Indiana State Approved – Class of 2026 through Class of 2028
Course Titles and Descriptions
2025-2026 School Year

LEARNING TODAY. LEADING TOMORROW.

East Central High School

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St. Leon, Indiana 47012
(812) 576-4811

http://echs.sunmandearborn.k12.in.us

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Revised 12.04.2024

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 the registration period. 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. 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
Southeastern Career Center	PROMOTED CERTIFICATIONS https://www.in.gov/dwd/files/Indianas_Promoted_Industry_Certifications_2020.pdf

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 transcripted 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.

**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 100/102	BUSN 105	EECT 112
AGRI 103	BUSN 201	HOSP 101/102/103
AGRI 106	CINS 101	HOSP 104/105/106
AGRI 115	DESN 101/113	MKTG 101/102
AGRI 116/117	DESN 104	SDEV 120
AGRI 164/165	DESN 105	SDEV 140
ACCT 101/106/122	EDUC 101/121/201	SDEV 153
BUSN 101	EDUC 230/235	

Academic Dual Credit Classes
Count towards the dual credit required for the Academic Honors Diploma

APHY 101	HIST 101	POLS 101
BIOL 101 & BIOL 105/107	HIST 102	SPAN 101
CHEM 101	MATH 135	SPAN 102
CHEM 105/106	MATH 136	SDEV 120
COMM 101	MATH 137	SDEV 140
ENGL 111	MATH 211	COMM 101
FREN 101/102	MATH 212	
FREN 201/202		

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** submit a Mid-Term Graduation Form (page 18) 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 may be allotted out of the scheduled school day to allow students to pursue off-campus educational experiences. Dual enrollment courses on a transcript will be calculated into the GPA.

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 during the registration window.

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:
   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).

DIPLOMA REQUIREMENTS

INDIANA CORE 40

Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

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 *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*
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)
40 Total State Credits Required	

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

CORE 40 with Academic Honors *(minimum 47 credits)*

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 560 on math and 590 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.

CORE 40 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 66 , Writing 70, Reading 80.

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

ECHS - GRADUATION CHECKLIST

Name _____ **Year of Graduation** _____ **Date** _____

Core 40 Diploma - 40 credits		**Core 40/Academic Honors - 47 credits**		
English	8 credits	**Fine Arts**	2 credits	**No grades below a C on checklist**
Eng 9	____ ____	Art/Music	____ ____	**and overall GPA of a B (3.0) or higher**
Eng 10	____ ____			____
Eng 11	____ ____	**Math**	2 credits	**Complete 1 of the following options:**
Eng 12	____ ____	Pre-Cal/Adv. Math	____ ____	A 2 AP classes/exams ____
				B 6 transcripted dual credits ____
Math	6 credits	**World Languages**	6-8 credits	C 1 AP class/exam and ____
Algebra I	____ ____	Span/Fren/Jap	____ ____	3 transferable dual credits
Lab/Enrich	____ ____	Span/Fren/Jap	____ ____	D SAT 1750(CR/M/W) with at ____
Algebra II	____ ____	Span/Fren/Jap	____ ____	least a 530 on each section
Geometry	____ ____	(or 2 credits in 2 languages)		E ACT+Writing Composite 26 ____
Must take a Math or QR course each year				

Biology	____ ____	**CORE 40/Tech. Honors - 47 Credits**	**Select ONE option in each category:**
ICP/Chem/Physics			**Box 1: Diploma Type**
	____ ____	**Pathway:** Agriculture, Business, Culinary	____ General
Elective Science	____ ____	Education, ICE, Landscape, PLTW	____ Core 40
		Vocational	____ Academic
Social Studies	6 credits		____ Technical
World Hist/Geog	____ ____	**Earn 6 credits in a state-approved**	
US History	____ ____	**College and Career Pathway** ____	**Box 2: Employability Skills**
Fed Gov	____		____ Option 1 Project-Based
Economics	____	**Earn pathway designated industry based**	____ Option 2 Service-Based
		certification OR 6 pathway transcripted	____ Option 3 Work-Based
PE/Health	3 credits	**college credits** ____	
PE	____ ____		**Box 3: Postsecondary-Ready**
Health	____	**No grades below a C on checklist**	____ Academic/Technical Honors
		and overall GPA of a B or higher ____	____ ACT - 18 Eng, 22 Read, 22 Math, 23 Sci
Directed Electives	5 credits		____ SAT - 480 in EBRW, 530 in Math - EBRW
____ ____ ____ ____ ____		***Complete one of the following options:**	____ ASVAB - 31 AFQT
		A 1 of the AHD options above ____	____ Workforce Certification or Credential
Prep or Coll. & Careers ____		B Earn Work Keys Scores ____	____ 6 Credits in Career/Tech Pathway
		C Earn Accuplacer Scores ____	____ 3 AP and/or Dual Credit Courses

East Central High School

Choose your future today.

Discover our 14 Career Pathways and start creating your path to success.

Graduation Pathways

Agriculture, Food and Natural Resources- Mechanical/Engineering
7117 Principles of Agriculture
5088 Ag Power, Structures and Technology
7112 Agriculture Structures, Fabrication and Design

Advanced Manufacturing/Digital Manufacturing - 4.0
7220 Principles of Industry 4.0 & Digital Manufacturing (Robotics I)
4728 Robotics Design & Innovation (Robotics II)
7100 Smart Manufacturing Systems (Robotics III)

Agriculture, Food and Natural Resources- Landscape
7117 Principles of Agriculture
5132 Horticultural Science
7115 Landscape & Turf Management
7234 Landscape Management Capstone

Health Science – Biomedical Science & Technology
5218 Principles of Biomedical Sciences
5216 Human Body Systems
5217 Medical Interventions

Business Management and Administration (Management)
4562 Principles of Business Management
7143 Management Fundamentals
4524 Accounting Fundamentals
7256 Business Adminstration Capstone

Education & Training - Education Careers
7161 Principles of Teaching
7157 Child and Adolescent Development
7162 Teaching and Learning
7267 Education Profession Capstone

Business Management and Administration (Marketing)
4562 Principles of Business Management
5914 Marketing Fundamentals
4524 Accounting Fundamentals

Arts, AV Tech & Comm - Fashion Textiles & Design
7301 Principles of Fashion & Textiles
7302 Textiles, Apparel & Merchandising
7303 Advanced Textiles
7304 Fashion & Textiles Capstone

Finance - Accounting
4562 Principles of Business Management
4524 Accounting Fundamentals
4522 Advanced Accounting

Hospitality & Tourism - Culinary Arts
7173 Principles of Culinary & Hospitality
7171 Nutrition
7169 Culinary Arts
7233 Culinary Capstone

Computer Science - Software Development
7183 Principles of Computing (CS I)
7185 Website and Database Development
7184 Software Development (CS II)
7253 Software Development Capstone

Human Services - - Community -or- FCCLA
7176 Principles of Human Services
7174 Understanding Diversity
7177 Relationships & Emotions
7241 Human Services Capstone

Radio and Television		STEM - Engineering
7139 Principles of Broadcasting		4802 Introduction to Engineering and Design
7306 Audio and Video Production		5644 Principles of Engineering
7307 Mass Media Production		5538 Digital Electronics (or)
7308 Radio and TV Broadcasting Capstone		5650 Civil Engineering (or)
		5534 Computer Integrated Manufacturing (or)
		4818 Environmental Sustainability (or)
		5518 Aerospace **Capstone is 5698 Engineering Design & Development

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 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

Adapted and informed by the following: ASCA Mindsets & Behaviors Program Planning Tool; National Network of Business and Industry Associations Common Employability Skills; US DOE Employability Skills Framework; WIN and JAG Competencies Alignment; and The Center for Employability Outcomes Workplace Essentials.

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 (**Graduation Pathways**) by the end of the 7th 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 7th 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 7th 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 15th 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 7th semester graduation.

_____ _____
Student Signature Date

_____ _____
Parent / Guardian Signature Date

_____ _____
Counselor Signature Date

05.13.2024

Alternative to Algebra II Consent Form

Indiana Math Requirement for Graduation

Pursuant to Indiana Code 20-30-10-2.5(b), to earn an Indiana Diploma with a Core 40 designation a student must earn six (6) high school credits in mathematics. Traditionally, the course sequence to earn these credits is either: (1) Algebra I, Geometry, and Algebra II, or (2) Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III.

