean to examine and engage in scholarly investigation of sources? How can students' critical thinking and reading skills be improved? How can students' learn to recognize and utilize specific writing strategies, skills and fluency?*

Reading, Writing, and Inquiry is a one-semester course that offers instruction and practice in the critical reading and writing skills required for college-level work, with an emphasis in written assignments that call for summary, critique, analysis, and arguments based on sources. This is a college course. The purpose of this course is to prepare students for the rigor of writing throughout college in all disciplines. Each unit will include preliminary work and assignments leading to a major essay to conclude.

- Grade Level: 12

- Prerequisites: 2.7 GPA, English 9, 10, and 11 Honors or AP English Language or teacher recommendation.
- Credits: 1 per semester, 1 semester
- Fulfills English/Language Arts requirement for all diplomas

### **ENGLISH 12 ADVANCED**

**COURSE #112401/112411**

**IU ENG L202**

#### **LITERARY INTERPRETATION**

What are the basic elements of literature, especially those distinctly characteristic of poetry, short fiction, the novel, and drama? What does it mean to argue about literature, including issues, claims, evidence, audience, and warrants? How can students appreciate the usefulness of comparing literary works with one another? What are the multiple contexts in which a literary work may be placed?

Literary Interpretation is a one-semester Indiana University course designed to help students learn how to read, think, and write critically and cogently about literature. Students will study four genres—poetry, short story, the novel, and drama—to understand how the various elements of a work of imaginative literature cohere to impart meaning. A large portion of the course will focus on how to write; students will learn how to translate close reading skills into strong critical essays, writing three peer-reviewed major papers, as well as short assignments (micro themes) and quizzes. The class is heavily discussion-based, and features vigorous and insightful explorations of the poetry and fiction.

*Students planning to attend IUB should be aware that ACP ENG-L202 will neither count toward the English major nor satisfy the intensive writing requirement at IUB.*

Grade Level: 12

- Prerequisite: Advanced English IU W131
- Credits: 1 per semester, 1 semester
- Fulfills English/Language Arts requirement for all diplomas

### **SPEECH/PUBLIC SPEAKING**

**COURSE #107800**

**IU S121**

Prepares students in the liberal arts to communicate effectively with public audiences. Emphasizes oral communication as practiced in public contexts: how to advance reasoned claims in public; how to adapt public oral presentations to particular audiences; how to listen to, interpret, and evaluate public discourse; and how to formulate a clear response.

- Grade Level 11,12
- Prerequisites: 2.7 GPA

- Credits: 1 per semester, 1 semester
- Fulfills English/Language Arts requirement for all diplomas

<ul style="list-style-type: none"> <li>• <b>ELECTIVE COURSES</b></li> </ul>
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**STUDENT MEDIA: YEARBOOK**  
**COURSE #108601/108611**

*What is the importance of a Yearbook? What types of manufacturing tools are used to produce yearbooks? What tools are available to create yearbooks? How do you work together to create a publication? How does visual art reflect individual, community, and cultural differences throughout the world? What is the importance of advertising in student publication? What makes excellent reporting? How do reporters use various writing techniques? How do you identify a particular genre of reporting? What is role of the student newspaper in the school and local community? What are the challenges to producing unbiased reporting? How do design elements affect the reader's experience with a publication? How can a photograph tell a story?*

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

Students will be required to work on class materials outside of school hours, meaning they will be in charge of covering school functions such as sporting events, school plays, competitions, dances, etc. They will also be required to come back to finish up any remaining work during summer hours if needed.

- Grade Level: Grades 11 -12
- Prerequisites: Eng. 9 & 10 with B average in English courses, no behavioral issues or attendance issues. Must have means of transportation to after school activities.
- Credits: 1 per semester, up to 4 semesters
- Fulfills the Fine Arts requirement for the Core 40 with Academic Honors.
- Counts as elective or directed elective for all diplomas



# FAMILY AND CONSUMER SCIENCE DEPARTMENT

Family and Consumer Sciences has roots in both academic and career/technical (vocational) education and easily reaches beyond the education system into the community as it focuses on the needs of individuals and families. Essential preparation for success of all students includes acquisition of problem-solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied contexts. As the future members and leaders of tomorrow's families, workplaces, and communities, students need to be able to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives.

## **FCCLA**

Family, Career & Community Leaders of America is the official student organization for Family and Consumer Sciences Education in Indiana and across the country. The FCCLA organization helps students develop leadership and citizenship skills while synthesizing and applying Family and Consumer Sciences content and skills in family, workplace, and community settings. As a teaching/learning approach, FCCLA offers teacher-developed and student-tested strategies and materials that center the responsibility for achieving FACS standards on students through in-class and co-curricular chapter programs and projects.

High school FACS is organized into a variety of semester-long and year-long courses. State-approved high school FACS courses and the curriculum framework for each course provide guidelines for local FACS programs that focus on building strong and resilient individuals and families and helping students manage personal and family issues.

## **ADVANCED CHILD DEVELOPMENT I & II COURSE #536001/536011**

*How do children grow and develop from age 1 to age 5?*

**Adv. Child Development I:** This course includes the study of prenatal development and birth; growth and development of an infant; child care giving and nurturing; and support systems for parents and caregivers. Major topics in this class include five areas of development, prenatal development of infant and mother, birth defects, labor, delivery, and infant development. A project based approach includes caring for a Real Care Baby and sewing a quilt. This course provides a foundation for students interested in continuing a post-secondary education in all career areas related to children, child development.

**Adv. Child Development II:** This course includes a study of how children develop physically, emotionally, socially, intellectually and morally from age 1 to age 5. Topics included in the course are the professional and ethical issues in child development; child development growth and development; child development theorists, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. Students will conduct a play school during the month of April to gain a better understanding of work with children in a preschool like environment. This course provides a foundation for students interested in continuing a post-secondary education in all career areas related to children, child development, nurturing of children and nursing.

- Grade Level: 10, 11, 12
- Prerequisite: None
- Credits: 1 per semester, each course is 1 semester
- Counts as elective or directed elective for all diplomas

## ADVANCED NUTRITION & WELLNESS I & II COURSE #534001/534011

*How does diet and lifestyle affect the body across the lifespan?*

**Adv. Nutrition & Wellness I** is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. This is a nutrition class that introduces students to only the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Direct, concrete mathematics and language arts proficiencies will be applied. This course provides a foundation for continuing education in all career areas related to nutrition, food, and wellness. Units of Study & Laboratory experiences may include:

- Making Wellness a Lifestyle Choice
- Peach Smoothies, Peach Crisp, Spaghetti Squash, Zucchini Bread
- Keeping Food Safe & Kitchen Safety
- Measurements
- Reading Recipes- Mexican Cornbread
- Factors Affecting Food Choices
- How Nutrients Become You- French Toast
- MyPlate Dietary Guidelines- Fruit Pizza
- International Foods Unit

**Adv. Nutrition & Wellness II** is a course that provides an extensive study of nutrition and is recommended for all students who want to improve their nutrition, learn how nutrition affects the body across the lifespan, or have interest in careers in the medical field, athletic training and dietetics. Laboratory experiences will be utilized to develop food handling and preparation skills; attention will be given to nutrition, food safety and sanitation. This course is the second in a sequence of courses that provides a foundation for continuing education in all career areas related to nutrition, food, and wellness.

Experiences include:

- MyPlate Dietary Guidelines, Review- Fruit Trifle, Whole Wheat Mac & Cheese, Snack Comparison
- Meal Management- Green Smoothies, Juicing Recipes, Twice Baked Potatoes, Whole Wheat Pizza, Crunchy Oven Fried Chicken Nuggets
- Nutrition Across the Lifespan & Accommodating Specific Dietary Needs - Heart Healthy and American Cancer Society Recipes
- Making Informed Choices-Cheesy Cauliflower Dippers, Million Dollar Spaghetti
- The Major Nutrients
- Influences on Food

- Grade Level: 9, 10, 11, 12
- Prerequisite: None
- Credits: 1 per semester, each course is 1 semester

- Counts as elective or directed elective for all diplomas

## CULINARY ARTS & HOSPITALITY MANAGEMENT I

**COURSE #544001/544011**

**Ivy Tech HOSP 101, 102 & 114**

## CULINARY ARTS & HOSPITALITY MANAGEMENT II

**COURSE #534601/534611**

**Ivy Tech HOSP 104 & 105**

PROSTART Certification

*How do I prepare to work in the Culinary Arts & Hospitality industry or related occupations?*

Culinary Arts and Hospitality Management is an advanced level course that prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. 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.

Work-based experiences in the food industry, including after school catering events are REQUIRED.

### ProStart 1

- Welcome to the Restaurant and Foodservice Industry
- Keeping Food Safe (ServSafe)
- Workplace Safety
- Kitchen Essentials 1- Professionalism
- Kitchen Essentials 2- Equipment and Techniques
- Stocks, Sauces, and Soups
- Communication
- Management Essentials
- Fruits and Vegetables
- Serving Your Guests
- Potatoes and Grains
- Building a Successful Career in the Industry

ProStart 2

- Breakfast Food and Sandwiches
- Nutrition
- Cost Control
- Salads and Garnishing
- Purchasing and Inventory
- Meat, Poultry, and Seafood
- Marketing
- Desserts and Baked Goods
- Sustainability in the Restaurant and Foodservice Industry
- Global Cuisine 1: The Americas
- Global Cuisine 2: Europe, the Mediterranean, the Middle East, and Asia

- Grade Level: 11,12
- Prerequisite: Intro to Culinary Arts & Hospitality
- Credits: 2 per semester; 4 semesters
- Counts as elective or directed elective for all diplomas

### **EDUCATION PROFESSIONS I**

**COURSE #540801/540811**

**Ivy Tech EDUC 101 Fall 3 credits**

**Ivy Tech EDUC 121 Spring 3 credits**

### **EDUCATION PROFESSIONS II**

**COURSE #540401/540411**

**Ivy Tech EDUC 233 3 credits**

*How would you describe a career in education or related careers where you work with children preschool through grade 8?*

Education Professions prepares students for employment in education and related careers and provides the foundation for study in higher education. Students in Education Professions will select a school that they would like to assist a classroom. Education Professions coursework will take place every Monday afternoon at East Central High School and the lab experiences will take place Tuesday-Fridays. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are required components. Students are monitored in their field experiences by the Education Professionals I teacher.

- Grade Level: 11, 12
- Prerequisites: Advanced Child Dev
- Credits: 3 per semester, 2 semesters
- Counts as Elective for all diplomas

### **Fashion and Textiles Careers I**

**COURSE #542001/542011**

### **PRINCIPLES OF FASHION & TEXTILES**

**COURSE #730101/730111**

### **Fashion and Textiles Careers II**

**COURSE #542101/542111**

Fashion and Textiles Careers I prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students to enter the Fashion Careers II course. Major topics include: review of the dimensions of clothing, investigation of design elements and principles, evaluating manufacturing process, reviewing the processes from fiber production to items of clothing being worn, overall review of the textile and apparel industry, investigation of fashion designers, customer relations and best practices, fashion merchandising, forecasting trends, impact of social media on the fashion industry, and career exploration and experience. A project based approach with commercial/industry applications is a key component of this course of study. Student experiences may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the fashion industry are strongly encouraged. A standards-based plan guides the students' experiences. This course is a core component of four-year career plans for the career clusters of Personal & Commercial Services; Manufacturing & Processing; and Art, A/V Technology & Communications. It is recommended for students with interests in apparel, textiles, and fashion career pathways and provides the foundation for continuing study. Students are monitored in their experiences by the Fashion Careers I teacher. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: 10,11, 12
- Recommended Prerequisites: Preparing for College and Careers; Introduction to Fashion and Textiles Foundations
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as elective or directed elective for all diplomas

### **HUMAN & SOCIAL SERVICES I**

**COURSE #533602/533622**

### **HUMAN & SOCIAL SERVICES II**

**COURSE #546202/546222**

**(FCCLA Officers Only)**

*How do you lead a non-profit organization while helping the community?*

Human and Social Services I is an introductory/exploratory course for students interested

in careers in human and community services and other helping professions. Areas of exploration include family and social services, youth development, and adult and elder care, and other for-profit and nonprofit services. This project-based course will help students integrate higher order thinking, communication, leadership, and management processes to conduct investigations in human and social services at the local, state, national, or global/world level. Research and development, interdisciplinary projects, and/or collaboration with postsecondary faculty, community agencies or organizations, or student organizations are appropriate approaches. All students will complete STAR Events in FCCLA. All students are required to be members in FCCLA. Students will be introduced to human and social services professions through presentations from a variety of guest speakers, job shadowing, field trips and introductory and exploratory field experiences. Service learning experiences are highly recommended. Achievement of applicable FACS, academic, and employability competencies will be documented through a student portfolio.

- Grade: 9-12
- Prerequisite or Co-requisite: Nutrition & Wellness or Child Development
- Credits: 1 per semester, 6 semesters maximum
- Counts as elective or directed elective for all diplomas

**PRINCIPLES OF HUMAN SERVICES  
(FCCLA)  
COURSE #717601/717611**

Principles of Human Services explores the history of human services, career opportunities, and the role of the human service worker. Focuses on target populations and community agencies designed to meet the needs of various populations. Course includes a required job shadowing project in a Human Services setting. This course will also encourage cultural awareness and appreciation of diversity. Focuses on

cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

- Grade Level: 9 & 10
- Prerequisite: None
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas

**HUMAN & SOCIAL SERVICES I  
(Family / Community Health)  
COURSE #533603/533633  
HUMAN & SOCIAL SERVICES II  
COURSE #546203/546233**

Human and Social Services I is an introductory and exploratory course for students interested in careers in human and community services and other helping professions. Areas of exploration include family and social services, youth development, and adult and elder care, and other for-profit and nonprofit services. In this course students will intern at local agencies in our community. The students will meet with the instructor every other week during these two periods. Most of the assignments will be through google classroom. This program will be limited to 12 students and selection will be based on an application/interview process. These students will be leaving the high school during 6<sup>th</sup> and 7<sup>th</sup> period and will need to provide their own transportation.

- Grade Level: 11-12
- Prerequisite: Nutrition and Wellness, Interpersonal relationships and Child development.
- Credits: 2 credits per semester, 4 credits maximum.
- Counts as directed elective or elective for all diplomas.