Students earning an Indiana Diploma with an Academic Honors designation must earn eight (8) high school credits in mathematics, using one of the above along with an additional math course. Students earning an Indiana Diploma with a Technical Honors designation must earn six (6) high school credits in mathematics, using one of the above along with an additional math course.

Opt-Out Process for Indiana's New Analytical Algebra II Course

Beginning with the 2019-20 school year, students will have the option to take an alternate Algebra II course ("Analytical Algebra II"). This course may be in place of Algebra II for all three diploma designations and satisfies the math requirement for each designation.

While the new Analytical Algebra II course may qualify as an alternative to Algebra II, ***it is important to note that some colleges and universities may not accept this course. Before allowing your student to enroll in Analytical Algebra II, please ensure that taking this course supports the student's goals after high school.***

To graduate using Analytical Algebra II, the following formal opt-out process must be completed:

1. The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) shall meet to discuss the student's progress;
    - The meeting with the parent/guardian and student may be telephonic or electronic, as needed;
    - If a parent/guardian does not attend a meeting as identified above after receiving two (2) requests, the school shall document they have communicated to the student the information in the consent form.
2. The student's career and course plan and postsecondary goals and aspirations are reviewed; and
3. The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the Analytical Algebra II course.
4. The school in which the student is enrolled must receive and keep on file a signed copy of this opt-out form.

PARENT/STUDENT CONSENT TO ENROLL

I HEREBY RECOGNIZE THAT COMPLETING THE ANALYTICAL ALGEBRA II COURSE INSTEAD OF ALGEBRA II TO SATISFY MY DIPLOMA REQUIREMENTS MAY NOT BE RECOGNIZED BY ALL COLLEGES AND UNIVERSITIES. TAKING THIS COURSE MIGHT IMPACT ACCEPTANCE AND ENROLLMENT IN PARTICULAR COLLEGES AND UNIVERSITIES, AS WELL AS ACCEPTANCE AND ENROLLMENT IN PARTICULAR COLLEGE COURSES OR MAJORS.

_____
Student Name - Printed

_____ _____
Student's Signature Date

_____ _____
Parent/Guardian's Signature Date

_____
Date filed by school and/or district

East Central High School

2025-26 Learning Today. Leading Tomorrow. Grade 9-12

Students are to self register their course requests by 12/31/24. Guidance Counselors will meet with students individually in January to review their selections and their 4 year plans.

NO STUDENT/PARENT REQUESTED CHANGES WILL BE HONORED AFTER THE LAST DAY OF THIS SCHOOL YEAR.

Please refer to the ECHS Curriculum Guide for course descriptions and graduation requirements prior to registering for classes.

AGRICULTURE

Course Name	Cert.	Dual Cr.	Course #	GR.	TERM	Course Name	Cert.	Dual Cr.	Course #	GR.	TERM
Ag Power, Structure & Tech I		AGRI 106	508803/508833	10-12	FY	Landscape Mgt Capstone (Land II)			723401/723411	11-12	FY
Ag Structures, Fabrication & Design			711201/711211	10-12	FY	Natural Resources Mgt		AGRI115	518001/518011	10-12	FY
~~Animal Science~~		~~AGRI 103~~	~~500801/500811~~	~~10-12~~	~~FY~~	Principles of Agriculture		AGRI 100/102	711701/711711	9-11	FY
Horticultural Science		AGRI 116/117	513201/513211	10-12	FY	Supervised Ag. Experience			522801/522811	10-12	ES
Landscape and Turf Management (Land I)		AGRI164/165	711501/711511	10-12	FY						

2024-25 Animal Science (AGRI 103) is rotating with 2025-26 Natural Resources Mgt (AGRI115)

BUSINESS ACADEMY

Course Name	Cert.	Dual Cr.	Course #	GR.	TERM	Course Name	Cert.	Dual Cr.	Course #	GR.	TERM
Principles of Business Management		BUSN 101 / CINS101	456201/456211	9-10	FY	Information Tech - Drop Zone			457801/457811	10-12	FY
Management Fundamentals (Trojan Exchange I)		BUSN105	714301/714311	11	FY	Information Tech - Drop Zone II			457802/457822	11-12	FY
Business Administration Capstone (Trojan Exchange II)		BOAT216	725601/725611	12	FY	Marketing Fundamentals		MKTG101/102	591402/591422	10-12	FY
Accounting Fundamentals		ACCT 101	452402/452422	10-11	FY	Prep for College & Careers* Required for 10th grade			539400	10-12	ES
Advanced Accounting		ACCT 106/122	452201/452211	11-12	FY	Principles of Broadcasting			713901/713911	9-12	FY
Principles of Computing (CSI)		SDEV120	718301/718311	9-12	FY	Audio & Video Production "Trojan Media Productions I"			730601/730611	10-12	FY
Website & Database Development		SDEV 153	718501/718511	10-12	FY	Mass Media Production "Trojan Media Productions II"			730701/730711	11-12	FY
Computer Science II: Software Dev. I		SDEV140	718401/718411	10-11	FY	Radio & TV Broadcasting Capstone			730801/730811	12	FY
Software Development Capstone			725301/725311	11-12	FY						

ENGINEERING & TECH ED

Course Name	Cert.	Dual Cr.	Course #	GR.	TERM	Course Name	Cert.	Dual Cr.	Course #	GR.	TERM
Computer Integrated Manufacturing			553401/553411	11-12	FY	PLTW Digital Electronics		EECT112	553801/553811	11-12	FY

Manufacturing Principles and Design (CAD)		DESN220	720201/720211	10-12	FY	PLTW Engineering Design & Develop.			569801/569811	12	FY
Construction II (Intro to Construction)			479201/479211	9-12	FY	PLTW Introduction to Engineering Design		DESN101/113	480201/480211	9-12	FY
Engineering Essentials			719900	**8**	ES	PLTW Principles of Engineering		DESN104	564401/564411	10-12	FY
Environmental Sustainability			481801/481811	11-12	FY	Principles of Industry 4.0 & Digital Manufacturing **Robotics I**			722001/722011	9-12	FY
Intro to Transportation			479801/479811	9-12	FY	Robotics Design & Innovation **Robotics II**			472801/472811	10-12	FY
PLTW Aerospace Engineering			551801/551811	11-12	FY	Smart Manufacturing Systems **Robotics III**			710001/710011	11-12	FY
PLTW Civil Engineering & Architecture		DESN 105	565001/565011	11-12	FY						

ENGLISH / LANGUAGE ARTS

Course Name	Cert.	Dual Cr.	Course #	GR.	TERM	Course Name	Cert.	Dual Cr.	Course #	GR.	TERM
English 9			100201/100211	9	FY	English 12			100801/100811	12	FY
English 9 Honors			100202/100222	9	FY	English 12 Honors			100802/100822	*12*	FY
English 10			100401/100411	10	FY	AP English Literature & Comp		AP	105801/105811	11-12	FY
English 10 Honors			100402/100422	10	FY	Film Literature			103400	11-12	S1
English 11			100601/100611	11	FY	Speech		COMM101	112400	11-12	ES
English 11 Advanced		ENGL 111	100603/100633	11-12	FY	Student Media: Yearbook			108601/108611	11-12	FY
English 12 Advanced		ENGL 111	100803/100833	11-12	FY						

FAMILY & CONSUMER SCIENCES

Course Name	Cert.	Dual Cr.	Course #	GR.	TERM	Course Name	Cert.	Dual Cr.	Course #	GR.	TERM
Adv Child Development I & II			536001/536011	10-12	FY	Principles of Culinary & Hospitality (ProStart I)	YES	HOSP 101/102	717301/717311	11	FY
Adv Nutrition & Wellness I & II			534001/534011	9-12	FY	Nutrition (*must be taken with Prin. of Culinary)		HOSP104	717101/717111	11	FY
Introduction to Fashion & Textiles I & II(Fine Arts Credit)			538001/538011	9-12	FY	Culinary Arts (ProStart II)		HOSP 103/105	716901/716911	12	FY
Principles of Fashion and Textiles		FASH102	730101/730111	9-11	FY	Culinary Capstone (*must be taken with Culinary Arts)		HOSP 106	723301/723311	12	FY
Textiles, Apparel & Merchandising		FASH100	730201/730211	10-12	FY	Principles of Human Service (FCCLA)			717601/717611	9-10	FY
Advanced Textiles			730301/730311	11-12	FY	Understanding Diversity (FCCLA)			717402/717422	10-12	FY
Fashion & Textiles Capstone			730401/730411	12	FY	Relationships & Emotions (FCCLA)			717701/717711	11-12	FY
Principles of Teaching*		EDUC101	716101/716111	11-12	FY	Human Services Capstone (FCCLA)			724101/724111	12	FY

Child & Adolescent Development*		EDUC121	715701/715711	11-12	FY	Principles of Human Service			717602/717622	10	FY
Teaching and Learning*		EDUC201	716201/716211	11-12	FY	Understanding Diversity			717401/717411	11-12	FY
Education Profession Capstone		EDUC 230/235	726701/726711	12	FY	Relationships & Emotions *			717702/717722	12	FY
Intro. to Culinary Arts & Hospitality I & II			543801/543811	10-12	FY	Human Services Capstone (*must be taken with Relationships & Emotions)			724102/724122	12	FY

FINE ARTS

Course Name	Cert.	Dual Cr.	Course #	GR.	TERM	Course Name	Cert.	Dual Cr.	Course #	GR.	TERM
AP Drawing		AP	404801/404811	11-12	FY	Printmaking			406600	10-12	ES
Ceramics I & II (III & IV available)			404001/404011	10-12	FY	Musical Theatre			051800	9-12	S2
Digital Design: Photoshop			408201	10-12	S1	Vocal Jazz I - Show Choir (no audition)			418402/418422	9-12	FY
Digital Design: Adv. Photoshop or Animation			408211 408222	10-12	S2	Vocal Jazz II - Show Choir (Audition)			418401/418411	10-12	FY
Drawing I			406000	9-12	ES	Advanced Chorus: Concert			418801/418811	9-12	FY
Drawing II			406011	9-12	S2	AP Music Theory		AP	421001/421011	11-12	FY
Introduction to 2-D Art			400000	8-12	ES	Percussion Ensemble & Color Guard			416201/416211	9-12	FY
Introduction to 3-D Art			400200	9-12	ES	Concert Band			416801/416811	9-12	FY
Jewelry			404200	10-12	ES	Jazz Ensemble			416401/416411	9-12	FY
Painting			406401	9-12	S1	Piano & Electronic Keyboard			420400	10-12	ES
Painting: Advanced			406411	9-12	S2						
Photography: Digital			406202	10-12	ES						
Photography: Adv. Digital			406222	10-12	ES						

GENERAL SUPPORT

Course Name	Cert.	Dual Cr.	Course #	GR.	TERM
Basic Skills Lab (Resource)			050001/050011	9-12	FY
College-Entrance Preparation *Required for 10th grade			053200	10	ES

SENIOR SPECIALITY COURSES

Course Name	Cert.	Dual Cr.	Course #	GR.	TERM
Health Science: Special Topics (Athletic Training)			528602/528622	12	FY
ICE - Interdisciplinary Cooperative Ed		7:30 start time	616201/616211	12	FY

HEALTH & PHYSICAL ED

Course Name	Cert.	Dual Cr.	Course #	GR.	TERM	Course Name	Cert.	Dual Cr.	Course #	GR.	TERM
Elective P E - Strength Training-all			356001/356011	10-12	S1/S2	Physical Education I - Boys			354201	9-12	S1
Elective PE - IHSAA Official Training			356004/356044	11-12	FY	Physical Education II - Boys			354411	9-12	S2
Elective PE - Lifeguard Certification		(fees apply)	356000	10-12	ES	Physical Education I - Girls			354202	9-12	S1
Health & Wellness Ed			350600	9-12	ES	Physical Education II - Girls			354422	9-12	S2

MATHEMATICS

Course Name	Cert.	Dual Cr.	Course #	GR.	TERM	Course Name	Cert.	Dual Cr.	Course #	GR.	TERM
Algebra I			252001/252011	8-10	FY	AP Statistics		AP	257001/257011	11-12	FY

Algebra I Lab			251601/251611	9-12	FY	Finite Mathematics		MATH 135	253002/253022	11-12	FY
Algebra 1 TR "A"			252002/252022	10-12	FY	Geometry			253201/253211	10-12	FY
Algebra 1 TR "B"			252003/252033	10-12	FY	Geometry Honors			253202/253222	9-12	FY
Algebra 1 TR Lab			251602/251622	9-12	FY	Math Lab - Alg II & Geometry			256001/256011	10-12	FY
Algebra II (Alg II * = 252203/33)			252201/252211	9-12	FY	Pre-Calculus Alg & Trig (State Code: 2564 & 2566)		MATH 136/137	254402/254422	11-12	FY
Algebra II Honors			252202/252222	9-12	FY	Pre-Calculus Alg Honors & Trig Honors		MATH 136/137	254403/254433	11-12	FY
AP Calculus AB (State Code: 2562)		MATH211	254404/254444	11-12	FY	Probability & Statistics			254600	10-12	ES
AP Calculus BC (State Code: 2544)		MATH212	254408/254488	11-12	FY	Pre-Calc - Trigonometry			256600	11-12	ES

NON CREDIT

Course Name	Cert.	Dual Cr.	Course #	GR.	TERM	Course Name	Cert.	Dual Cr.	Course #	GR.	TERM
Study Hall			800101	9-12	S1	Study Hall			800111	9-12	S2

SCIENCE

Course Name	Cert.	Dual Cr.	Course #	GR.	TERM	Course Name	Cert.	Dual Cr.	Course #	GR.	TERM
Advanced Science, Botany & Zoology			309201/309211	11-12	FY	Chemistry I			306401/306411	10-12	FY
Anatomy & Phys (State Code 5276)		APHY101	309002/309022	11-12	FY	Chemistry II (State Code: 3066)		CHEM 101	309003/309033	10-12	FY
AP Biology		BIOL105/107	302001/302011	11-12	FY	Environmental Science			301001/301011	9-12	FY
AP Chemistry		CHEM 105/106	306001/306011	11-12	FY	Integrated Chemistry-Physics			310801/310811	10-12	FY
Biology I			302401/302411	9-12	FY	PLTW Bio-Med I - Principles of Biomedical Science			521801/521811	9-10	FY
Biology I Honors			302402/302422	9-12	FY	PLTW Bio-Med II - Human Body Systems			521601/521611	10-11	FY
Biology II (State Code: 3026)		BIOL101	309001/309011	10-12	FY	PLTW Bio-Med III - Medical Interventions			521701/521711	11-12	FY
Earth and Space Science			304401/304411	9-12	FY	Physics			308401/308411	10-12	FY

SOCIAL STUDIES

Course Name	Cert.	Dual Cr.	Course #	GR.	TERM	Course Name	Cert.	Dual Cr.	Course #	GR.	TERM
AP European History		AP	155601/155611	12	FY	Psychology			153200	11-12	ES
AP Microeconomics		AP	156600	12	ES	Sociology			153400	11-12	ES
AP World History Modern		AP	161201/161211	10-12	FY	U. S. Government			154000	12	ES
Economics			151400	12	ES	U. S. Government & Politics		POLS101	156000	12	ES
Ethnic Studies			151601	9-12	S1	U. S. History - Dual Credit		H101/102	157401/157411	11-12	FY
Geography & History of the World			157001/157011	9-12	FY	U. S. History			154201/154211	11-12	FY
Indiana Studies			151800	9-12	S2	World History & Civilization			154801/154811	9-12	FY

WORLD LANGUAGES

Course Name	Cert.	Dual Cr.	Course #	GR.	TERM	Course Name	Cert.	Dual Cr.	Course #	GR.	TERM
French I			202001/202011	8-12	FY	Japanese III			206401/206411	10-12	FY

French II			202201/202211	9-12	FY	Japanese IV (Japanese V 206801/206811)			206601/206611	11-12	FY
French III (State Code #2024)		FREN101/102	215201/215211	10-12	FY	Spanish I			212001/212011	8-12	FY
French IV (State Code #2026)		FREN201/ 202 or F250	215202/215222	11-12	FY	Spanish II			212201/212211	9-12	FY
Japanese I			206001/206011	8-12	FY	Spanish III (State Code #2124)		SPAN 101/102	215203/215233	10-12	FY
Japanese II			206201/206211	9-12	FY	Spanish IV (Spanish V, 212801/212811)			212601/212611	11-12	FY

Southeastern Career Center (https://www.sccusa.org)

Course Name	Cert.	Dual Cr.	Course #	GR.	TERM	Course Name	Cert.	Dual Cr.	Course #	GR.	TERM
Automotive Technology	Y	Yes		11-12	FY	Fire and Rescue	Y	Yes		11-12	FY
Construction Trades	Y	Yes		11-12	FY	Health Science *Self transportation 2nd year	Y	Yes		11-12	FY
Cosmetology	Y	Yes		11-12	FY	Heavy Equipment *Drivers license required	Y	Yes		11-12	FY
Culinary	Y	Yes		11-12	FY	Information Tech Support (Computer Repair)	Y	Yes		11-12	FY
Criminal Justice	Y	Yes		11-12	FY	Interactive Media	Y	Yes		11-12	FY
Dental Career	Y	Yes		11-12	FY	Precision Machine	Y	Yes		11-12	FY
Diesel Service Technology	Y	Yes		11-12	FY	Veterinary Science	Y	Yes		11-12	FY
Electrical Trades	Y	Yes		11-12	FY	Welding Technology	Y	Yes		11-12	FY

Ivy Tech (Certificate Programs) *see page 102 for details.