**INTRO TO CULINARY ARTS  
& HOSPITALITY I, II  
COURSE #543801/543811**

*How do I prepare safe and nutritious food for myself  
or the industry?*

Introduction to Culinary Arts and Hospitality is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course. Units of Study & Laboratory experiences include:

ICAH I

- Food Safety and Storage- Chicken Stir Fry
- Preventing Accidents and Injuries- Kitchen Safety Project
- Measurements- Chocolate Chip Cookies
- Preparation Techniques/Using Recipes- Muffins, Mini Cheesecakes
- Equipping the Kitchen- Smoothies and Waffles
- Cooking Methods and Microwaving- Spaghetti with Meat Sauce, Pineapple Upside Cake
- Quick Breads- Banana Bread, Scones
- Yeast Breads- Soft Pretzels, Pizza

ICAH II

- Food Safety and Storage- review
- Preventing Kitchen Accidents- review
- Measurements- review
- MyPlate Dietary Guidelines- Energy Bites, Calzones
- Cooking Methods- BLT's, Eggs in a Basket, Roasted Vegetable Penne, Donuts, Stuffed Shells, Poached Pears.
- Stocks, Soups, and Sauces- Mac and Cheese, Biscuits and Gravy, Potato Soup
- Cinco De Mayo Celebration- Related Labs
- Cake Decorating Basics- Decorate Character Cakes

- Grade Level: 10-12
- Prerequisite: Nutrition & Wellness
- Credits: 1 per semester, 2 semesters
- Counts as directed elective or elective for all diplomas

**INTRO TO FASHION AND TEXTILES I, II  
COURSE #538001/538011**

*What basic concepts will be involved in the careers  
related to the fashion, textile, & apparel industry?*

The courses include the study of fashion trends, history, terminology, fashion designers, elements and principles of design, fibers, fabrics, weaves, careers in fashion, laundry and stain removal and basic sewing techniques. A project based approach integrates instruction and lab experiences including the application of the elements and principles of design through tie-dyeing, projects over the history of fashion, trends in fashion, and stain removal. Students will also sew projects including pillowcases, pajama pants and projects of their choice and ability. Service learning projects will also be integrated into this course

- Grade: 9, 10, 11, 12
- Credits: 1 credit per semester, 2 semesters
- Fulfills the Fine Arts requirement for the Academic Honors Diploma
- Counts as directed elective or elective for all diplomas



# FINE ARTS DEPARTMENT

In order to provide a quality education for every child in Indiana, it is important to provide for all aspects of human growth. The artistic, expressive, and cultural aspects of each child's intellectual, emotional, physical, and social development are vital components of this growth. Research involving the impact of arts education upon mental functions supports the convictions of many educators, parents, and business leaders that the fine arts are essential due to their ability to provide students with the means to think, feel, and understand the world around them in unique ways. Literacy in the arts strengthens a person's participation in society by enhancing problem solving and communication skills as well as fostering self-expression, aesthetic awareness, and multiple points of view. For these reasons, a curriculum in each of the fine arts should be available to all students so that they may become self-directed toward lifelong learning in the arts.

The purpose of each fine arts curriculum is to promote lifelong participation in the arts by developing skilled creators, performers, critics, listeners, and observers of the arts. Students can use the arts as a means of: self-expression and communication, development of critical thinking skills, self-knowledge and understanding of the world around them, and, increasing awareness of the artistic heritage of other cultures, as well as their own.

Students who are proficient in the fine arts grow in their ability to think and learn independently. Their view of the world expands as creative avenues to expression and understanding are developed. Ultimately, the entire community benefits through the creativity, vision, and empathy fostered in the fine arts. In order for this to happen, students must be immersed in opportunities to learn about the arts, perform and create in one or more of the art forms, and learn to analyze and critique the arts. The goals for students in grades kindergarten through grade twelve (k-12) are to enable each student to do the following:

- develop one's artistic skills;
- become confident in one's abilities in the arts;
- become a creative problem solver;
- appreciate the value of the arts;
- communicate through the arts;
- communicate about the arts;
- exhibit knowledge of the historical and cultural diversity of the arts; and
- exhibit knowledge of criticism and aesthetics in the arts.

## East Central Fine Arts Academy: Requirements

	Instrumental / Vocal Track	Visual Art Track
<b>Fine Arts credits at time of graduation</b>	6+	6+
<b>Cumulative ECHS GPA</b>	3.0 or above	3.0 or above
<b>Fine Arts GPA</b>	No less than A- for any semester grade in FA course	No less than A- for any semester grade in FA course
<b>Arts-Related Service Requirement</b>	3 hours per semester	3 hours per semester
<b>Performance Attendance</b>	3 events: one art, one instrumental, one choral	3 events: one art, one instrumental, one choral
<b>Senior Contribution</b>	planning/participation in EC Fine Arts Day	planning/participation in EC Fine Arts Day
<b>AP Course Fulfillment</b>	AP Music Theory	AP Studio Art

\*at any time, any FAA student may be subject to panel review by faculty board



## VISUAL ARTS COURSE TITLES

### **INTRO TO 2-DIMENSIONAL ART COURSE #400000**

Introduction to 2-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students studying Introduction to 2-D art take part in sequential learning experiences that encompass art history, art criticism, aesthetics (the study of beauty), and art production in the purpose to create an art portfolio.

Students will build upon basic skills and processes. They will learn various types of drawing. These include: Whole-to-Part, Sketching, Gesture, Contour, Realistic, and Perspective drawing. In addition, students will learn: basic composition, Color Theory, Realistic painting and the elements and principles of design. Students will be given the opportunity to learn the necessary skills required in other art classes and creative endeavors.

Incorporated into this class: Students learn how to 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 academic disciplines/subjects and discover opportunities for the integration of art into life and academics; and reflect upon the analytic possibilities; incorporate literacy and presentation skills. Students will utilize the resources of books, the internet, and access information on art museums, galleries/studios, and identify art-related careers.

- Grade Level: 9, 10, 11, 12
- Credits: 1 per semester; 1 semester
- Prerequisites: None
- Fulfills 1 Fine Arts requirement for the Academic Honors Diploma
- Counts as directed elective or elective for all diplomas

### **INTRO TO 3-DIMENSIONAL ART COURSE #400200**

Introduction to 3-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students studying Introduction to 3-D art take part in sequential learning experiences that encompass art history, art criticism, aesthetics (the study of beauty), and art production in the purpose to create an art portfolio.

3-D Art is a studio project oriented class exploring different 3-D mediums and to build their creative skills through the elements and principles of design. These projects will be mostly sculptural based for 3-D work as well as some drawing. Projects may include: ceramics, plaster, cardboard, and perspective drawing.

Incorporated into this class: Students learn how to

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 academic disciplines/subjects and discover opportunities for the integration of art into life and academics; and reflect upon the analytic possibilities; incorporate literacy and presentation skills. Students will utilize the resources of books, the internet, and access information on art museums, galleries/studios, and identify art-related careers.

- Grade Level: 9, 10, 11, 12
- Prerequisite: Intro to 2-D Art
- Credits: 1 per semester; 1 semester
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors diploma
- Counts as directed elective or elective for all diplomas

### **CERAMICS COURSE #404001/404011**

Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students studying ceramics take part in sequential learning experiences that encompass art history, art criticism, aesthetics (the study of beauty), and production which lead to the creation of quality art works.

Students build upon basic to advanced clay working techniques and process. They learn hand building techniques along with the process of wheel-thrown forms. These include: Vases, tea pots and cups, decorative sculptural containers, relief sculptures and figurative forms of any conceivable creature; living or imaginary. In addition, students learn about the art of glaze selection/application and decorative design processes such as: Pressed stamps; individualized clay molded forms; hand-built clay accessories; scratched and drawn-in textures, patterns or symbolic pictures and finally hand painted glazes and designs. Lastly, students learn how to use the kiln/oven firing process. This hardens and turns the clay into a vitrified brick like pottery. In the end: Students glaze and fire pottery a second time with colored silica which melts, during the second high-heat firing, into a beautiful glass coating.

Students learn how to 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 academic disciplines/subjects; discover opportunities for the integration of art into life and academics; incorporate literacy and presentation skills.

Students will utilize the resources of books, the Internet, and access information on Art in museums, galleries/studios, and identify art-related careers. Recommended art classes to take after Ceramics 1 and 2: Sculpture and Jewelry

- Grade: 10, 11, 12
- Prerequisite: Intro 2-D Art and Intro 3-D Art
- Credits: 1 credit per semester; 2 semesters
- Each semester fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Counts as directed elective or elective for all diplomas

### **DIGITAL DESIGN I: PHOTOSHOP COURSE #408201**

Students will learn how to express their ideas and thoughts through art with learning experiences of art history, criticism, aesthetics and production. Students become skillful and confident in their ability to work digitally through poster designs, logo designs, photo retouches and more. Students learn how to refine their artwork through informal art criticism and by aesthetic factors. Students also learn the influence of art in their community and their lives, and identify art-related careers.

- Grade: 10, 11, 12
- Prerequisite: Intro to 2-D Art
- Credits: 1 per semester; 1 semester
- Each semester fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Counts as elective or directed elective for all diplomas

### **DIGITAL DESIGN II: ADV. PHOTOSHOP COURSE #408211**

In addition to Photoshop, Illustrator, a vector graphics program will be introduced. Students become more skillful and confident in their ability to work digitally through advanced digital design projects such as poster designs, logo designs, photo retouches and more. Students learn how to refine their artwork through informal art criticism and by aesthetic factors. Students also learn the influence of art in their community and their lives, and identify art-related careers.

- Grade: 10, 11, 12
- Prerequisite: Digital Design I
- Credits: 1 per semester; 1 semester
- Each semester fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Counts as elective or directed elective for all diplomas

### **DIGITAL DESIGN I2544II: ANIMATION COURSE #408222**

Digital Design III is a course based on the Indiana Academic Standards for Visual Art. Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multimedia, digitized imagery, computer animation, and web design. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Grade: 10, 11, 12
- Prerequisite: Digital Design I
- Credits: 1 per semester; 1 semester
- Each semester fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Counts as directed elective or elective for all diplomas

### **DRAWING I & II COURSE #406000/406011**

Drawing is a course based on the Indiana Academic Standards for Visual Art. Students studying drawing take part in sequential learning experiences that encompass art history, art criticism, aesthetics (the study of beauty), and production which lead to the creation of quality art works.

Students build upon previously learned basic skills and learn advanced drawing techniques and processes. They learn how to sketch and draw. This includes: Contour line drawing of people; still-life of objects grouped together into a pleasing arrangement/composition; Gesture drawing (free and expressive line) of people; Sketches (loose quick drawn lines) of people, and/or cartooning ideas; Realistic (life-like) shaded/rendered drawings which may include: people and/or animals, landscape and still-life objects; Perspective drawings (3-dimensional) of room and/or building/hallway. Students will learn more advanced drawing techniques using media/drawing tools such as: Pencil, pastels, charcoal, mixed-media, pen and ink.

Students learn how to reflect upon and refine their artwork; explore cultural and historical connections; analyze, interpret, and theorize about art; make informed judgments about artwork and the nature of art; relate art to other academic disciplines/subjects and discover opportunities for the integration of art into other classes; incorporate literacy and presentation skills. Students will utilize the resources of books, the internet, and access information on art museums, galleries/studios and identify related careers.

- Grade Level: 9, 10, 11, 12
- Prerequisite: Intro to 2-D Art
- Credits: 1 credit per semester; 2 semesters
- Each semester fulfills a Fine Arts requirement for the Core 40 Academic Honors diploma
- Counts as directed elective or elective for all diplomas

### **JEWELRY COURSE #404200**

Jewelry is a course based on the Indiana Academic Standards for Visual Art. Students studying Jewelry take part in sequential learning experiences that encompass art history, art criticism, aesthetics (the study of beauty), and art production in the purpose to create an art portfolio.

Students will learn basic skills and technical processes. They will learn various types of jewelry fabrication. These include: Filigree/wire bending, Soldered fabricated wire pendants, Pierced and Laminated sheet-metal designs that are: pierced/sawed, filed and soldered together. In addition, students will learn basic hammering techniques for making 3-D forms, basic hammered designs on metal called Chasing, surface finishes/textures/ finishes with wire brushes, hammers, chemicals and metal buffers that complete metal finishes, and the use of the Elements and Principles of design used in basic jewelry design. Students will be given the opportunity to learn the necessary skills required to continue their own jewelry design and fabrication outside of class. This class is an advanced art subject where students are given the opportunity to work independently on their own projects.

Students learn how to 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 academic disciplines/subjects and discover opportunities for the integration of art into life and academics; and reflect upon the analytic possibilities; incorporate literacy and presentation skills. Students will utilize the resources of books, the internet, and access information on art museums, galleries/studios, and identify art-related careers.

- Grade: 10, 11, 12
- Prerequisite: Intro to 2-D Art
- Credits: 1 credit per semester; 1 semester
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors diploma
- Counts as directed elective or elective for all diplomas

### **PAINTING I & II COURSE #406401/406411**

Painting is course based on the Indiana Academic Standards for Visual Arts. Students taking painting

engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections, analyze, interpret, theorize, and make informed judgements about artwork and the nature of art; relate art to the other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Grade Level: 9, 10, 11, 12
- Prerequisite: Intro to 2-D Art
- Credits: 1 per semester; 3 semester max
- Each semester fulfills a Fine Arts requirement for the Core 40 Academic Honors diploma
- Counts as directed elective or elective for all diplomas

### **PHOTOGRAPHY I Digital Photography COURSE #406202**

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and darkroom 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 representational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Grade Level: 10, 11, 12
- Prerequisite: Intro 2D Art
- **STUDENTS MUST PROVIDE THEIR OWN DIGITAL CAMERA FOR THIS COURSE**
- Credits: 1 per semester; 1 semester
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors diploma
- Counts as directed elective or elective for all diplomas

### **PHOTOGRAPHY II (Adv. Digital Photography) COURSE #406222**

Advanced Photography is a course designed for any student who has completed Photography I and is motivated to work ambitiously and independently throughout the semester on developing their

portfolio. The student shall demonstrate accurate and articulate knowledge of the tools, skills, elements, principles and history of art. They shall make artistic choices based on evidence to improve or refine the artwork, and creatively express through crafted or modified use of elements, principles, skills, techniques and materials in the creation of their photography.

This course will further expand upon digital photography and editing skills learned in Digital Photography I class. Using digital SLR cameras, students will learn advanced camera techniques to capture amazing shots and create stunning photographs. Go deeper into understanding all your camera settings, how to use natural lighting and studio lighting to take your photos to the next level, and creative photo techniques. You will also advance your photo editing and manipulation skills with Adobe Photoshop. Along with instruction in advanced techniques, students will have ample time to pursue individual interests and build a professional digital photography portfolio. Students will build upon advancing their skills with exposure control, creative camera techniques, and Photoshop techniques. This will include the study of art theory concepts such as the elements of art, principles of design, composition, lighting, camera handling techniques, commercial applications in photography, current trends in photography, and photography related careers.

- Grade Level: 10, 11, 12
- Prerequisite: Intro to 2D Art  
Credits: 1 per semester; 1 semester
- **STUDENTS MUST PROVIDE THEIR OWN DIGITAL CAMERA FOR THIS COURSE**
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors diploma
- Counts as directed elective or elective for all diplomas

### **SCULPTURE COURSE #404400**

Sculpture is a course based on the Indiana Academic Standards for Visual Art. Students studying Sculpture take part in sequential learning experiences that encompass art history, art criticism, aesthetics (the study of beauty), and art production in the purpose to create an art portfolio.

Students will build upon basic skills and processes. They will learn more advanced types of sculpture. These include: Clay sculpting of realistic and or creative imaginative forms in relief or 3-D forms; Soapstone carving of contemporary abstracted forms of people, animals or creatures; Woodcarving and or wood relief carving or whittled recognizable forms. In addition, students will learn: Basic design processes for 3-D art, Surface-texturing, Surface finishing, and the extended use of the Elements and Principles of design.

Students will be given the opportunity to learn the necessary skills required in order to continue sculpting outside of art class and school. This is an advanced course that requires students to work independently on projects and meet established objectives and deadlines.

Students learn how to 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 academic disciplines/subjects and discover opportunities for the integration of art into life and academics; and reflect upon the analytic possibilities; incorporate literacy and presentation skills. Students will utilize the resources of books, the internet, and access information on art museums, galleries/studios, and identify art-related careers.

- Grade Level: 10, 11, 12
- Prerequisites: Intro 2-D Art and Intro to 3-D Art
- Credits: 1 credit per semester; 1 semester
- Each semester fulfills a Fine Arts requirement for the Core 40 Academic Honors diploma
- Counts as a directed elective or elective for all diplomas

### **AP DRAWING COURSE # 404801/404811**

AP Studio Art Drawing is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: Advanced laboratory visual arts courses
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills the Fine Arts requirement for the Core 40 with Academic Honors diploma



## **MUSIC COURSE TITLES**

### **Chorus**

#### **INTERMEDIATE CHORUS**

##### **Women's Choir**

##### **COURSE #418601/418611**

This is a concert ensemble that is offered as a full year course for all women. This course is primarily geared to freshmen, sophomore, or new members to chorus. It serves as a prerequisite into the ECHS Advanced Chorus for women. Students in this ensemble will be performing music in a variety of styles and at varying ability levels during the school year. Students will be learning vocal pedagogy, increasing their sight-reading skills through choral literature, studying elements of music theory, and developing their voices through solo and ensemble singing. This ensemble does compete at ISSMA sanctioned events, and requires out of school performances.

- Grade Level: 9, 10, 11, and 12
- Required: Girl's Only
- Credits: 1 credit per semester, multiple semesters permitted
- Each semester fulfills a Fine Arts requirement for the Core 40 Academic Honors diploma
- Counts as a directed elective or elective for all diplomas

#### **ADVANCED CHORUS**

##### **Concert Choir**

##### **COURSE #418801/418811**

This is a concert ensemble that is offered as a full year course for all women who have had one year in Intermediate chorus, and for all men. Students in this ensemble will be performing music in a variety of styles and at advanced levels during the school year. Students will be learning vocal pedagogy, increasing their sight-reading skills through choral literature, studying elements of music theory, and developing their voices through solo and ensemble singing. This ensemble does compete at ISSMA sanctioned events, and requires out of school performances.

- Recommended Grade: 9, 10, 11, 12 (Boys)
- Recommended Grade: 10, 11, 12 (Girls)
- Credits: 1 credit per semester; multiple semesters permitted
- Each semester fulfills a Fine Arts requirement for the Core 40 Academic Honors diploma
- Counts as a directed elective or elective for all diplomas

## **VOCAL JAZZ**

### **Show Choir**

##### **COURSE #418401/418411**

This is a performing ensemble that is offered as a full year course for all women. This course is primarily geared to students who enjoy dancing and singing. Students in this ensemble will be performing music in a variety of styles and at varying ability levels during the school year. Students will be learning the pedagogy of dancing through choreography, and developing their vocal skills through solo and ensemble singing. Members of this group will be increasing their sight-reading skills, vocal projection, memorization of dance, and stage presence. This ensemble does compete at ISSMA sanctioned events, and requires out of school performances. Students must audition to be in this ensemble.

- Grade Level: 9, 10, 11, 12 (Girls)
- Audition basis
- Credits: 1 credit per semester; multiple semesters permitted
- Each semester fulfills a Fine Arts requirement for the Core 40 Academic Honors diploma
- Counts as a directed elective or elective for all diplomas

## **MUSIC COURSE TITLES**

### **Band**

#### **ECHS CONCERT BAND WINDS**

##### **COURSE #416801/416811**

This is a concert band that meets during first semester only. This ensemble is reserved for only brass and woodwinds who play a Fall Sport, do not have the ability to participate in Marching Band, or are already enrolled in Marching Trojan Winds. This ensemble will play legitimate concert repertoire from differing musical eras and at varying ability levels. Members will spend time digging deeply into music theory, music history, and honing their performance skills and mastery of their chosen instrument in an ensemble setting. Members of the ensemble will audition at the end of semester one for placement into the Wind Ensemble or Symphonic Band. Students may participate in both ensembles at the discretion of the director and results of the audition.

- Grade Level: 9, 10, 11, 12
- Credits: 1 credit per semester; multiple semesters permitted
- Each semester fulfills a Fine Arts requirement for the Core 40 Academic Honors diploma
- Counts as a directed elective or elective for all diplomas

## **ECHS SYMPHONIC BAND**

### **COURSE #416801/416811**

This is one of two concert ensembles that meets during second semester only. This is an ensemble for any grade level and new band students. This ensemble will play legitimate concert repertoire from differing musical eras from intermediate to advanced levels. This ensemble may compete at ISSMA sanctioned events, and requires some out-of-school rehearsals and performances. Members will spend time digging deeply into music theory, music history, and honing their performance skills and mastery of their chosen instrument in an ensemble setting.

- Grade Level: 9-12
- Prerequisite: Instructor approval by audition
- Credits: 1 credit per semester; multiple semesters permitted (only offered second semester)
- Each semester fulfills a Fine Arts requirement for the Core 40 Academic Honors diploma
- Counts as directed elective or elective for all diplomas

## **ECHS WIND ENSEMBLE**

### **COURSE #417001/417011**

This is one of two concert ensembles that meets during second semester only. This is an ensemble for any grade level. This ensemble will play legitimate concert repertoire from differing musical eras at an advanced and collegiate level. This ensemble may compete at ISSMA sanctioned events and requires some out-of-school rehearsals and performances. Members will spend time digging deeply into music theory, music history, and of course, honing their performance skills and mastery of their chosen instrument in an ensemble setting.

- Grade Level: 9, 10, 11, 12
- Prerequisite: Instructor approval by audition
- Credits: 1 credit per semester; multiple semesters permitted (only offered second semester)
- Each semester fulfills a Fine Arts requirement for the Core 40 Academic Honors diploma
- Counts as directed elective or elective for all diplomas

## **MARCHING TROJAN WINDS**

### **COURSE #417001/417011**

This course meets during first semester only. This course is mandatory for all wind players (flutes, oboes, bassoons, clarinets, alto, tenor, and baritone saxophones, trumpets, french horn, baritones, trombones, and tubas) that are participating in the marching band. Emphasis will be placed upon individual and ensemble achievement, marching technique and drill mastery, and work towards creating a cohesive competitive marching band show. Enrollment in this course is a declaration of intent and

commitment to participate in Spring, Summer, and Fall rehearsals. Mandatory attendance at after school rehearsals, music check-offs, competitions, football games, and parade performances are integral parts of a student's grade for this course. At the end of the semester, students will audition for placement into the Wind Ensemble or Symphonic Band. Students may participate in both ensembles at the discretion of the director.

- Grade Level: 9, 10, 11, 12
- Prerequisite: None
- Credits: 1 credit per semester; multiple semesters permitted (only offered first semester of each year)
- Each semester fulfills a Fine Arts requirement for the Core 40 Academic Honors diploma
- Counts as directed elective or elective for all diplomas

## **PERCUSSION ENSEMBLE & COLOR GUARD**

### **COURSE #416201/416211**

This course is offered for a full year. Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skills in the psychomotor, cognitive and affective domains. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature as pertaining to chamber ensemble and solo literature, and integration of other applicable disciplines. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day will be scheduled for rehearsals and performances. Public performances will 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.

- Grade Level: 9, 10, 11, 12
- Prerequisite: Instructor Approval
- Credits: 1 credit per semester; multiple semesters permitted
- Each semester fulfills a Fine Arts requirement for the Core 40 Academic Honors diploma
- Counts as directed elective or elective for all diplomas

## **EC JAZZ**

### **COURSE #416401/416411**

Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may



be scheduled for rehearsals and performances. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Audition required.

- Grade Level: 9, 10, 11, or 12
- Credits: 1 credit per semester; multiple semesters permitted
- Each semester fulfills a Fine Arts requirement for the Core 40 Academic Honors diploma
- Counts as directed elective or elective for all diplomas

## Special Interest Areas

### **AP MUSIC THEORY COURSE #421001/421011**

AP Music Theory is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: 2 years of band or choir
- Laboratory course
- Credits: 2 semester course, 1 credit per semester

- Counts as a directed elective or elective for all diplomas
- Fulfills Fine Arts requirement for Core 40 with Academic Honors diploma

### **PIANO AND ELECTRONIC KEYBOARD COURSE #420400**

*Piano and Electronic Keyboard* offers keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

- Recommended Grade: 10, 11, 12
- Credits: 1 per semester; 1 semester
- Prerequisites: None
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors diploma
- Counts as directed elective for all diplomas

### **MUSICAL THEATRE COURSE #051800**

Students in this class will be assisting with the spring musical and staging a production of one-act plays. Members of this class will be studying the history of music theatre by examining the roles of the producer, playwright, director, actor and designer. Students will increase their knowledge of theater by studying various scripts with attention to diction, projection, and stage presence. Additionally students will learn career opportunities and critique theatrical productions.

- Grade Level: 9, 10, 11, 12
- Credits: 1 credit per semester; 1 semester
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors diploma
- Counts as a directed elective or elective for all diplomas

## **GENERAL SUPPORT**

### **BASIC SKILLS DEVELOPMENT COURSE #050001/050011**

The purpose of the course is to teach students the skills they need for positive academic performance and achievement. Students will complete the study skills activities each week during the class and turn them in for a grade. These activities will focus on Organizational skills, Stress Management, Learning Style Strategies, Communication Strategies, Reading Comprehension, Note-taking, Memorization Strategies, Test-Taking Strategies, and Handling Homework. Students will have access to computers so they can monitor their assignments for each class on Google Classroom, and to do research as needed. Students will be encouraged to be self-advocates for themselves during Basic Skills as well as in their other classes. They will keep a binder organized to manage their assignments for all their classes. Students will check their grades weekly during class. They will be encouraged to communicate with parents by email concerning missing work.

- Grade Level: 9-12
- Prerequisites: None
- Credits: 1 per semester, 8 semesters max

### **COLLEGE ENTRANCE PREPARATION COURSE #053200**

College-Entrance Preparation utilizes individual student score reports from the PSAT, or other formative assessments to prepare students for college readiness assessments. Based on individual student score reports, students should receive targeted instruction to strengthen their foundations in critical reading, writing, and mathematics. This course may also include college selection and application units, to better prepare students for overall college-readiness. Being “college ready” means being prepared for any post-secondary education or training experience, including readiness for study at two-year and four-year institutions leading to a post-secondary credential (i.e., a certificate, license, Associate’s or Bachelor’s degree). A college-ready student has the necessary English and mathematics skills to qualify for and succeed in entry-level, credit bearing college courses without the need for remedial coursework.

- Recommended Grade: 10
- Recommended Prerequisites: Algebra II (or concurrent enrollment in Algebra II)
- Credits: 1 semester course, 1 credit per semester

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### **ADDITIONAL SUPPORT CLASSES ARE AVAILABLE IN THE FOLLOWING DEPARTMENT:**

#### **MATHEMATICS DEPARTMENT:**

Algebra Lab  
Math Lab – Algebra II and Geometry

# Health & Physical Education Department

## Health Education

### HEALTH & WELLNESS

#### COURSE #350600

Health & Wellness provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts), determine personal values that support health behaviors, develop group norms that value a healthy lifestyle, and develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, and comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle, and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health enhancing behaviors, and health and wellness advocacy skills.

- Grade Level: 10 (11,12)
- Credits: 1 per semester; 1 semester
- Fulfills the Health Requirement for all diplomas

## Physical Education

*Physical Education I and II and Elective Physical Education* are based on *Indiana's Academic Standards for Physical Education*. These courses identify what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Through a variety of instructional strategies, students practice skills that demonstrates: competency in motor skills and movement patterns needed to perform a variety of physical activities; understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities; regular participation in physical activity to achieve and maintain a health-enhancing level of physical fitness; responsible personal and social behavior that respects self and others in physical activity settings; value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction; and physical activity as critical to the development and maintenance of good health. Through reading and writing students will also practice skills that demonstrates: an understanding of symbols, terms, and domain-specific words/phrases as related to physical education context; analyzing the structure of relationships among concepts in a text; translate technical PE information from words in a text into visual form and translate information expressed visually/mechanically into words; write informative/explanatory texts; produce clear and coherent writing; and write routinely.

- Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent being active

## **PHYSICAL EDUCATION I**

### **BOYS COURSE #354201**

### **GIRLS COURSE #354202**

Physical Education I focuses on lifetime fitness concepts that provides students the opportunities to participate in team sports, dual sports, and individual physical activities which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

- Grade Level: 9 (10-12)
- Credits: 1 credit per semester; 1 semester
- PE uniforms must be worn during class – no exceptions
- No jewelry is to be worn during PE class
- Fulfills a Physical Education requirement for all diplomas

## **PHYSICAL EDUCATION II**

### **BOYS COURSE #354411**

### **GIRLS COURSE #354422**

Physical Education II focuses on lifetime fitness concepts that provides students the opportunities to participate in team sports, dual sports, and individual physical activities which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

- Grade Level: 9 (10-12)
- Credits: 1 credit per semester; 1 semester
- PE uniforms must be worn during class – no exceptions
- No jewelry is to be worn during PE class
- Fulfills a Physical Education requirement for all diplomas

## **ELECTIVE PHYSICAL EDUCATION:**

### **STRENGTH TRAINING**

### **COURSE #356001/356011**

Strength Training includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifetime fitness. Students have the opportunity to design and develop a personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. The nature of this course allows for successive semesters of instruction provided defined proficiencies and content standards are utilized. Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.

- Grade Level: 10, 11, 12
- Prerequisite: C in PE 1 and II
- PE uniforms must be worn during class – no exceptions
- No jewelry is to be worn during PE class
- Contains a rigorous five-day a week workout plan (weight training, running, agility)
- Counts as elective requirement for all diplomas
- PHYSICAL MUST BE COMPLETED AND ON FILE PRIOR TO THE FIRST DAY OF THE SEMESTER

## **ELECTIVE PHYSICAL EDUCATION:**

### **OFFICIATING**

### **COURSE #356004/356044**

This officiating course is provided for students to study officiating requirements for sports and games with an emphasis on mechanics, rule interpretation, and enforcement. Students will be prepared for the licensing requirements to become an IHSA licensed official. NFHS rule books, NASO resources, Sport Exams, etc. provided

- Grade Level: 11 & 12
- Credits: 1 credit per semester, 2 semesters

# MATHEMATICS DEPARTMENT

Gr. 9

- Algebra I with Algebra Lab
- Algebra
- Algebra II OR Algebra II Honors
- Algebra II Honors and Geometry

Gr. 10

- Algebra I with Algebra Lab
- Math 10
- Algebra II and Geometry
- Pre-Calculus - Trig Honors

Algebra  
Algebra II  
Geometry OR Geometry Honors

Gr. 11

- Math 10
- Geometry
- Advanced Math - Finite
- Probability & Statistics (1 sem)
- AP Statistics

Algebra II  
Pre-Calculus - Trig  
Pre-Calculus - Trig Honors  
Trigonometry (1 sem)  
AP Calculus AB

Gr. 12

- Algebra II
- Geometry
- Pre Calculus - Trig
- AP Calculus, AB
- Probability & Statistics (1 sem)
- AP Statistics

Advanced Math - Finite  
Probability & Statistics / Trigonometry  
Pre Calculus - Trig Honors  
AP Calculus BC  
Trigonometry (1 sem)



## **ALGEBRA I**

### **COURSE #252001/252011**

Algebra I formalizes and extends the mathematics students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Prerequisite: None
- Credits: 1 credit per semester; 2 semesters
- Fulfills a Mathematics course requirement for all diplomas
- Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas
- Students pursuing Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9

### **ALGEBRA I Teacher Recommended (TR) A**

#### **COURSE #252002/252022**

### **ALGEBRA I Teacher Recommended (TR) B**

#### **COURSE #252003/252033**

Algebra I TR A & B formalizes and extends the mathematics students learned in the middle grades. Five critical areas comprise Algebra I TR: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Prerequisite: 8th grade Teacher Recommendation
- Credits: ½ credit per semester; 2 semesters
- Two full years of Algebra I TR (TR A and TR B) fulfill the Algebra I requirement)

## **MATH 10**

### **COURSE #253101/253111**

Math 10 is a two-semester course designed to reinforce and elevate Algebra I and middle school geometry knowledge and skills necessary for students to successfully complete high school math courses beyond Algebra 1. In addition, this course will help students gain the skills needed to pass the math graduation exam. 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.

- Prerequisite: Algebra I
- Credits: 1 per semester; 2 semesters
- Fulfills a Mathematics course requirements for the General Diploma only or as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **ALGEBRA II**

### **COURSE #252201/252211**

Algebra II builds on work with linear, quadratic, and exponential functions and allows for student to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, with the content 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.

- Prerequisites: 1<sup>st</sup> Semester: C- or higher in Algebra I or completion of Math 10; 2<sup>nd</sup> Semester: Must pass 1<sup>st</sup> semester. Students who do not earn credit 1<sup>st</sup> semester will be moved to the Math 10 course.
- Credits: 1 per semester; 2 semesters
- Fulfills a mathematics course requirement for all diplomas
- Fulfills the Algebra II requirement for all diplomas

## **ALGEBRA II HONORS**

### **COURSE #252202/252222**

Algebra II Honors is a course available to students who qualify for a faster paced and more in-depth study of the Algebra 2 concepts mentioned previously. The student enrolling in this course should be one with a high interest and aptitude in mathematics and one who is interested in completing a five-year mathematics program while in high school.

Eligibility for this course is determined through our middle school's placement program or through demonstration of exceptional scholarship in Algebra I, with teacher recommendation. Students must meet placement criteria to enroll. This criteria includes a combination of previous math grades, overall GPA, and standardized test scores. Students must maintain at least a B- to remain enrolled in the Algebra II Honors course.

- Prerequisite: Algebra I Honors or Teacher Recommendation
- Credits: 1 per semester; 2 semesters
- Counts as Mathematics course for all diplomas
- Fulfills Algebra II/Integrated Mathematics III requirement for all diplomas

## **GEOMETRY**

### **COURSE #253201/253211**

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Students will develop spatial visualization and perceive the role of inductive and deductive reasoning. In addition, the complementary elements of algebra and geometry will allow students to strengthen basic algebraic skills. Five critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Prerequisite: C- or higher in Algebra or completion of Algebra II or Math 10
- Credits: 1 per semester; 2 semesters
- Fulfills the Geometry requirement

## **GEOMETRY HONORS**

### **COURSE #253202/253222**

Honors Geometry formalizes and extends students' geometric experiences from the middle grades and is designed for the students who plan to continue their mathematical studies in the Honors Pre-Calculus, AP Calculus and AP Statistics courses. Students explore more complex geometric situations and deepen their explanations of geometric relationships, while learning to formalize mathematical arguments through the methods of two-column proofs and proof by contradiction. Five critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and

Other Polygons; Circles; Transformations; and Three-Dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations

- Grade Level: 10, 11, 12
- Prerequisite: Algebra I Honors or an A in Algebra I with teacher recommendation
- Credits: 1 semester; 2 semesters
- Fulfills Geometry requirement for all diplomas
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **PROBABILITY AND STATISTICS**

### **COURSE #254600**

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics; (2) probability; and (3) statistical inference. 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 calculator and computer programs is encouraged.

- Prerequisite: C- in Algebra II and Geometry
- Credits: 1 per semester; 1 semester
- Counts as an advanced Math requirement for honors diplomas

## **PRE-CALC: TRIGONOMETRY**

### **COURSE #256600**

Trigonometry provides students with the skills and understanding that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including, music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of the following strands: Unit Circle, Geometry, Right Triangles, Trigonometric Functions, Identities, and Vectors. The Eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience Mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Prerequisite: C- in Algebra II and Geometry
- Credits: 1 per semester; 1 semester
- Counts as an advanced Mathematics requirement for honors diploma

## **ADVANCED MATH, FINITE**

**Ivy Tech MATH 135 3 credits**

**COURSE #254401/254411**

### **Non Dual Credit Course #253001/253011**

*Advanced Mathematics, College Credit* is an advanced mathematics course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school. Course content will focus on surveys solving and graphing linear equations and inequalities, elementary set theory, matrices and their applications, linear programming, and elementary probability; standard finite mathematics course.

- Grade Level: 11, 12
- Prerequisite: C- or higher in Algebra II & Geometry
- Credits: 1 per semester; 2 semesters
- Fulfills Advanced Math requirement for honors diploma

## **PRE-CALCULUS: ALGEBRA & TRIG**

### **PRE-CALCULUS: ALGEBRA & TRIG HONORS**

**IVY TECH MATH 136 FALL 3 CREDITS**

**IVY TECH MATH 137 SPRING 3 CREDITS**

**COURSE #254403/254433**

### **Non-Dual Credit Course #254407/254477**

*Pre-Calculus/Trigonometry* provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of *imaginary* numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses.

- Prerequisite – Pre-Calculus: C- in Algebra II and Geometry
- Pre-requisite – Pre-Calculus Honors – A- in Algebra II and Geometry Honors with teacher recommendation.
- Credits: 1 per semester; 2 semesters
- Fulfills the advanced Math requirements for honors diploma

## **AP CALCULUS AB**

**IVY TECH MATH 211 4 CREDITS**

## **AP CALCULUS BC**

**IVY TECH MATH 212 4 CREDITS**

**AB COURSE #254404/254444**

**BC COURSE #254406/254466**

AP Calculus AB/BC develops the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-

representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results.

- Grade Level: 11, 12
- Prerequisite: B or higher in Pre-Calculus
- AP Calculus AB is a required pre-req for BC
- Credits: 1 per semester; 2 semesters
- Fulfills the advanced Math requirement for honors diploma

## **AP STATISTICS**

**COURSE #257001/257011**

AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: (1) exploring data: describing patterns and departures from patterns; (2) sampling and experimentation: planning and conducting a study; (3) anticipating patterns: exploring random phenomena using probability and simulation; and (4) statistical inference: estimating population parameters and testing hypotheses. The use of graphing calculators and computer software is required.

- Recommended Grade: 11, 12
- Prerequisite: B- in Algebra II and Geometry and Teacher Recommendation
- Credits: 1 per semester; 2 semesters
- Counts as Math course for all diplomas
- Qualifies as a quantitative reasoning course

## Math Support Classes

### **ALGEBRA I LAB**

#### **COURSE #251601/251611**

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

- Prerequisite: Teacher recommendation
- Credits: 1 per semester; 2 semesters
- Algebra I Lab is a support course for Algebra I. Students taking Algebra I Lab must also be enrolled in Algebra I during same academic year
- Fulfills a Mathematics course requirement for the General Diploma only or as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

### **ALGEBRA I TR LAB**

#### **COURSE #251602/251622**

This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of *Algebra I TR Lab* align with the critical

areas of *Algebra I TR*: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. However, whereas *Algebra I TR* contains exclusively grade-level content, *Algebra I TR Lab* combines standards from high school courses with foundational standards from the middle grades.

- Prerequisite: 8th grade Teacher Recommendation
- Credits: ½ credit per semester; 2 semesters
- Algebra I TR Lab is a support course for Algebra I TR. Students taking Algebra I TR Lab must also be enrolled in Algebra I during same academic year
- Fulfills a Mathematics course requirement for the General Diploma only or as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

### **MATH LAB – ALGEBRA II & GEOMETRY**

#### **COURSE #256001/256011**

Mathematics Lab provides students with individualized instruction designed to support success in completing Algebra II and Geometry coursework aligned with Indiana's Academic Standards for Mathematics. Math Lab is to be taken in conjunction with an Algebra II or Ge, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course.

- Grade Level: 10-12
- Credits: 1 per semester, 4 semesters max
- Prerequisite: Concurrent enrollment in Algebra II and/or Geometry
- Fulfills an elective course requirement for all diplomas

# SCIENCE DEPARTMENT

Gr. 9

- Earth & Space Science
- Biology I
- Biology I Honors
- Chemistry I (by approval only)
- PLTW Principles of Biomedical Science

Gr. 10

- Earth & Space Science
- Chemistry I
- Advanced Science: Botany & Zoology
- PLTW Biomed II Human Body Systems

Biology I  
Chemistry II

Int Chem Physics  
Biology II

- \*\*AFTER BIOLOGY I, STUDENTS SHOULD TAKE A CHEMISTRY- OR PHYSICS-BASED COURSE TO COMPLETE DIPLOMA REQUIREMENTS AND MEET PREREQUISITES FOR HIGHER LEVEL SCIENCE CLASSES \*\*

Gr. 11

- Earth & Space Science
- Integrated Chemistry & Physics
- Chemistry I
- Biology II - BIOL 101
- Chemistry II - CHEM 101/121
- Physics I
- Advanced Science, Botany & Zoology
- Anatomy & Physiology - APHY 101
- AP Biology
- AP Chemistry

Gr. 12

- Earth & Space Science
- Integrated Chemistry & Physics
- Chemistry I
- Biology II - BIOL 101
- Chemistry II - CHEM 101/121
- Physics
- Advanced Science, Botany & Zoology
- Anatomy & Physiology - APHY 101
- AP Biology
- AP Chemistry/CHEM 105



## **EARTH AND SPACE SCIENCE**

### **COURSE #304401/304411**

*How and why is the Earth constantly changing? How do Earth's processes and human activities affect each other? What is Earth's place in the universe?*

This course will provide students with the basic knowledge of Earth & Space science as it relates to them. The students will discover how all of Earth's systems and processes are interconnected through discussion and hands-on lab experiences. Students will be exposed to geology, paleontology, meteorology, and astronomy, as well as discussions and activities concerning natural disasters, environmental problems, and space exploration. Students collaborate with peers on STEM projects including earthquake tower building and exploring/developing new approaches for renewable energy.

- Grade Level: 9-12
- Prerequisite: None
- Credits: 1 per semester; 2 semesters
- Fulfills science requirement for all diplomas
- Counts as Elective for all diplomas

## **BIOLOGY I**

### **COURSE #302401/302411**

*How do organisms live, grow, develop, reproduce, & maintain homeostasis? How do biological processes that occur at a cellular level influence the structure, function, & behavior at all biological levels?*

Biology is the science that studies living things. This course focuses on the process of scientific investigation through the study of living things and the world in which we live. This scientific knowledge will be gained by participating in regular laboratory, cooperative learning, hands-on activities, dissection, as well as classroom discussions. Students will specifically explore the following topics: basic chemistry, biochemistry, cell structure and function, cellular reproduction, protein synthesis, genetics, evolution, matter and energy transfer and interdependence of organisms.