Course Name	Cert.	Dual Cr.	Course #	GR.	TERM	Course Name	Cert.	Dual Cr.	Course #	GR.	TERM
Accounting	Y	Yes		11-12	FY	Design Technology	Y	Yes		11-12	FY
Agriculture	Y	Yes		11-12	FY	Hospitality	Y	Yes		11-12	FY
Business Administration	Y	Yes		11-12	FY	Software Development	Y	Yes		11-12	FY
Elementary Education	Y	Yes		11-12	FY	Machine Tool Technology	Y	Yes		11-12	FY

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: 10-12
- 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: 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.

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

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

LANDSCAPE MANAGEMENT CAPSTONE
COURSE #723401/723411

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: 11,12
- Prerequisite: Principles of Agriculture; Horticultural Science; Landscape and Turf Management
- 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: 10-12
- Prerequisite: Principles of Agriculture
- Credits: 1 credit per semester; 2 semesters
- Fulfills a Science requirement for all diplomas
- Fulfills elective or directed elective for all diploma

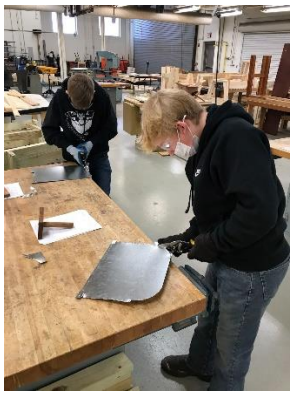
SUPERVISED AG EXPERIENCE 5228

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, 8 semesters max
- Fullfills elective or directed elective for all diplomas

Agricultural Power, Structure and Technology 1


Grade Level: 10-12 **Course Length:** Full Year

Dual Credit: Ivy Tech

Course Description

Agricultural Power, Structure & Technology 1 is a year-long, hands-on intensive course that provides students with practical life-long skills. Topics include shielded metal arc welding, MIG welding, oxyacetylene welding and cutting, plasma cutting, agricultural carpentry, plumbing, concrete and metalwork.

This course encompasses both classroom and extensive work in the ECHS agriculture shop.

Significant Projects/Activities

Students have the opportunity to work on many practical, hands-on projects throughout the school year.

- Concrete Stepping Stones
- Classic Carpenter's Tool Box
- PVC Pipe Lawn Sprinkler(plumbing)
- Wood/Metal Scoop (metalwork)
- Sheet Metal Dustpan (metalwork)
- Rebar Butterfly (welding)
- Rebar Paper Towel Holder (welding)
- Nail Driving Championships

Why take this course?

You do not need to be an expert in using tools or a professional welder to take this course. If you want a class that gets you out of your seat to develop practical, life-long skills then give Agricultural Power, Structure and Technology a try.

Natural Resources Management

Grade Level: 10-12 **Course Length:** 1 year **Dual Credit:** Ivy Tech

Course description

Natural Resource Management provides students with a foundation in natural resource conservation. Hands-on learning activities in addition to leadership development, supervised agricultural experience and career exploration encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources; soils, the water cycle, air quality, outdoor recreation, forestry, rangelands, wetlands, wildlife and outdoor survival and safety. Students will participate in outdoor activities, and will also build several natural resources projects in the EC agricultural shop.

Significant Course Activities

- Develop a forest management plan
- Tree Identification
- Building a Leopold bench
- Fire ecology
- Outdoor labs
- History of Conservation
- Tree measurement labs
- Endangered species research
- Learn about invasive species
- Building a bluebird nest box
- Visit Red Wolf Sanctuary

Enjoy learning about the great outdoors!

Horticultural Science

Grade Level: 10-12 **Course Length:** Full Year
Dual Credit: Ivy Tech

Course Description

Horticultural Science is a yearlong course designed to give students a background in the field of horticulture and its many career opportunities. Students will learn a great deal about horticulture through many practical, hands-on activities where they will develop skills they can use later in life.

Significant Activities

- Extensive work in the ECHS Greenhouse
- Vegetative plant propagation
- Vegetable production @ ECHS
- Houseplant production
- Constructing hanging baskets
- Floral design projects
- Mother's Day planters
- Producing thousands of vegetable and flower plants for spring plant sale
- Christmas wreaths
- Kruegger-Maddux greenhouse tour

EC Horticulture;

Proud to be a Dirtbag!

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Landscape & Turf Management

Grade Level: 10-12 **Course Length:** Full Year **Dual Credit:** Ivy Tech
Certification: Bobcat Skid Steer

Course Description

Landscape and Turf Management is a course that provides students with an overview of the diverse field of landscape design, construction and management. Students are introduced to career opportunities, procedures in landscape design and construction and the care and maintenance of landscapes.

Students will have the opportunity to take classroom knowledge outside and work on landscape projects on school grounds.

Significant Course Activities

- Landscape plant installations
- Mulching all landscaping @ECHS
- Pruning landscape plantings
- Landscape weeding
- Using Pro Landscape design software
- Construction of EZ Bench in ag shop
- Bobcat Skid Steer Certification
- Indiana FFA Nursery/Landscape CDE
- EC RE-LEAF projects planting natives

Students are exposed to a variety of outside the classroom hands-on activities throughout the school year.

We take *EC Pride* outside!

Landscape and Turf Management will provide you with a great elective course that will get you out of the desk and into the outdoors while teaching you practical skills that you can use throughout your life.

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

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

PERSONAL FINANCIAL RESPOSIBILITY
COURSE #454000

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

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: None
- Recommended Prerequisites: None
- 1 credit per semester, 1 credit maximum
- Counts as a quantitative reasoning course
- Counts as a directed elective or elective for all diplomas
- When offered as applied: 2 units maximum; counts as an employability applied unit for alternate diploma

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(s): 10, 11, 12
- Prerequisites: Principles of Business Management

- Credits: 1 credit per semester; 2 semesters
- Fulfills elective or directed elective for all diplomas

ADVANCED ACCOUNTING

COURSE #452201/452211

Ivy Tech ACCT106/122 – 6 credits

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: Principles of Business Management and Accounting Fundamentals
- Credits: 1 credit per semester; 2 semesters
- Qualifies as a Quantitative Reasoning course
- Fulfills elective or directed elective requirement for all diplomas

PRINCIPLES OF COMPUTING

"Computer Science I"

COURSE #718301/718311

Ivy Tech SDEV 120 3 credits

Principles of Computing 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: 9-12
- Recommended 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

SOFTWARE DEVELOPMENT

"Computer Science II"

COURSE #718401/718411 (10-11)

Ivy Tech SDEV 140 - 3 credits

Would you like to dive deeper into the world of **game development**? Computer Science II: Software Development 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 10-12
- Prerequisites: Principles of Computing
- 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

SOFTWARE DEVELOPMENT CAPSTONE

"Computer Science III"

COURSE #725301/725311

Software Development Capstone 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 11-12

- Required Prerequisites: Principles of Computing; Website and Database Development; Software Development
- 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

WEBSITE & DATABASE DEVELOPMENT
COURSE #718501/718511

Ivy Tech SDEV - 153

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, JavaScript 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: 10-12
- Prerequisites: Principles of Computing
- Credits: 1 per semester, 2 semesters
- Counts as an elective or directed elective for all diplomas & Fulfills a Science elective requirement

PRINCIPLES OF BUSINESS MGT
COURSE #456201/456211

Ivy Tech BUSN 101 & CINS 101 - 6 credits

Principles of Business Management is an introductory course that examines business ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of business enterprises. This course will also emphasize the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision making. Attention will be given to developing business communication, problem-solving, and decision-making skills using spreadsheets, word processing, data management, and presentation software.