- Grade Level: 9, 10
- Prerequisite: None
- Credits: 1 per semester; 2 semesters
- Fulfills biology requirement for all diplomas

## **BIOLOGY I HONORS**

### **COURSE #302402/302422**

*How does Biology affect a person's daily life? What are the characteristics shared by all living things?*

Biology Honors focuses on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation. Students will be designing and conducting investigations guided by theory and by evaluating and communicating the results of those

investigations. Honors Biology is a fast paced course that is very lab intensive. Students must maintain a C- at semester in order to stay in the course.

- Grade Level: 9
- Prerequisite: Teacher recommendation
- Credits: 1 per semester; 2 semesters
- Fulfills biology requirement for all diplomas

## **PLTW BIO-MED I**

### **PRINCIPLES OF BIOMEDICAL SCIENCE**

#### **COURSE #521801/521811**

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 throughout 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.

- Recommended Grade Level: 9
- Required Prerequisites: Biology I or concurrent enrollment in Biology I is required
- Credits: 1 per semester; 2 semesters
- Counts as directed elective or elective for all diplomas
- Fulfills science requirement for all diplomas

## **PLTW BIO-MED II**

### **Human Body Systems**

#### **COURSE #521601/521611**

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. NOTE: This course aligns with the PLTW Human Body Systems curriculum. Use of the PLTW

- Recommended Grade Level: 10
- Required Prerequisites: PLTW Bio-Med I
- Credits: 1 per semester; 2 semesters
- Counts as directed elective or elective for all diplomas

- Fulfills science requirement for all diplomas

## **INTEGRATED CHEMISTRY/PHYSICS**

### **COURSE #310801/310811**

*How can I make better decisions behind the wheel?  
How do I become a more informed and healthier consumer?*

The course is focused on the core Physics topics of: motion in one dimension; Newton's Laws and forces; energy and momentum. It also focuses the core Chemistry topics of: the properties of atoms and the organization of the periodic table; types of chemical bonds, writing formulas and naming compounds; chemical reactions and balancing chemical equations; solutions and solubility; fluids; temperature, heat and thermal energy. Special projects include a catapult project semester 1 and a bridge building project semester 2. The instruction of these topics is focused on the understanding that knowledge is gained through observation and experimentation in conjunction with investigations, critical thinking and problem solving.

- Grade Level: 10, 11, 12
- Prerequisite: Min C- in Algebra I or completion of Math 10
- Credits: 1 per semester; 2 semesters
- Fulfills science requirement for all diplomas
- Counts as elective for all diplomas
- Qualifies as a Quantitative Reasoning course

## **CHEMISTRY I**

### **COURSE #306401/306411**

*What are the building blocks that construct our world?  
How do elements behave, bond, & interact individually & with other elements?*

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

- Grade Level: 9, 10, 11, 12
- Prerequisite: B- in Algebra I and completion of or concurrent enrollment in Algebra II OR completion of Integrated Chemistry & Physics OR teacher recommendation
- Credits: 1 credit per semester; 2 semesters
- Fulfills science requirement for all diplomas
- Qualifies as a quantitative reasoning course

## **BIOLOGY II**

### **IVY TECH BIOL 101 3 credits**

### **COURSE #309001/309011**

State Course #3026

*How do the seven characteristics of life control how an organism functions and interacts within its environment? To what extent does the natural environment affect the development of an organism?*

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

- Grade Level: 10, 11, 12
- Prerequisite: C- in Biology I and C- in either Chemistry or Integrated Chemistry Physics
- Credits: 1 credit per semester; 2 semesters
- Fulfills science requirement for all diplomas

## **ADV SCIENCE, BOTANY & ZOOLOGY**

### **COURSE #309201/309211**

*What is plant biology? What is animal biology?  
How and to what extent have humans affected their natural environment?*

Botany and Zoology is a course in which students investigate in-depth concepts and principles related to the plants and animals of an ecosystem with an emphasis on environmental science. The course introduces students to basic plant and animal structure. It also covers ecology, evolution, taxonomy, and the behavior of those organisms. This program is lab intensive including a shark dissection, live animal labs, and two off campus labs that take place at Wolf Creek Habitat and the Newport Aquarium.

- Grade Level: 10-12
- Prerequisite: Biology I Honors and concurrent enrollment of Chemistry I
- Grade Level: 11, 12
- Prerequisite: B- in Biology I (or Teacher Approval) and completion of Chemistry I
- Credits: 1 per semester, 2 semesters
- Fulfills science requirement for all diplomas

## ANATOMY & PHYSIOLOGY

**IVY TECH APHY 101 3 credits**

**COURSE #309002/309022**

State Course #5276

*What are the structural levels of organisms? How does the structure of a cell, tissue, or organ relate to its function?*

Anatomy and Physiology introduces students to the cell which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular, nervous, and circulatory 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. Some students in this course will also have the opportunity to take part in a cadaver laboratory experience presented by Beacon Orthopedics.

- Grade Level: 11,12
- Prerequisite: C- in Biology and Chemistry
- Credits: 1 per semester; 2 semesters
- Fulfills science requirement for all diplomas

## CHEMISTRY II

**IVY TECH CHEM 101 3 credits**

**COURSE #309003/309033**

State Course #3066

*What type of reaction can occur in living and non-living materials? What type of procedures can help solve problems in a laboratory setting?*

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

- Grade Level: 10, 11, 12
- Prerequisite: Min of B in Chemistry I & Algebra II
- Credits: 1 per semester; 2 semesters
- Fulfills science requirement for all diplomas
- Qualifies as a Quantitative Reasoning course

## PHYSICS I

**COURSE #308401/308411**

*How can I improve my performance on the playing field?*

The course is focused on the following core topics: motion in one and two dimensions; Newton's Laws and forces; energy and momentum; temperature, heat and thermal energy; electricity and magnetism; vibrations and waves; light, sound and optics. Special projects include a catapult project semester 1 and a bridge building project semester 2. The instruction of these topics is focused on the understanding that knowledge is gained through observation and experimentation in conjunction with investigations, critical thinking and problem solving.

- Recommended Grade: 11, 12
- Recommended: Algebra II
- Credits: 1 credit per semester; 2 semesters
- Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics
- Fulfills science requirement for all diplomas
- Credits: 1 credit per semester; 2 semesters
- Counts as Elective for all diplomas
- Qualifies as Quantitative Reasoning course

## AP BIOLOGY

**IVY TECH BIOL 105 3 credits**

**COURSE #302001/302011**

*What are the concepts of Biology and what is their relevance to themselves and society? How does evolution account for the unity and diversity of life? How does science benefit from a cooperative and diverse viewpoint?*

AP Biology is a course based on the content established by the College Board. The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis. Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. This program is lab intensive with 15 college level labs being completed throughout the school year. Some students in this course will also have the opportunity to take part in a cadaver laboratory experience presented by Beacon Orthopedics.

- Grade Level: 11, 12
- Prerequisite: Chemistry I and Biology Honors or a B- in Biology I
- Credits: 1 per semester, 2 semesters
- Fulfills science requirement for all diplomas
- Qualifies as Quantitative Reasoning course

**AP CHEMISTRY**  
**COURSE #306001/306011**

**Ivy Tech CHEM 105 5 credits**

*What is a deeper understanding of the atomic structure and how atoms interact with one another?  
How can the rate of a reaction be calculated?*

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in Chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

- Grade Level: 11, 12
- Prerequisite: Min of B in Chemistry II
- 1 per semester; 2 semesters
- Fulfills science requirement for all diplomas
- Qualifies as Quantitative Reasoning course

# Senior Specialty Courses

## COOPERATIVE EDUCATION

### COURSE #616201/616211

*Cooperative Education also known as Interdisciplinary Cooperative Education (ICE)* spans all career and technical education program areas through an interdisciplinary approach to training for employment. This approach is especially valuable in enriching the small school's career and technical education program where a traditional cooperative program of clustered occupations cannot be identified because of varied student interest and diverse training stations. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The following two components must be included as part of the Interdisciplinary Cooperative Education course.

**Related Instruction**, that is classroom based, shall be organized and planned around the activities associated with the student's individual job and career objectives in a career cluster area; and shall be taught during the same semesters as the student is receiving on-the-job training. The concepts, skills, and attitudes basic to occupational competence are to be taught in school and are to be applied and tested on the job. The sequence of related instructional topics in school shall be continuously correlated with the student's job activities. Because each student's on-the-job activities will vary according to the types of occupations in which they have been placed, part of the related instructional time needs to be individualized in such ways as: (a) using group instruction, but individualizing the assignment so that the learning is applied to each student's own work experience, and (b) using individual study assignments such as projects, job study guides, and individual reading assignments.

**On-the-Job Training** is the actual work experience in an occupation in any one of the Indiana career clusters that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with pre-determined training plans and agreements and who assist in evaluating the student's job performance.

- Grade Level: 12
- Prerequisites: None
- Credits: 3 per semester; 2 semesters
- Counts as Elective for all diplomas

## HEALTH SCIENCE EDUCATION II: ATHLETIC TRAINING

### COURSE #529001/529011

Work Based Learning Capstone is a culminating course in a student's logical sequence of courses for a chosen career pathway. In this course, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Therefore, at least two courses in a student's pathway would be prerequisite to the student enrolling in the stand-alone WBL courses.

Location: ECHS

Teachers/Instructors: Beacon Orthopedics, ECHS Sports Trainer  
East Central High School Instructor, CTE area

- Grade Level: 12
- Recommended Prerequisites: Anatomy and Physiology
- Credits: 1 per semester, 2 semesters
- Counts as directed elective or elective for all diplomas



## SOCIAL STUDIES DEPARTMENT

Gr. 9

- Geography & History of the World
- World History

Gr. 10

- AP World History Modern (can't take if World History has been taken in gr. 9)

Gr. 11

- U. S. History
- U. S. History / Ivy Tech HIST 101/102

Gr. 12

- U. S. Government **OR** AP U. S. Government & Politics
- Economics **OR** AP Microeconomics

Electives

- AP European History (Full Year)
- Psychology (Each Semester)
- Sociology (Each Semester)
- Ethnic Studies (Sem. 1)
- Indiana Studies (Sem. 2)

# SOCIAL STUDIES DEPARTMENT

## **Geography & History of the World** **COURSE #157001/157011**

*How do the five core themes of Geography contribute to both sovereignty & globalism for all nations around the world?*

Geography & History of the World is designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes, including: the origin and spread of world religions; exploration; conquest and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing. The historical geography concepts used to explore the global themes include change over time, origin diffusion, physical systems, cultural landscapes, and spatial distribution and interaction. Using these skills, concepts, and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

- Grade Level: 9, 10
- Prerequisite: None
- Credit: 1 per semester, 2 semesters
- Counts as Social Studies requirement for General Diploma
- Counts as elective for all diplomas
- Fulfills Geography History of the World/World History Civilization graduation requirement for Core 40 and Core 40 with Academic Honors diploma

## **World History & Civilization** **COURSE #154801/154811** *How did we get here?*

World History emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced people and places subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events

and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice skills and process of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

- Grade Level: 9, 10
- Prerequisite: None
- Credit: 1 per semester, 2 semesters
- Counts as elective for all diplomas
- Fulfills Geography History of the World/World History Civilization graduation requirement for all diplomas

## **AP World History Modern** **COURSE #161201/161211**

*Do you know how to analyze a point of view or how to interpret historical evidence that can be used to build & support an argument, or are you interested in developing historical thinking skills?*

The AP World history course focuses on developing understanding of world history from approximately 8000 BCE to the present. The course investigates the content of world history for significant events, individuals, developments, and processes in six historical periods. You will learn to develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interactions of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures) that will allow you to explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographic regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

- Grade Level: 10, 11, 12
- Prerequisite: 3.0 GPA
- Credit: 1 per semester, 2 semesters

- Fulfills the Geography History of the World/World History and Civilization graduation requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

### **United States History COURSE #154201/154211**

*How have the key events of the late 19th, 20th, and 21st centuries created the United States standing in world affairs today?*

United States History builds upon concepts developed in previous studies of US History. Students are expected to identify and review significant events, persons, and movements on the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences on national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in US history. They will develop historical thinking and research skills, and use primary and secondary sources to explore topical issues and to understand the cause for changes on the nation over time.

- Grade Level: 11
- Prerequisite: None
- Credit: 1 per semester, 2 semester
- Fulfills the US History requirement for all diplomas

### **United States History – Dual Credit**

**Ivy Tech HIST 101 Fall 3 credits**

**IVY TECH HIST 102 Spring 3 credits**

**COURSE #157401/157411**

*How have various individuals, groups, and institutions contributed to the construction of the unique American culture?*

The college American History course is an intensive, two-semester course covering the growth and development of the United States from the age of discovery to the present day. It is important for students to understand that this course is not a “high school version” of a college class, but rather, an actual course offering from Ivy Tech. Consequently, students are advised that the class will reflect the rigor and high standards of a contemporary college history class. Students who successfully complete the course with a grade of “C” or higher will receive 3 Ivy Tech credits per semester, and all grades earned will become part of the student’s college transcript.

History is, among other things, the study of change. People who study history are really trying to understand why society, nations, and institutions change (or why they don’t). The historian uses

evidence from the past to try to understand why people are motivated to both embrace (and attempt to direct) or resist those changes. In this class, we will use some of the techniques that historians today use to try to arrive at an understanding of these concepts.

History is often regarded as one of the social sciences, but a compelling argument can also be made that it could be considered a branch of literature. Students should therefore expect to do a significant amount of reading and writing in this class.

- Grade Level: 11
- Prerequisite: 3.0 GPA
- Credit: 1 per semester, 2 semester
- Fulfills the US History requirement

### **United States Government COURSE #154000**

*What is Government? What was the significance of the Bill of Rights when it was first adopted and why does it remain important today?*

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

- Grade Level: 12
- Prerequisite: None
- Credit: 1 per semester, 1 semester
- Fulfills the US Government requirement for all diplomas

### **ACP US Government & Politics**

**IU POLSY 103**

**COURSE #157401**

*How does our government really work?*

ACP United States Government & Politics is a course based on content established by Indiana University that include: (1) constitutional underpinnings of United States government, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media,

(4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties.