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

MANAGEMENT FUNDAMENTALS "TROJAN EXCHANGE I"
COURSE #714301/714311

Ivy Tech BUSN105 - 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 will learn how to become a manager so that they can carry out managerial functions to run and make all the business decisions for our school store, the Trojan Exchange, which they can run in Trojan Exchange Year II. Management Fundamentals 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 they can use in the student run store when they are able to take Trojan Exchange II in the future. 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 Senior All-stars at the end of each year.

- Grade: 11
- Credits: 1 credit per semester; 2 semesters required
- Required Prerequisite: Principles of Business Management
- Counts as an elective or directed elective for all diplomas

BUSINESS ADMINISTRATION CAPSTONE "TROJAN EXCHANGE II"
COURSE #725601/725611

Ivy Tech BOAT 216 - 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 Senior All-stars at the end of each year.

- Grade: 12
- Required: Principles of Business Management. Management Fundamentals and Accounting Fundamentals
- Credits: 1 per semester; 2 semesters
- Fulfills elective or directed elective for all diplomas

MARKETING FUNDAMENTALS
COURSE #591402/591422
Ivy Tech MKTG 101/102 - 6 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
- Required Prerequisites: Principles of Business Management
- Credits: 1 credit per semester; 2 semesters required

INFORMATION TECHNOLOGY
DROP ZONE I & II
COURSE #457801/457811
COURSE #457802/457822

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

AUDIO AND VIDEO PRODUCTION
"TROJAN MEDIA PRODUCTIONS I"
730601/730611

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
- Required Prerequisites: Principles of Broadcasting
- Credits: 2 semester course, 2 semesters required, 1 credit per semester
- Counts as a directed elective or elective for all diplomas

MASS MEDIA PRODUCTION
"TROJAN MEDIA *PRODUCTIONS II"*
COURSE #730701/730711

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: Principles of Broadcasting & Audio & Video Production
- Credits: 2 semester course, 2 semesters required, 1 credit per semester
- Counts as a directed elective or elective for all diplomas

RADIO & TV BROADCASTING CAPSTONE
"TROJAN MEDIA *PRODUCTIONS III"*
COURSE #730801/730811

This course will cover a variety of domains further building on skills in video production, and broadcast industry practices specific to radio, television, and digital media. Attention will be given to cross-industry synergies, emerging technologies, and the global market for media. Students are highly encouraged to do a video newscast or radio practicum to gain real world experience. In most cases this practicum may be completed through a school-based enterprise. Outside the classroom/after school hours activities are required for this course.

- Recommended Grade Level: 12
- Required Prerequisites: Principles of Broadcasting, Audio & Video Production and Mass Media 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 semesters
- Prerequisites: None
- Counts as elective or directed elective for all diplomas

MANUFACTURING PRINCIPLES & DESIGN (CAD)
COURSE #720201/720211

Ivy Tech DESN220 – 3 credits

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.

Manufacturing Principles & Design 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: 10-12
- Credits: 1 credit per semester; 2 semesters
- Required Prerequisites: Intro to Engineering & Design

- 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 101/113 - 6 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 ¾" 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
- Fulfills a science course requirement for all diplomas

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 AEROSPACE
COURSE #551801/551811

In PLTW Aerospace Engineering you will explore the fundamentals of air and space flight and orbital mechanics. You'll apply what you learned to design components of flight systems—including an airfoil, a propulsion system, a rocket—and model the orbit of the International Space Station. You'll also investigate ways to use aerospace concepts in engineering design for other applications—a wind turbine and a parachute—and learn about using remote sensing to explore a planet. Aerospace Engineering should provide students with the fundamental knowledge and experience to apply mathematical, scientific, and engineering principles to the design, development, and evolution of aircraft, space vehicles and their operating systems. Emphasis should include investigation and research on flight characteristics, analysis of aerodynamic design, and impact of this technology on the environment. Classroom instruction should provide creative thinking and problem-solving activities using software that allows students to design, test, and evaluate a variety of air and space vehicles, their systems, and launching, guidance and control procedures.

- Grade Level: 11-12
- 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
- Fulfills a science course requirement 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 & DIGITAL MANUFACTURING – ROBOTICS I
COURSE #722001/722011

Principles of Industry & Digital 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: 10, 11, 12
- Required Prerequisites: Principles of Industry & Digital 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

SMART 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: Robotic Design & Innovation
- 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
- Ivy Tech ENGL111 Language
- AP Literature

12th Grade

- English 12
- English 12 Honors
- Film Literature
- AP Literature
- Ivy Tech Comm 101 Speech

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. Student 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

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

ENGLISH 11 ADVANCED
COURSE #100603/100633
IVY TECH ENGL 111 3 credits

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?

English Composition is designed to develop students' abilities to think, organize, and express their ideas clearly and effectively in writing. This course incorporates reading, research, and critical thinking. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison, analysis, persuasion, and argumentation. A research paper is required. Numerous in-class writing activities are required in addition to extended essays written outside of class.

- Grade Level: 11
- 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

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: 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

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SPEECH/PUBLIC SPEAKING
COURSE #107800

Ivy Tech COMM 101- 3 credits

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: NONE
- Credits: 1 per semester, 1 semester
- Fulfills English/Language Arts requirement for all diplomas

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.

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- 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

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

ICAHII

- 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

PRINCIPLES of CULINARY ARTS & HOSPITALITY **Must be taken with Nutrition**

COURSE #717301/717311

Ivy Tech HOSP 101, 102

CULINARY ARTS and CULINARY CAPSTONE

COURSE #716901/716911

COURSE #723301/723311

Ivy Tech HOSP 103/105 & 106

PROSTART Certification

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

Principles of Culinary and Hospitality is designed to develop an understanding of the hospitality industry and career opportunities, and responsibilities in the food service and lodging industry. Introduces procedures for decision making which affects operation management, products, labor, and revenue. Additionally, students will learn the fundamentals of food preparation, basic principles of sanitation, service procedures, and safety practices in the food service industry including proper operation techniques for equipment. 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. Principles of Culinary Arts & Management must be taken with NUTRITION (7171).

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
- Required Co-Req: Nutrition
- Credits: 1 per semester; 2 semesters
- Counts as elective or directed elective for all diplomas
- Capstone 2 credits per semester, 2 semesters

NUTRITION

COURSE #717101/717111

Ivy Tech HOSP 104

Nutrition students will learn the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs throughout the life cycle and to apply those principles to menu planning and food preparation. This course will engage students in hands-on learning of nutritional concepts such as preparing nutrient dense meals or examining nutritional needs of student athletes. This course must be taken with Principles of Culinary and Hospitality (7173).

- Grade Level: 11, 12
- Required Co-Req: Principles of Culinary & Hospitality
- Credits: 1 per semester, 2 semesters
- Counts as Directed Elective or Elective for all diplomas

PRINCIPLES of TEACHING

Ivy Tech EDUC 101 Fall 3 credits

COURSE #716101/716111

Education Profession Capstone

COURSE #726701/726711

Ivy Tech EDUC 230 Fall 3 credits

Ivy Tech EDUC 235 Spring 3 credits

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

Principles of Teaching 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 in a classroom. Education Professions coursework will take place every Monday afternoon at East Central High School and the lab and 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.

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- Grade Level: 11, 12
- Prerequisites: Advanced Child Dev
- Required Co-Req: Child& Adolescent Development **and** Teaching & Learning
- Credits: 1 per semester, 2 semesters
- Counts as Elective for all diplomas

CHILD & ADOLESCENT DEVELOPMENT

COURSE #715701/715711

Ivy Tech EDUC 121 Spring 3 credits

Child and Adolescent Development examines the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence with a focus on the middle years through adolescence. Basic theories of child development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of parents, peers, the school environment, culture and the media are discussed. An observation experience up to 20 hours may be required for completion of this course. Students must also be enrolled in Principles of Teaching and Teaching and Learning during the same year in order to have enough time to complete the observation time.