- Grade Level: 12
- Prerequisite: 3.0 GPA
- Credit: 1 per semester, 1 semester
- Fulfills the US Government requirement

### **Economics**

#### **COURSE #151400**

*How does the free market society affect my life, our community, our society, and our world?*

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, the role of financial institutions, economic stabilization, and trade. Students will also participate in a Stock Market simulation throughout the semester in order to understand how the Stock Market works.

- Grade Level: 12
- Prerequisite: None
- Credit: 1 per semester, 1 semester
- Fulfills the Economics requirement
- Qualifies as a Quantitative Reasoning Course

### **AP Microeconomics**

#### **COURSE #156600**

*How do the laws of supply & demand, consumer choice, production & costs, and theory of the firm affect the overall state of the economy?*

AP Microeconomics is a course based on content established by the College Board. The course gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economics system. Topics include: (1) basic economic concepts; (2) the nature and functions of product markets; (3) factor markets; and (4) market failure and the role of government. A comprehensive description of this course can be found on the College Board AP Central Course Description website at <http://apcentral.collegeboard.com/apc/public/courses/descriptions.index.html>.

- Grade Level: 12
- Prerequisite: 3.0 GPA
- Credit: 1 per semester, 1 semester
- Fulfills the Economics requirement

- Qualifies as a quantitative reasoning course

### **Psychology**

#### **COURSE #153200**

*How does the brain control our behavior and social interactions?*

Psychology is the scientific study of mental processes and behavior. The course is divided into eight control areas. History & Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain & nervous system function, including sensation, perception, motivation, and emotion. Development looks at all the changes through one's life; physical, cognitive, as well as emotional, social, and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual.

Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

- Grade Level: 11, 12
- Prerequisite: None
- Credit: 1 per semester, 1 semester
- Counts as elective for all diplomas

### **Indiana Studies**

#### **COURSE #151800**

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.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as Elective for all diplomas
- Fulfills course requirement for general diploma

**Sociology**  
**COURSE #153400**

*Why are cultures so different across the world?*

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students will describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry, students will examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students will also analyze the role of individuals in the community and social problems in today's world.

- Grade Level: 11, 12
- Prerequisite: None
- Credit: 1 per semester, 1 semester
- Counts as elective for all diplomas
- Fulfills course requirement for general diploma

**Ethnic Studies**  
**COURSE #151601**

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.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit
- Counts as elective for all diplomas

**AP European History**  
**COURSE #155601/155611**

*Students will learn basic historiography & practice working with primary source documents, as well as scholarly works.*

AP European History is a course based on content established by the College Board. Topics include: (1) intellectual and cultural history, (2) political and diplomatic history, and (3) social and economic history. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understating of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

- Grade Level: 11, 12
- Prerequisite: World History, 3.0 GPA
- Credit: 1 per semester, 2 semesters
- Counts as elective for all diplomas



# WORLD LANGUAGE DEPARTMENT

## French I

### COURSE #202001/202011

*How do I use another language to communicate? How do I present information, concepts, & ideas in another language in a way that is understood?*

Students will be immersed in the French language through storytelling, daily conversation topics, reading, and writing. Students will also learn how to describe themselves and others around them using the techniques learned in class. Student will learn about French culture through current events, reading articles, and diving into different francophone countries.

- Grade Level: 8-12
- Prerequisite: C- minimum grade in English 7
- Credit: 1 per semester, 2 semesters
- Counts as directed elective or elective for all diplomas
- Fulfills a World Language requirement for Core 40 with Academic Honors diploma

## French II

### COURSE #202201/202211

*How do I use my understanding of culture to communicate and function appropriately another culture?*

Students will be immersed in the French language through storytelling, daily conversation topics, reading and writing. Students will learn how to dissect a class novel in the target language. Students will learn about French culture through current events, reading articles and diving into different francophone

- Grade Level: 9-12
- Prerequisite: C- minimum grade in French I
- Credit: 1 per semester, 2 semesters
- Counts as directed elective or elective for all diplomas
- Fulfills a World Language requirement for Core 40 with Academic Honors diploma

## French III

**IVY TECH FREN 101 Fall 4 credits**

**IVY TECH FREN 102 Spring 4 credits**

### COURSE #215201/215211

*How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines and vice versa?*

French III will follow the same flow as French I and II. Students will be immersed through storytelling, daily

conversation topics, reading and writing. Students will use more academic French through discussion of current events, culture, and history. Students will be able to receive dual credit through Ivy Tech.

- Grade Level: 10, 11, 12
- Prerequisite: C- minimum grade in French II
- Credit: 1 per semester, 2 semesters, 6 Ivy Tech credits
- Counts as directed elective or elective for all diplomas
- Fulfills a World Language requirement for Core 40 with Academic Honors diploma

## French IV

**IVY TECH FREN 201 Fall 4 credits**

**IVY TECH FREN 202 Spring 4 credits**

**IU F200/F250**

### COURSE #215202/215222

*How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?*

By the end of the F200-F250 sequence, students should be able to:

- describe and narrate in major time/aspect frames
- know most informal and some formal settings
- speak about concrete and factual topics of personal and public interest
- be understood without difficulty by speakers unaccustomed to non-native speakers
- write paragraph discourse

Students who complete the World Languages and Cultures requirement will also demonstrate:

1. An understanding of culture within a global and comparative context (specifically, an understanding that a particular culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences);
2. Knowledge of global issues, processes, trends, and systems (such as economic and political interdependence among nations, environmental-cultural interaction, global governance bodies, and nongovernmental organizations);
3. Knowledge of other cultures (including beliefs, values, perspectives, practices, and products);
4. The ability to use cultural knowledge, diverse cultural frames of reference, and alternate cultural perspectives to think critically and solve problems;
5. The ability to communicate and connect with people in other language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking (productive), listening

6. (receptive), reading (receptive), and writing (productive) [N.B. This learning outcome applies specifically to students who study a foreign language.];
7. The ability to use foreign language skills and/or knowledge of other cultures to extend access to information, experiences, and understanding.
  - Prerequisite: C- minimum in French III
  - Grade Level: 11-12
- Credit: 1 per semester, 2 semesters,
- 6 Ivy Tech credits; 3 IU credits
- Counts as directed elective or elective for all diplomas
- Fulfills a World Language requirement for Core 40 with Academic Honors diploma

### **Japanese I** **COURSE #206001/206011**

*How does the experiences you gained in this course enrich your life? What did you learn about the culture, language and history of Japan, and how could you use the knowledge to enrich your life?*

Japanese I introduces students to effective strategies for beginning Japanese language learning, and to various aspects of Japanese-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 simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing letters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products and perspectives of Japanese speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication.

- Grade Level: 8-12
- Prerequisite: C- minimum grade in English 7
- Credit: 1 per semester, 2 semesters
- Counts as directed elective or elective for all diplomas
- Fulfills a World Language requirement for Academic Honors diploma

### **Japanese II** **COURSE #206201/206211**

*What are the possible careers you could have by using the knowledge and skills you gained from this course?*

Japanese II builds upon effective strategies for Japanese language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics,

and write sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and recognizing words and characters through stroke order and stroke count. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives of Japanese-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture.

- Grade Level: 9-12
- Prerequisite: C- minimum grade Japanese I
- Credit: 1 per semester, 2 semesters
- Counts as directed elective or elective for all diplomas
- Fulfills a World Language requirement for Academic Honors diploma

### **Japanese III** **COURSE #206401/206411**

*How could you behave/react/think differently when you work with people who speak a language other than English?*

Japanese III builds upon effective strategies for Japanese 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 simple paragraphs using characters. This course also emphasizes the continued development of reading and listening comprehension skills, such as using radicals, stroke order, and stroke count to guess meaning. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will continue to develop understanding of Japanese-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.

- Grade Level: 10-12
- Prerequisite: C- minimum in Japanese II
- Credit: 1 per semester, 2 semesters
- Counts as directed elective or elective for all diplomas
- Fulfills a World Language requirement for Academic Honors diploma

**Japanese IV  
COURSE #206601/206611**

**Japanese V  
COURSE #206801/206811**

*What did you learn about the culture, language, and history of Japan, and how could you use the knowledge to enrich your life?*

Japanese IV & V provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Japanese 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.

- Grade Level: 11-12
- Prerequisite: C- minimum in Japanese III
- Credit: 1 per semester, 2 semesters
- Counts as directed elective or elective for all diplomas
- Fulfills a World Language requirement for Academic Honors diploma

**Spanish I  
COURSE #212001/212011**

*Why is it important to learn a second language? What career choices will you have by using the Spanish language in the future?*

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 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. The course also emphasizes the development of reading and writing comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions.

Additionally, students will examine the practices, products, and perspectives of Spanish-speaking culture;

recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom. Students will be given the opportunity to do multiple projects to enhance their understanding of the Hispanic culture. They may make masks, flowers, cacti, flags, posters, brochures and flyers. Students also do a project over a Spanish-speaking country and create their own dream home using Spanish vocabulary. Students are usually given "cultural breaks" after each chapter to help them understand cultural traditions and history about multiple Spanish speaking countries.

- Grade Level: 8-12
- Prerequisite: C- minimum grade in English 7
- Credit: 1 per semester, 2 semesters
- Counts as directed elective or elective for all diplomas
- Fulfills a World Language requirement for Academic Honors diploma

**Spanish II  
COURSE #212201/212211**

*How does the knowledge gained in this course help you currently and in the future? What career choices will you have by using the Spanish language in the future?*

Spanish II builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. 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. Students will be given the opportunity to do multiple projects to enhance their understanding of the Hispanic culture. They may make masks, flowers, cacti, flags, posters, brochures and flyers. Students are usually given "cultural breaks" after each chapter to help them understand cultural traditions and history about multiple Spanish speaking countries.

- Grade Level: 9-12
- Prerequisite: C- minimum in Spanish I
- Credit: 1 per semester, 2 semesters

- Counts as directed elective or elective for all diplomas
- Fulfills a World Language requirement for Academic Honors diploma

### Spanish III

**IVY TECH SPAN 101 Fall 3 credits**

**IVY TECH 102 Spring 3 credits**

**COURSE #215203/215233**

*Based on conversational, grammatical, and cultural knowledge from Spanish III, in what ways can I apply this information to assist me in aiding, conversing, or working with Hispanics that live in my community?*

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

Spanish III is an opportunity to engage more spontaneously in the language. Some examples include but are not limited to weekly critiques of Latin Top 40 music videos, reading chapter books in Spanish and visiting local Hispanic restaurants to converse in Spanish with restaurant staff.

- Grade Level: 10-12
- Prerequisite: C- minimum in Spanish II
- Credits: 1 per semester, 2 semesters, 6 Ivy Tech credits
- Counts as directed elective or elective for all diplomas
- Fulfills a World Language requirement for Academic Honors diploma

### Spanish IV

**IVY TECH SPAN 201/202**

**COURSE #212601/212611**

*Based on conversational, grammatical, and cultural knowledge from Spanish IV, in what ways will this course benefit my post high school endeavors to further my Spanish language skills as I pursue a life career?*

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

- Grade Level: 11-12
- Prerequisite: C- minimum in Spanish III
- Credits: 1 per semester, 2 semester
- Counts as directed elective or elective for all diplomas
- Fulfills a World Language requirement for Academic Honors diploma

## **Spanish V**

### **COURSE #212801/212811**

Spanish V, a course based on Indiana's Academic Standards for World Languages, provides opportunities for students to interact and exchange information in culturally and socially authentic and/or simulated situations to demonstrate integration of language skills with understanding of Spanish-speaking culture. This course emphasizes the use of appropriate formats, varied vocabulary and complex language structures within student communication, both oral and written, as well as the opportunity to produce and present creative material using the language. Additionally, students will continue to develop an understanding of Spanish-speaking cultures through investigating the origin and impact of significant events and contributions unique to the target culture, comparing and contrasting elements that shape cultural identity in the target culture and the student's own culture, and explaining how the target language and culture have impacted other communities. This course further emphasizes the integration of concepts and skills from other content areas with the target language and cultural understanding, as well as the exploration of community resources intended for native Spanish speakers.

- Grade Level: 12
- Prerequisite: C- minimum in Spanish IV
- Credits: 1 per semester, 2 semesters
- Counts as directed elective or elective for all diplomas
- Fulfills a World Language requirement for Academic Honors diploma



## INDIANA COLLEGE CORE

The **Indiana College Core** is a block of 30 credit hours of general education college-level coursework that transfers seamlessly among all Indiana public colleges and universities.

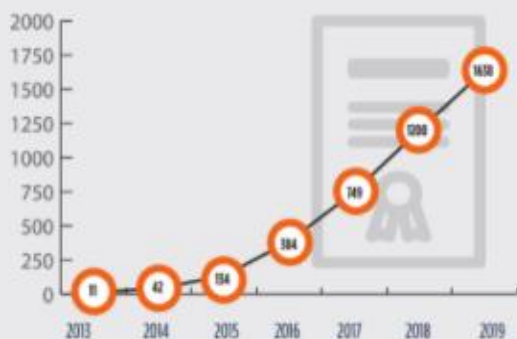
Students who earn the Indiana College Core are likely to succeed.

About **94%** of high school students who earned the **Indiana College Core** went on to attend college.

**70%** of Indiana College Core earners met benchmarks for early success in college. Students demonstrating early college success:

- 1) do not require remediation in math or English before beginning college level work;
- 2) complete all courses they attempt in their first year of college; and
- 3) persist to their second year of college.

More high school students are earning the Indiana College Core.



The number of high school students earning the **Indiana College Core** (established in 2012) has grown from 11 in the graduating class of 2013 to 1,638 in the class of 2019.

The Indiana College Core offers significant cost savings for students and families.

Students can earn the **Indiana College Core** through dual credit in high school for thousands less than earning the same credits at a two- or four-year institution.

**<\$750**  
INDIANA COLLEGE CORE  
THROUGH DUAL CREDIT

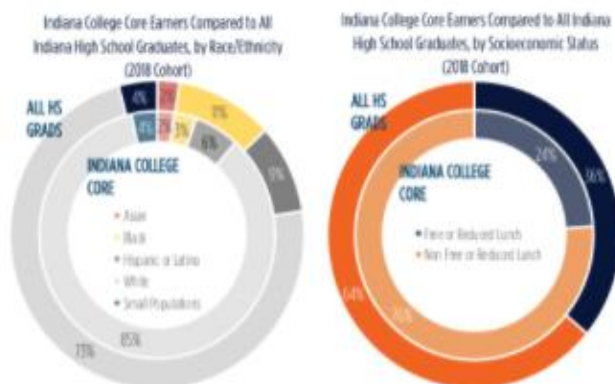
**\$4,200-\$5,700**  
TWO-YEAR INSTITUTIONS

**\$7,200-\$10,500**  
FOUR-YEAR INSTITUTIONS

More students earn the Indiana College Core, but gaps remain.

Students who earn the **Indiana College Core** are more likely to be White and come from higher-income households.

Only **1 in 5** Indiana high schools currently offer\* the **Indiana College Core**.



\* This means at least one student of the school earned the **Indiana College Core**.

[TransferIN.net/collegecore](https://TransferIN.net/collegecore)





The Indiana College Core, formerly known as the Statewide Transfer General Education Core is a block of 30 credit hours of general education college-level coursework that transfers seamlessly among all Indiana public colleges and universities. <https://www.ivytech.edu/gen-ed-transfer-core/index.html>

**East Central High School students must earn at least 15 (of the 30) credit hours from Ivy Tech**

## Written Communication

3 CREDITS

ENGL 111 English Composition

ECHS: ACP English 12 Advanced, IU

**(OR)** ECHS: Advanced English 11

## Speaking and Listening

3 CREDITS

COMM 101 Fundamentals of Public Speaking

ECHS: ACP Speech/Public Communication, IU

**(OR)** May be taken at Ivy Tech; parents pay tuition

## Quantitative Reasoning

3-12 CREDITS

MATH 135 Finite Math

ECHS: Advanced Math (Finite Mathematics)

MATH 136 College Algebra

ECHS: Pre-Calculus/Algebra

MATH 137 Trig with Analytic Geometry

ECHS: Pre-Calculus/Trigonometry

MATH 211 Calculus I

ECHS: AP Calculus, AB

MATH 212 Calculus II

ECHS: AP Calculus, BC

## Scientific Ways of Knowing

3-12 CREDITS

BIOL 101 Introduction to Biology

ECHS: Biology II

CHEM 101 Introductory Chemistry

ECHS: Chemistry II (IU or Ivy Tech)

## Social and Behavioral Ways of Knowing

3-12 CREDITS

HIST 101 Survey of American History I

ECHS: U.S. History, Dual Credit

HIST 102 Survey of American History II

ECHS: U.S. History, Dual Credit

POLS 101 Intro. To American Gov't and Politics

ECHS: ACP U.S. Government & Politics, IU

PSYC 101 Introduction to Psychology

To be taken at Ivy Tech; early release; parents pay tuition

SOCI 111 Introduction to Sociology

To be taken at Ivy Tech; early release; parents pay tuition

## Humanistic and Artistic Ways of Knowing

3-12 CREDITS

ENGL 206 Introduction to Literature

ECHS: ACP English 12 Advanced, IU

**(OR)** AP English Lit Score 3,4,5

FREN 101 French Level I

ECHS: French III

FREN 102 French Level II

ECHS: French III

FREN 202 French Level III

ECHS: French IV

FREN 202 French Level IV

ECHS: French IV

SPAN 101 Spanish Level I

ECHS: Spanish III

SPAN 102 Spanish Level II

ECHS: Spanish III



For information regarding the IVY Tech Dual College Credit Courses, visit the IVY Tech website @

<https://www.ivytech.edu/dual-credit/>

### **Tuition**

THERE IS NO TUITION CHARGED FOR IVY TECH HIGH SCHOOL-BASED DUAL CREDIT COURSES that are offered @ East Central High School.

### **Prerequisites**

To participate in the Ivy Tech high school-based dual credit program, students need to meet the prerequisites established for each course. They must demonstrate a readiness for college-level work. This is determined by tests such as the PSAT, SAT, ACT, or Knowledge Assessment Test. Courses must also be taken in the proper sequence.

### **Transcripts**

Once enrolled, students have an official transcript with Ivy Tech. From that point forward, grades, regardless of what is earned, are recorded on this transcript. This is important to understand because it could have an impact on a student's ability to be admitted to other colleges and get scholarships or financial aid.

### **Transferability**

When students have successfully completed a high school-based dual credit course on the Indiana Core Transfer Library with a grade of "C" or better, students can transfer those Ivy Tech credits to any other public college or university in Indiana. However, students should check with specific schools to determine exactly how the credits will transfer. It is also possible that dual credits can transfer to private or out-of-state colleges or universities, but again, students need to check with specific schools to be sure. Ultimately, it is up to the receiving institution to determine which credits transfer and how they can be used.

All Ivy Tech dual credit students are expected to take the Knowledge Assessment with a score of 70 or greater in both Math and ELA to be qualified to earn college credit for their courses. All pre-requisites for dual credit courses must also be met.

### **Resources for Dual Credit Students**

DualEnroll Student Guide: Application – <https://youtu.be/u2HNoiL2TaY>

DualEnroll Student Guide: Registration – <https://youtu.be/ydDLGRhoHd4>

Mylvy Student Guide: Mylvy account setup using DualEnroll.com – <https://youtu.be/Ol6KLek3aSI>

Mylvy Student Guide: Accessing Knowledge Assessment – <https://youtu.be/ID-Xzw3zmOk>

DualEnroll Student Guide: Dropping a class – <https://youtu.be/9sEle87NIro>

# QUANTITATIVE REASONING COURSES

class of 2016. During the SENIOR year of high school, students must pay particular attention to the need to have Quantitative Reasoning Courses.

- For the Core 40, Academic Honors (AHD), and Technical Honors (THD) diplomas, students must take a mathematics course or a quantitative reasoning course each year they are enrolled in high school.
- For the General Diploma, students must earn two credits in a mathematics course or a quantitative reasoning course during their junior or senior year.
- A quantitative reasoning course is a high school course that "advances a student's ability to apply mathematics in real world situations and contexts" and that "deepens a student's understanding of high school mathematics standards."
- The Indiana Department of Education will provide an annual review to determine the high school courses that meet these criteria.
- List below is a list of courses in addition to math classes that have been determined to meet the criteria for quantitative reasoning courses at East Central High School.

## **Agriculture**

Landscape Management I  
Landscape Management II

## **Business Academy**

Advanced Accounting  
Computer Science I  
Computer Science II  
Computer Science III

## **Engineering & Technology**

Computer Integrated Manufacturing  
PLTW Civil Engineering & Architecture  
PLTW Digital Electronics  
PLTW Engineering Design & Development  
PLTW Principles of Engineering

## **Mathematics**

AP Statistics

## **Science**

Biology, Advanced Placement  
Chemistry I  
Chemistry II  
Chemistry, AP  
Integrated Chemistry – Physics  
Physics I

## **Social Studies**

Economics  
Microeconomics, Advanced Placement

## **Trade & Industrial**

Construction Technology: Electrical II  
Construction Trades II  
Diesel Services II  
Precision Machining I  
Precision Machining II

*East Central High School  
1 Trojan Place, Suite A  
St. Leon, IN 47012*



## **Consideration for Enrollment AP / DUAL CREDIT / HONORS CLASSES**

As the number of AP, Dual Credit, and Honors courses and the number of students involved continues to grow at East Central High School, it becomes necessary to standardize the process whereby students are admitted to these courses.

As the discussion progresses towards the formulation of a fair, consistent policy, we must consider the following:

- The primary “driver” behind the increased numbers of students enrolling in AP / Dual Credit / Honors courses are the Common Core Standards and academic rigor.
- Because of scheduling time limitations and the sheer number of transcripts that must be analyzed, the agreed upon process must be done early, straightforward, and efficient.
- The level of academic performance for these types of courses is of high standard. The course will not be adapted to you; you will be expected to adapt to it by displaying a positive and contributory attitude. These courses will emphasize rigorous college-level coursework and demanding time obligations. **THIS IS AN ACADEMIC COMMITMENT!**

### **REQUIREMENTS FOR ENROLLMENT:**

1. Overall GPA of 3.0 or higher
2. Any student who qualifies and is admitted to the course must maintain a “C-” each semester in order to remain in the course. Teacher discretion will be applied.
3. Any student with a GPA below a 3.0 will be denied enrollment in AP/Dual Credit/Honors courses since a 3.0 cumulative GPA is required for the Indiana Academic Honors Diploma.
4. An appeal process is available for those students desiring admission but do not have the requirements listed. The appeal process will analyze standardized test scores, academic test scores and grades in previous related courses. In addition, the Appeals Form must be signed by the student and parent so as to document the understanding of the requirements of the program. Final decisions will be made during the summer and reflected on the student’s schedule.
5. Students must maintain a “C-” average each semester to remain in the course.

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## **AP / DUAL CREDIT / HONORS CLASSES APPEAL FORM**

**COURSE TITLE:** \_\_\_\_\_

You have registered for an AP / Dual Credit / Honors course at East Central High School. A review of your transcript reveals that you do not currently possess the academic credentials recommended for success in these courses at East Central.

Thus, you may be admitted to the course(s) on an appeals basis with the following understandings:

- ❖ Academic commitment to any AP / Dual Credit / Honors course is a must! All students must be prepared for rigorous college-level coursework and demanding time obligations.
- ❖ AP / Dual Credit / Honors courses are collaborative in nature. A positive and contributory attitude is expected!
- ❖ You must raise your level of academic performance to that expected in this high-level course. The course will be taught to a high standard and will not adapt to you; you will be expected to adapt to it!
- ❖ The AP exam in May will be optional; however, if pursuing an Indiana Academic Honors Diploma, it may be needed. Reviewing your transcript with your counselor is highly recommended.
- ❖ You must maintain a "C-" average each semester to remain in the course.

I agree to the above conditions and ask to be admitted into my chosen AP / Dual Credit / Honors course for the upcoming school year.

Student Signature	Date	Parent Signature	Date
Teacher Approval	Date	Counselor Signature	Date
	Approved _____	Denied _____	Initial _____

## ADVANCED PLACEMENT and ADVANCED COLLEGE PROJECT – Indiana University

AP (AP) and Dual Credit courses are intended to be equivalent to a similar college level course. The course content, rigor, requirements, and structure are established to replicate the requirements of post-secondary education. Since these are college level courses, students should be prepared for the amount of work required in the course. It is important to remember the college grades will be found on the college transcript from the issuing institution.

Through an initiative with Indiana University, East Central High School offers a select number of courses available as dual credit with Indiana University. There are various requirements associated with the Indiana University dual credits and information is listed below.

<https://acp.iu.edu/>



### Admission Standards

High school seniors and some juniors who have a solid academic preparation and a desire for more advanced work are good candidates for Advance College Project (ACP) classes. The basic premise of ACP is to provide an opportunity for high school students to succeed in college course work.

ACP students, at a minimum:

- Should be on track toward fulfilling the basic academic preparation for admission to a four-year college or university;
- Have a GPA of 2.70 or higher on a 4.00-point scale (as evidenced by a college preparatory curriculum and advanced coursework);
- Have appropriate high school endorsements from teachers and guidance counselors.

Further, acceptance to take an ACP course does not guarantee admission to IU. To achieve regular admission to IU, students must apply through the Office of Admissions at the selected campus.

These are minimum standards for admission to the ACP program. Fulfilling these minimum requirements does not guarantee acceptance to take an ACP course; some high schools may require additional academic criteria for prospective ACP students. Each high school decides, based upon the number of students interested in ACP and scheduling limitations, the number of course sections and when each course will be offered. Check with your school guidance counselor for information about other requirements specific to your high school.

### Tuition and Payment

#### Tuition Rate

Through the Advance College Project (ACP) students can get full college credits at an incredible savings compared to standard on-campus rates.

Subject to the approval of the Indiana University (IU) Board of Trustees, ACP students pay a special off-campus undergraduate resident tuition rate that is lower than the per-credit-hour rate on any of the IU campuses because ACP students do not use campus facilities and services.

ACP students who are eligible for free or reduced lunch will receive a full fee remission.

#### Payment

Please be aware that once the application is signed by a parent or guardian and is approved by the ACP office, the student is responsible for the tuition associated with the ACP course(s) chosen.



**Electronic Billing:** If a student has opened an email account at Indiana University, he or she may receive his or her bill through email, and a paper statement may or may not be mailed to the student. The student is responsible for making sure that the bill is paid in full. Go to <https://studentcentral.indiana.edu/pay-for-college/index.html> for payment options.

Questions regarding your IU bill can be directed to the IU Office of the Bursar at:

IU Bloomington (812) 855-2636

IU East (765) 973-8345

### **Tuition Schedule for ACP Courses**

ACP works to maintain a reasonable fee structure for high school students that is less than the standard rate for students on campus. The ACP fee is \$25.00 per credit hour. The fee statement from the Office of the Bursar includes no additional fees, such as technology fees or health fees. The following fees have been approved by the IU Board of Trustees:

#### **3 credit hour ACP courses (Fee: \$75.00)**

<b>L202</b>	Literary Interpretation
<b>W131</b>	Composition
<b>S121</b>	Speech/Public Communication
<b>Y103</b>	American Government
<b>F200</b>	Second-Year French I: Language & Culture
<b>F250</b>	Second-Year French II: Language & Culture

### **Financial Aid Benefits**

#### **ACP Fee Remission for Students Eligible for Free or Reduced Lunch**

Effective with the Fall 2006 term, the Advance College Project will offer fee remission (i.e., there will be no charge) to qualified ACP students who meet the eligibility requirements of the National School Lunch Program (NSLP). The student's parent or guardian will need to sign the line on the back of the ACP application (or signature page for IUB schools) that allows to school to share this information with our office. The Bloomington ACP Office will then verify each student's status with the financial office at the local school corporation.

In summary, eligible students must complete *both* of the following.

- ACP Student Application. Students must meet the admission standards for ACP (2.70 GPA on 4.0 Scale). They must submit the complete (including all required signatures) Student Application to the school (teacher or guidance counselor) by the school's deadline.