- Grade Level: 11, 12
- Required Co-Req: Principles of Teaching **and** Teaching & Learning
- Credits: 1 per semester, 2 semesters
- Counts as Directed Elective or Elective for all diplomas

TEACHING & LEARNING

COURSE #716201/716211

Ivy Tech EDUC 201 Spring 3 credits

Teaching and Learning provides students the opportunity to apply many of the concepts that they have learned throughout the Education Professions pathway. In addition to a focus on best practices, this course will provide an introduction to the role that technology plays in the modern classroom. Through hands-on experience with educational software, utility packages, and commonly used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management. **Students must also be enrolled in Principles of Teaching and Child and Adolescent Development during the same year in order to have enough time to complete the observation time.**

- Grade Level: 11, 12
- Required Co-Req: Principles of Child & Adolescent Development
- 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

PRINCIPLES OF FASHION & TEXTILES

COURSE #730101/730111

Ball State FASH102, 3 credits

FASHION & TEXTILES CAPSTONE

COURSE #730401/730411

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 credit per semester, 6 credits maximum
- Counts as elective or directed elective for all diplomas

TEXTILES, APPAREL & MERCHANDISING

COURSE #730201/730211

Ball State FASH100, 3credits

Textiles, Apparel, and Merchandising provides a comprehensive overview of the textiles, apparel and merchandising industry specific to fashion related goods including the nature of fashion, raw materials and production, designers, retailers, and supporting services.

- Grade Level: 10-12
- Prerequisite: Principles of Fashion & Textiles
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas

ADVANCED TEXTILES

COURSE #730301/730311

Advanced Textiles will focus on the study of textiles concerning fiber, yarn, fabric construction, and finishes which affect the selection, use, and care of textiles.

- Grade Level: 10-12
- Prerequisite: Principles of Fashion & Textiles, Textiles Apparel, and Merchandising
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or 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 SERVICES CAPSTONE

COURSE #724101/724111

(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 I
(Family / Community Health)
COURSE #717602/717622

This course is designed to allow students to job shadow or complete an unpaid internship throughout the year in a career related to Human and Social Services-Community Health. Focuses on target populations and community agencies designed to meet the needs of various populations. 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: 10
- Credits: 1 credit per semester, 2 credits maximum.
- Counts as directed elective or elective for all diplomas.

UNDERSTANDING DIVERSITY
(Family / Community Health)
COURSE #717401/717411

Understanding Diversity encourages 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. This course will include a job shadowing or unpaid internship with a Human and Social Services or Community Health position.

- Grade Level: 11-12
- Credits: 1 credit per semester, 2 credits maximum.
- Counts as directed elective or elective for all diplomas.

RELATIONSHIPS & EMOTIONS
(Family / Community Health)
COURSE #717702/717722

Relationship & Emotions examines the key elements of healthy relationships. Explores the main problems that damage relationships. Presents research findings on successful and unsuccessful relationships, and emotional connections. Explores the impact of one's emotional and relationship history on current and future romantic relationships. Presents practical, scientific-based skills for improving relationships. Additionally, this course offers practical and useful information for people who have experienced loss. Students have the opportunity to evaluate their own experiences and attitudes toward loss and grief. **These students will be leaving the high school during 6th and 7th period and will need to provide their own transportation. *Must be taken with Human Services Capstone.**

- Grade Level: 12
- Credits: 1 credits per semester, 2 credits maximum.
- Counts as directed elective or elective for all diplomas.

HUMAN SERVICES CAPSTONE
(Family / Community Health)
COURSE #724102/724122

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 6th and 7th period and will need to provide their own transportation. *Must be taken with Relationships & Emotions.**

- Grade Level: 12
- Credits: 1 credit per semester, 2 credits maximum.
- 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
Fine Arts credits at time of graduation	6+	6+
Cumulative ECHS GPA	3.0 or above	3.0 or above
Fine Arts GPA	No less than A- for any semester grade in FA course	No less than A- for any semester grade in FA course
Arts-Related Service Requirement	3 hours per semester	3 hours per semester
Performance Attendance	3 events: one art, one instrumental, one choral	3 events: one art, one instrumental, one choral
Senior Contribution	planning/participation in EC Fine Arts Day	planning/participation in EC Fine Arts Day
AP Course Fulfillment	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

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- 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

PRINTMAKING
COURSE #406600

Printmaking class involves the creation of a print (wood block, linoleum, etching plate, etc.), inking the plate, and then transferring that ink onto paper. This class will introduce several printmaking media and techniques, including, but not limited to: relief, intaglio and serigraphy (screen printing). The focus is on fine art printmaking, not commercial or graphic design applications of printmaking. The technical aspects of each technique will be investigated through demonstrations, in class and out of class work, readings and slide lectures, designed to tie the history of printmaking in with the hands-on learning. Success in this course depends on combining presentation and technique with strong concepts, aesthetics, and a willingness to take risks to challenge your abilities and ideas. Through group critiques you will learn to speak effectively about and to analyze your work, questioning the decisions made in the development of the image and assessing how successfully the technical and conceptual work together to communicate your ideas.

- Grade Level: 10, 11, 12
- Prerequisites: Intro 2-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

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 I
no audition
COURSE #418402/418422

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
- 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 II
Show Choir *Audition
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
- 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

CONCERT BAND
COURSE #416801/416811

This is a concert band that is offered as a full year course. Open to musicians of all skill levels, this band provides a collaborative environment where participants can develop their technical skills and musical expression. Repertoire includes both classic and contemporary works, offering opportunities to explore diverse styles and composers. This ensemble may compete at ISSMA sanctioned events, pep band for basketball games, and requires some out-of-school rehearsals and performances. Members will develop understanding of music theory, music history, and will hone in on their performance skills and mastery of their chosen instrument in an ensemble setting.

- 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

PERCUSSION ENSEMBLE & COLOR GUARD
COURSE #416201/416211

This course is offered for a full year. Open to percussionists of all skill levels, this ensemble provides a collaborative environment where participants can develop their technical skills and musical expression. Repertoire includes both classic and contemporary works, offering opportunities to explore diverse styles and composers. Students in the Percussion Ensemble work on chamber ensemble and solo literature, as well as play with the Concert Band for concerts. This ensemble may compete at ISSMA sanctioned events, pep band for basketball

games, and requires some out-of-school rehearsals and performances. Members will develop understanding of music theory, music history, and will hone in on their performance skills and mastery of percussion in an ensemble setting. Color Guard members have the opportunity to develop skills in flag rifle, and dance techniques. Color guard students focus on choreography, equipment handling, and synchronized movement, all designed to enhance visual storytelling. Color guard members will learn routines that combine precision, creativity, and teamwork, and will perform outside of class at football games, marching band competitions, and winter guard competitions. Color Guard students must be in the East Central Marching Trojans to enroll for the fall semester, and must be in the East Central Winter Guard to enroll for the spring semester.

- 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

JAZZ ENSEMBLE
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

May take II, III, & IV semesters

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 PREPARATON
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.

- Grade 10
- Credits: 1 credit per semester, 1 semester
- Required course for class of 2026 & beyond. To be taken sophomore year with Prep for College and Careers.
- Fulfills elective or directed elective for all diplomas

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.

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- 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, agilities)
- 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 IHSAA licensed official. NFHS rule books, NASO resources, Sport Exams, etc. provided

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

ELECTIVE PHYSICAL EDUCATION: LIFEGUARD CERTIFICATION

COURSE #356000

****FEES APPLY****

Elective PE-lifeguarding is a coeducational, one-credit class with ongoing assessment including participation and written and performance-based skill and fitness evaluation. Elective PE-Lifeguarding provides for an in-depth study of aquatics to include American Red Cross Lifeguarding, water sports, and aquatic fitness conditioning. The course is open to students who have completed PE in 9th grade and can perform the following aquatic skills: (1) tread water for two minutes using legs only; (2) swim 500 yards continuously using 100 yards of front crawl and breaststroke; and (3) retrieve a 10-pound brick from a minimum depth of seven feet and swim the brick back a distance of at least 25 yards.

AQUATICS ESSENTIAL LEARNINGS

1. Students will examine characteristics and responsibilities of a lifeguard.
2. Students will learn how to analyze and recognize victims in the water. (distressed swimmer, active drowning, and passive drowning)
3. Students will examine and demonstrate effective surveillance techniques.
4. Students will demonstrate how to implement emergency action plans.
5. Students will demonstrate how to properly assess a victim.
6. Students will demonstrate how to properly check equipment, complete facility checks, and respond to inclement weather.
7. Students will learn how to prevent injuries and demonstrate effective guarding techniques.
8. Students will learn and demonstrate a variety of rescue skills and to properly train for emergency events in the water.
9. Students will be able to respond and give care in a breathing emergency as well as a cardiac emergency on both land and water.
10. Students will be able to provide first aid to victims using proper technique.
11. Students will learn how to identify head, neck, and spinal victims and demonstrate proper care and treatment in the water and on land.
12. Students will be able to properly complete an incident form in response to an injury or accident

Equipment (from American Red Cross Store) - Per Student
-Lifeguard Hip Fanny Pack $13.99
-Seal Quik CPR Mask $10.99
-Red Pea-less Lifeguard Whistle $3.25
-American Red Cross Lifeguard Manual $34.99

- Grade Level: 10, 11 & 12
- Must be 15 to become a certified lifeguard
- Pre-Req: Successful completion of the PE graduation requirement and passing the Red Cross Lifeguarding pretest.
- 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
- Algebra II
- Algebra II and Geometry
- Pre-Calculus - Trig Honors

Analytical Algebra II

Geometry OR Geometry Honors

Gr. 11

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

Pre-Calculus - Trig
Pre-Caclulus - 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 requirement for all diplomas
- Students pursuing Core 40, Core 40 with Academics 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)

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: Algebra I (C- or better)
- 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 C- 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

ANALYTICAL ALGEBRA II
COURSE 252401/252411

Analytical Algebra II builds on previous work with linear, quadratic and exponential functions and extends to include polynomial, rational, and radical functions. Data analysis, statistics, and probability content should be included throughout the course, as students collect and use univariate and bivariate data

to create and interpret mathematical models. The Indiana Academic Standards for Analytical Algebra II consist of six domains: Arithmetic and Structure of Expressions, Equations, and Functions; Function Families; Modeling with Functions and Data; Modeling with Advanced Algebra; Modeling with Data and Statistics; and Modeling with Quantities. Additionally, Analytical Algebra II should focus on the application of mathematics in various disciplines including business, finance, science, CTE, and social sciences using technology to model real-world problems with various functions, using and translating between multiple representations. 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. The essential standards for Analytical Algebra II are different from those noted for Algebra II, which may support students in a variety of STEM-related and non-STEM post-secondary pursuits.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra I
- 2 semester course, 1 credit per semester
- Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas
- If students use this course to fulfill this credit, the parent and student must sign a consent form notifying the parent and the student that enrollment in Analytical Algebra II may affect the student's ability to attend a particular post-secondary educational institution or enroll in a particular course at a particular post-secondary educational institution because Analytical Algebra II may not align with academic requirements established by the post- secondary educational institution.

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
(To be taken with Pre-Calc: Trig)

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: Trig

COURSE #256600

(To be taken with Prob & Stats)

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

COURSE #253002/253022

Ivy Tech MATH 135 3 credits

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

COURSE #254402/254422

IVY TECH MATH 136 FALL 3 CREDITS

IVY TECH MATH 137 SPRING 3 CREDITS

PRE-CALCULUS: ALGEBRA / TRIG HONORS

COURSE #254403/254433

State Course #2564/2566

IVY TECH MATH 136 FALL 3 CREDITS

IVY TECH MATH 137 SPRING 3 CREDITS

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

AB COURSE #254404/254444

IVY TECH MATH 211 (4 CREDITS)

ADV MATH - CALCULUS BC

BC COURSE #254408/254488

IVY TECH MATH 212 (4 CREDITS)

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 if 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

- Environmental Science
- Biology I
- Biology I Honors
- Chemistry I (by approval only)
- PLTW Principles of Biomedical Science

Gr. 10

- Environmental 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 and Space Science / Environmental 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

ENVIRONMENTAL SCIENCE
COURSE #301001/301011

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Two credits science coursework
- Credits: 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills a science (life) course requirement 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

PLTW BIO-MED III
Medical Interventions
COURSE #521701/521711

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

- Recommended Grade Level: 11-12
- Required Prerequisites: PLTW Bio-Med I & II
- 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
- 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
COURSE #309001/309011

State Course #3026

IVY TECH BIOL 101 3 credits

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

COURSE #527601/527611

IVY TECH APHY 101 3 credits

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.

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

CHEMISTRY II

COURSE #309003/309033

State Course #3066

IVY TECH CHEM 101 3 credits

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

ADVANCED SCIENCE (AP BIO)

COURSE #309004/309044

IVY TECH BIOL 105/107 - 10 credits

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 105/106 - 10 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 Special Topics: ATHLETIC TRAINING
COURSE #528602/528622

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
- Required 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 semesters
- Fulfills the US History requirement for all diplomas

United States History – Dual Credit
COURSE #157401/157411

State Course #1542

Ivy Tech HIST 101 Fall 3 credits

IVY TECH HIST 102 Spring 3 credits

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 semesters
- 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

US Government & Politics – Dual Credit
COURSE #154011

Ivy Tech POLS 101

How does our government really work?

United States Government & Politics is a course based on content established by Ivy Tech 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 mist 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 processed 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

COURSE #215201/215211

State Course #2024

IVY TECH FREN 101 Fall 4 credits

IVY TECH FREN 102 Spring 4 credits

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

COURSE #215202/215222

State Course #2026

IVY TECH FREN 201 Fall 4 credits

IVY TECH FREN 202 Spring 4 credits

IU F200/F250

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. 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 if 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

COURSE #215203/215233

State Course #2124

IVY TECH SPAN 101 Fall 3 credits

IVY TECH 102 Spring 3 credits

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

COURSE #212601/212611

IVY TECH SPAN 201/202

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 semesters
- 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.

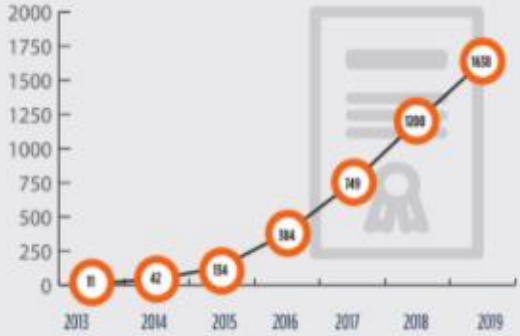
Students who earn the Indiana College Core are likely to succeed.

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

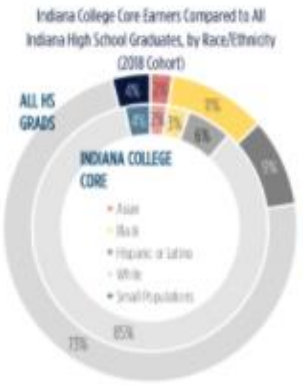
$4,200-$5,700 TWO-YEAR INSTITUTIONS

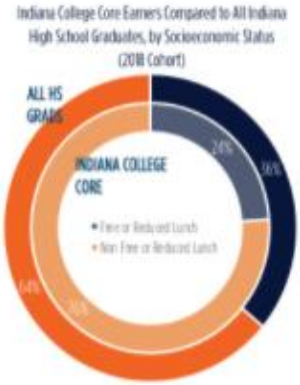
$7,200-$10,500 FOUR-YEAR INSTITUTIONS

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

East Central High School
Industry Focused Certificate and Technical Certificate Options

Opportunity to receive an industry focused Certificate Degree through Ivy Tech Community College while attending high school.

Short Term Certificates (CT) and Technical Certificate (TC) = Must complete all required courses in sequence

Must complete all required courses in each specific certificate sequence of interest.

AGRIBUSINESS MANAGEMENT (9 CREDITS, CT)
- AGRI 102 – Agricultural Business and Farm Management: 3
- AGRI 106 – Agriculture Mechanization: 3
- AGRI 115 – Natural Resources Management: 3

ANIMAL AGRIBUSINESS (9 CREDITS, CT)
- AGRI 102 – Agricultural Business and Farm Management: 3
- AGRI 103 – Animal Science: 3
- AGRI 107 – Advanced Animal Science: 3

HORTICULTURE/LANDSCAPE MANAGEMENT (9 CREDITS, CT)
- AGRI 102 – Agricultural Business and Farm Management: 3
- AGRI 116 – Survey of Horticulture: 3
- AGRI 164 – Landscape Design I: 3

LANDSCAPE TECHNICIAN (18 CREDITS, CT)
- AGRI 116 – Survey of Horticulture: 3
- AGRI 117 – Soil Science: 3
- AGRI 164 – Landscape Design I: 3
- AGRI 165 – Turf Science: 3
- AGRI 261 – Herbaceous Landscape Plants: 3
- AGRI 262 – Woody Landscape Plants: 3