Students who meet ACP admission standards and who are eligible for free or reduced lunch through the National School Lunch Program (NSLP) will not be charged a tuition fee for their ACP course(s).

# SCC Certifications and Dual Credits

## **AUTO SERVICE TECHNOLOGY**

- Ivy Tech.- 21 hrs
- University of Northwestern Ohio—12 hrs
- Lincoln Tech & UTI—Dual credits provided upon successful completion of testing

## **BUILDING TRADES TECHNOLOGY**

- Vincennes University—14 hrs
- OSHA 10 Hr. Certification
- HBI Carpentry Basic Certification

## **COMPUTER AIDED DRAFTING**

- Vincennes University—11 hrs

## **COMPUTER NETWORKING**

- Vincennes University—2 hrs

## **COMPUTER REPAIR**

- Vincennes University—6 hrs

## **COSMETOLOGY**

- 1500 Hours of Instruction
- Indiana State Board Exam Preparation
- Practical Exam offered on site/Written Exam offered in Indianapolis
- Vincennes University—28 hrs

## **CRIMINAL JUSTICE**

- Vincennes University—9 hrs

## **CULINARY ARTS**

- Vincennes University—11 hrs
- Articulation Agreement with Sullivan University
- Serve Safe Certification

## **DENTAL ASSISTING**

- CPR Certification
- Ivy Tech—6 hrs
- NIMS 700a

## **DIESEL TECHNOLOGY**

- ASE Certification Preparation
- Vincennes University—12 hrs

## **ELECTRICAL TRADES**

- Ivy Tech—9 hrs.
- NCCER Apprenticeship Opportunities
- OSHA 10 Hr. Certification
- HBI House Wiring Certification

## **EMERGENCY SERVICES**

- NFPA Firefighter I & II Certification
- DOT EMS First Responder Certification
- CPR Certification
- Indiana State Mandatory Firefighter Cert
- Haz-Mat Awareness & Operations Certs
- FEMA: NIMS 100, 200, 700, & 800 Certs
- Ivy Tech – 9 hrs
- Vincennes University – 9 hrs Upon successful testing

## **HEALTH CAREERS**

- CPR & First Aid Certification
- NIMS 700a
- 6 hrs. of Dementia Training
- CNA & HHA Certifications
- Internships during 2nd yr.
- Blood Borne Pathogens Certification
- Ivy Tech

### **First Year**

- HLHS 100 Intro to Health Careers 3 cr
- HLHS 101 Medical Terminology 3 cr
- HLHS 102 Essentials of Anatomy and Physiology 3 cr
- MEAS 102 AHA First Aid and CPR 2 cr

### **Second Year or Med Tech**

- HLHS 104 AHA BLS CPR 5 cr
- HLHS 107 C.N.A. Preparation 5 cr
- HLHS 113 Dementia Care 3 cr
- HLHS 114 Home Health Aide 5 cr

## **HEAVY EQUIPMENT**

- Forklift Operator, excavator, backhoe, skid steer and utility tractor Safety Training
- OSHA 10 Hr. Certification

## **PRECISION MACHINE TECHNOLOGY**

- Vincennes University – 10 hrs
- National Institute for Metalworking Skills – Certifications:
  - CNC Milling Operations
  - CNC Turning Operations
  - Job Planning, Benchwork, and Layout
  - Measurement, Materials, and Safety

## **WELDING TECHNOLOGY**

- AWS Certification
- Vincennes University—20hrs.
- OSHA 10 Hr. Certification

**Co-Op Opportunity for all Programs –  
Senior Year**

# Computers

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### Computer Aided Drafting

During the first year, students will learn to do technical drawings. They will start with free-hand sketching and go through 3D Computer Aided Drawings of parts. They will finish the first year working in animation software.

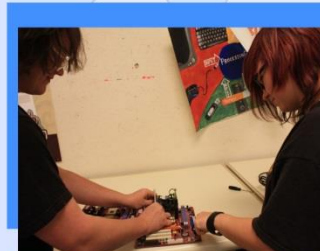
During the second year, student will choose between the 3 options of Architecture (Drawing and designing houses), Mechanical (Drawing and Designing parts and assemblies), or Game Design and Animation (Using Stop and Cel Animation techniques as a few references). These will be year long courses that will extend and expand the knowledge gained during the first year in the area of the students interest.

Dual Credits from Vincennes University are available.



### Computer Repair & Networking

Students in this program start by diving inside the personal computer. From repairing hardware to trouble shooting operating systems, the course covers a wide variety of technical topics. Students get direct experience working with today's networking technology. From home and small business wireless networks to large, enterprise-scale routers, students will get direct experience using a wide variety of hardware down to the bare wire. The course also includes exercises in installing, maintaining, and administering servers.



### Digital Media

During the first year, students learn the foundations of building a website, designing and creating images, taking and manipulating photos, creating animation, and designing digital art. The software used is Adobe CS.

During the second year, students continue to grasp a deeper understanding of multi-media while incorporating videography and photography. Students also complete projects from individuals inside and outside the school.

Dual Credits from Ivy Tech are available.



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## Construction Technology

### Building Trades

During the first year, students complete construction models in the shop as well as small projects on site. They are introduced to construction safety, framing, roofing interior and exterior finish, plumbing, concrete and masonry skills.

Second-year students take on large-scale, real-life building projects (homes, garages, pole barns, light commercial, remodels, etc.).

Dual Credits from Vincennes University are available.



### Electrical Trades

The first year students are introduced to the safety of electrical work in addition to residential wiring and blueprint reading.

Second-year students are introduced to commercial and industrial wiring. They also learn about electrical theory, national electrical code and NCCER core curriculum (National Center for Construction Education and Research). During the 2nd year students take on large-scale, real-life building projects (homes, garages, pole barns, light commercial, remodels, etc.).

Dual Credits from Ivy Tech are available.



### Heavy Equipment

Students will receive training in the operation of backhoes, excavators, bobcats, dump trucks, and forklifts. They are also trained on pipe laying, job estimating and bidding, blue print reading, preventative maintenance (fuel/lubricants), and grade operations.

Students are also prepared to test for their CDLs, for forklift certification, and for OSHA 10-Hour Certification.



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## Health Science

### Health Science/Medical Technology

During the first year, students are introduced to varied instructional strategies and technologies. They are introduced to medical terminology, Anatomy and Physiology, career exploration; with emphasis on a healthy lifestyle, wellness, health maintenance, and disease prevention. Various skills will be performed in a lab setting.

Health Science II is designed to help students gain further insight into the health care industry by introducing them to a number of health disciplines. They will also be instructed in the knowledge, attitude and skills needed to make the transition from high school to college or work. The instruction will be lecture, demonstration, laboratory, computer and live work. The student will be expected to work individually as well as on group projects. During the second semester, the students will be placed in a non-paid extended lab setting. Drivers license and transportation required.

A one year intensive program, Medical Technology, is available for seniors only.

CPR & First Aid Certification  
NIMS 100 & 700a  
6 hrs. of Dementia Training  
CNA & HHA Certifications  
Internships during 2nd yr./2nd sem.

Dual Credits are available from Ivy Tech



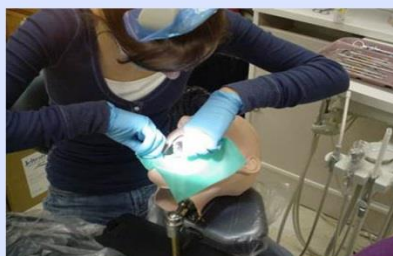
### Dental Careers

Course content includes dental anatomy, dental charting, oral hygiene, and identification & utilization of dental instruments. Students also learn various laboratory skills during the program.

During the second year students are taught radiology (x-rays). They also focus on dental specialties which include: orthodontics, endodontics, oral surgery and others.

Students can also earn 2-6 weeks clinical rotations in dental offices as close to their home school as possible.

Dual Credits are available from Ivy Tech.



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## Hospitality Hospitality

## Cosmetology

Students perform haircuts, hair color, chemical texture services, and spa services (such as facial and scalp massages, waxing, manicures, and pedicures) during their first year in Cosmetology. As they enter their second year they progress and continue to work towards completing their 1500 hours in order to graduate and take the state certification to become a licensed cosmetologist. These students also work in the Career Center's Salon and Spa and service clients.

\*Students must have transportation in order to be enrolled.

Dual Credits from Vincennes University are available.



## Culinary Arts

Culinary training focuses on lessons that prepare students how to handle food as well as the artwork of food. Topics include cooking and baking techniques, cake decorating, sanitation, nutrition, and much more. As students complete their first year, they continue to Advanced Culinary Arts.

Dual credits from Vincennes University are available.



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# Southeastern Career Center

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## Manufacturing & Fabrication Manufacturing & Fabrication

### Precision Machine

First year students will learn about shop safety, measurement, layout and inspection, machine tool processes and operations, tooling identification and uses, metallurgy, heat treatment, shop math, blueprint reading and GD&T, CNC programming and setup fundamentals, & CAD/CAM systems.

During the second year, students will be introduced to advanced measurement, layout, and inspection. They will cover level II machine tool processes and operations, tooling identification and uses. Level II shop math will be applied as well as advanced blueprint reading and GD & T fixture design & build, fasteners & locators, operations sequencing, advanced CNC programming and setup, & CAD/CAM system application.

Dual Credits from Vincennes University are available.



### Welding

First year students will learn how to Arc Weld (welding rod), Mig Weld (welding wire), Tig Weld (Tungsten), Oxy Weld (welding torch), and operate a cutting torch. They will get to weld in flat, horizontal, vertical, and overhead positions.

During the second year, students will get to weld aluminum, weld brass, Weld coupons for bend tests, Weld pipe, cut metal with a plasma cutter, work in a fabrication shop welding and repairing anything and everything.

Dual Credits from Vincennes University are available.



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# Public Safety

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### Emergency Services

Students experience hands-on training with firefighting, emergency medical services, and technical rescue operations. This one-year program utilizes the entire school building and grounds, the Versailles Fire Station, and the Versailles Fire Department Training Tower. Students receive the following certifications:

- NFPA Firefighter I & II Certification
- EMS Medical Responder Certification
- CPR Certification
- Indiana State Mandatory Firefighter Cert.
- Haz-Mat Awareness & Operations Certs.
- FEMA: NIMS 100, 200, 700, & 800 Certs.

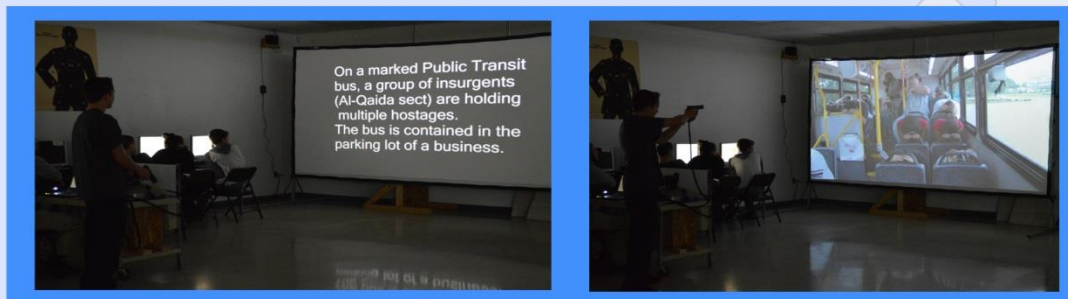
Dual Credits from Vincennes University is available.



### Criminal Justice

This one-year program introduces students to procedures in the legal field such as arrest techniques, self defense, search and seizure, crime scene evaluation, weapon identification, weapon safety, marksmanship, and situational shooting (we now have a weapon simulator). Class time is spent learning about the law, the Bill of Rights and the Constitution, notable crimes and crime scene investigations, and drugs and their effect on the body. PT (physical training) is a required part of the Criminal Justice program.

Dual Credits from Vincennes University are available.



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# Transportation

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### Auto Collision Repair

During the first year, students will learn how to straighten metal, grind, sand and smooth areas by the use of fillers for concealment of imperfections.

During second year, the students will learn how to replace panels, both bolt on and welded on, computerized paint, mixing and tinting. They also are introduced scientific principles related to adhesives, color-mixing abrasive materials, metallurgy, and composite materials.

ASE Certification and Dual Credits from Vincennes University are available.

### Auto Service Tech

Students in this two-year program will develop the basic knowledge in all 8 of the ASE (Automotive Service Excellence) testing areas. These areas of study include: engine repair, electrical & Electronics, automatic transmission (general services), brakes & braking systems, steering & suspension systems, manual drive-trains (general svcs.), heating & A/C (general svcs.), and engine performance.

ASE Certification Preparation and Dual Credits from Vincennes University are available.

### Diesel Technology

During the first year, students disassemble and assemble running engines. Measure and diagnose all internal parts for discard or repair. Students will work on a variety of engines and get a basic understanding how diesel powered equipment works. Students are also introduced to basic welding and hydraulic principles hands-on.

During second year, students are introduced to air and hydraulic braking systems. Students will study the repair and diagnose of all parts of the brake systems as well as drive train repair. Students will get to run Cummins trainer engines and do diagnostics of engine fault codes and repair.

Dual Credits from Vincennes University are available.

### Motorcycle, ATV, Boat Repair & Services

This one year program introduces students to the role of a motorcycle, ATV, and marine repair service technician. Students receive hands-on experience in multiple areas of training pertaining to motorcycles, ATVs, and watercraft. Students learn about preventative maintenance, engine repair, electrical diagnostics, brakes, carburetion and fuel injection diagnostics, styles, designs, accessories, and much more.



<http://www.sccusa.org/>



# ***Southeastern Career Center***

901 West U.S. 50 Versailles, IN 47042 / (812) 689-5253

Students interested in attending the Career Center in Versailles should complete the form on page 99 of this curriculum guide for the enrollment process. The digital link will be shared with students for access.

Please indicate your top program choice, and mark a second and third choice for a backup plan. Seats fill up very quickly as SCC serves 12 school corporations. Be sure to submit your choices as soon as possible and no later than **March 6th** to ensure a seat is reserved for you.

Visit <https://www.sccusa.org/> for specific details on SCC's mission and program offerings.

[SCC Enrollment Form Link](https://bit.ly/3cyqdSm)  
<https://bit.ly/3cyqdSm>