COMPUTER-AIDED DESIGN (18 CREDITS, CT)
- DESN 101 – Introduction to Design Technology: 3
- DESN 104 – Mechanical Graphics: 3
- DESN 105 – Architectural Design I: 3
- DESN 113 – 2D Computer-Aided Design: 3
- DESN 220 – 3D Computer-Aided Design: 3
- EECT 112 – Digital Fundamentals: 3

MECHANCIAL DESIGN (18 CREDITS, CT)
- DESN 101 – Introduction to Design Technology: 3
- DESN 104 – Mechanical Graphics: 3
- DESN 113 – 2D Computer-Aided Design: 3
- DESN 195 – Manufacturing Principles & Design: 3
- DESN 220 – 3D Computer-Aided Design: 3

Choose one of the following:
- DESN 223, DESN 227, DESN 271, or DESN 272

CULINARIAN (16 CREDITS, CT)
- HOSP 101 – Sanitation and Safety: 2
- HOSP 102 – Basic Food Theory and Skills: 3
- HOSP 103 – Soups, Stocks, and Sauces: 3
- HOSP 104 – Nutrition: 3
- HOSP 105 – Introduction to Baking: 3
- HOSP 108 – Human Relations Management: 3

PASTRY CULINARIAN (16 CREDITS, CT)
- HOSP 101 – Sanitation and Safety: 2
- HOSP 104 – Nutrition: 3
- HOSP 105 – Introduction to Baking: 3
- HOSP 108 – Human Relations Management: 3
- HOSP 208 – Cakes, Icings, and Fillings: 3
- HOSP 213 – Classical Pastries: 3

Must complete all required courses in each specific certificate sequence of interest.

BUSINESS ADMINISTRATION (16 CREDITS, CT)
- BUSN 101 – Introduction to Business: 3
- BUSN 105 – Principles of Management: 3
- ACCT 101 – Financial Accounting: 3
- ENGL 111 – English Composition: 3
- IVYT 1XX – Student Success Elective: 1
- _____ – Business Administration Statewide Elective: 3

Dual credit options include any of the following: ACCT 106, ACCT 122, BOAT 216, CINS 101, MKTG 101, or MKTG 102

PROFESSIONAL BOOKKEEPING AND PAYROLL (18 CREDITS, CT)
- ACCT 101 – Financial Accounting: 3
- ACCT 102 – Managerial Accounting: 3
- ACCT 106 – Payroll Accounting: 3
- ACCT 205 – Income Tax: 3
- BOAT 218 – Microsoft Excel: 3
- ACCT 122 – Accounting Systems Applications: 3

SOFTWARE APPLICATION DEVELOPER (18 CREDITS, CT)
- DBMS 110 – Introduction to Data Analytics: 3
- SDEV 120 – Computing Logic: 3
- SDEV 140 – Introduction to Software Development: 3
- SDEV 153 – Website Development: 3

Choose one of the following:
- SDEV 200, SDEV 220, SDEV 230, SDEV 240, SDEV 255, SDEV 260, or SDEV 264

Choose one of the following:
- SDEV 148, SDEV 245, SDEV 248, SDEV 257, SDEV 264, SDEV 266, SDEV 181, CPIN 280, or CSCI 201

ELEMENTARY EDUCATION (30 CREDITS, TC)
- ENGL 111 – English Composition: 3
- COMM 101 – Fundamentals of Public Speaking: 3
- MATH 123 or Higher: 3 or 4
- BIOL 101 – Introductory Biology: 3
- HIST 101 – Survey of American History I: 3
- POLS 101 – Introduction to American Government and Politics: 3
- EDUC 101 – Introduction to Teaching: 3
- EDUC 121 – Child and Adolescent Development: 3
- EDUC 230 – The Exceptional Child: 3
- EDUC 235 – Science of Reading I: 3

**Courses listed are offered through ECHS. Other courses from each category may be taken at ITCC with prior approval to meet the CT or TC requirements.

Indiana College Core + Associate of General Studies

Opportunity to receive and Indiana College Core (Technical Certificate) or Associate degree through Ivy Tech Community College while attending high school.

Indiana College Core (ICC)
Must earn at least 30 credits

Must complete at least one course from each category.

SPEAKING AND LISTENING (3 – 6 CREDITS)
- ☐ COMM 101 – Fundamentals of Public Speaking: 3

WRITTEN COMMUNICATION (3 – 6 CREDITS)
- ☐ ENGL 111 – English Composition: 3

QUANTITATIVE REASONING (3 – 15 CREDITS)
- ☐ MATH 135 – Finite Math: 3
- ☐ MATH 136 – College Algebra: 3
- ☐ MATH 137 – Trigonometry with Analytic Geometry: 3
- ☐ MATH 200 – Statistics (AP): 3
- ☐ MATH 211 – Calculus I: 4
- ☐ MATH 212 – Calculus II: 4

SCIENTIFIC WAYS OF KNOWING (3 – 15 CREDITS)
- ☐ BIOL 101 – Introductory Biology: 3
- ☐ BIOL 105 – Biology I, Molecular and Cellular Processes: 5
- ☐ BIOL 107 – Biology II, Diversity of Life: 5
- ☐ CHEM 101 – Introductory Chemistry I: 3
- ☐ CHEM 105 – General Chemistry I: 5
- ☐ CHEM 106 – General Chemistry II: 5
- ☐ _____ – Other ICC Class via ITCC Dual Enrollment

SOCIAL AND BEHAVIORAL WAYS OF KNOWING (3 – 15 CREDITS)
- ☐ ECON 202 – Principles of Microeconomics (AP): 3
- ☐ HIST 101 – Survey of American History I: 3
- ☐ HIST 102 – Survey of American History II: 3
- ☐ HIST 112 – World Civilization II (AP): 3
- ☐ POLS 101 – Introduction to American Government and Politics: 3
- ☐ _____ – Other ICC Class via ITCC Dual Enrollment
- ☐ _____ – Other ICC Class via ITCC Dual Enrollment

HUMANISTIC AND ARTISTIC WAYS OF KNOWING (3 – 15 CREDITS)
- ☐ ENGL 206 – Introduction to Literature (AP): 3
- ☐ FREN 101 – French Level I: 4
- ☐ FREN 102 – French Level II: 4
- ☐ FREN 201 – French Level III: 3
- ☐ FREN 202 – French Level IV: 3
- ☐ SPAN 101 – Spanish Level I: 4
- ☐ SPAN 102 – Spanish Level II: 4
- ☐ _____ – Other ICC Class via ITCC Dual Enrollment
- ☐ _____ – Other ICC Class via ITCC Dual Enrollment

**Courses listed are offered through ECHS. Other courses from each category may be taken at ITCC with prior approval to meet the ICC or AGS requirements.

SYMBOL KEY

^ Capstone Course

*& Elective is defined as a course chosen by the student

Associate of General Studies (AGS)
Must earn at least 60 credits

Must complete all required courses towards an AGS Degree.

INDIANA COLLEGE CORE (30 CREDITS)
- ☐ Successfully Completed the Indiana College Core: 30

OTHER INSTITUTIONAL REQUIREMENTS (2 CREDITS)
- ☐ IVYT 1XX – Student Success Elective: 1
- ☐ GENS 279 – General Studies Capstone Course: 1 ^

PROFESSIONAL – TECHNICAL CORE (6 CREDITS)
- ☐ ENGL 215 – Rhetoric and Argument: 3

Choose one of the following:
- ☐ COMM 102 – Introduction to Interpersonal Communication: 3
- ☐ PHIL 102 – Introduction to Ethics: 3
- ☐ POLS 101 - Introduction to American Government and Politics: 3 *(can be used if not part of ICC)*

STATEWIDE ELECTIVES (22 CREDITS)
- ☐ XXXX XXX – Student Electives 100-Level or higher: 22 *&
- ☐ ACCT 101 – Financial Accounting: 3
- ☐ ACCT 106 – Payroll Accounting: 3
- ☐ ACCT 122 – Accounting Systems Applications: 3
- ☐ AGRI 100 – Introduction to Agriculture: 3
- ☐ AGRI 102 – Agricultural Business and Farm Management: 3
- ☐ AGRI 103 – Animal Science: 3
- ☐ AGRI 106 – Agriculture Mechanization: 3
- ☐ AGRI 116 – Survey of Horticulture: 3
- ☐ AGRI 117 – Soil Science: 3
- ☐ AGRI 164 – Landscape Design I: 3
- ☐ AGRI 165 – Turf Science: 3
- ☐ APHY 101 – Anatomy and Physiology I: 3
- ☐ BOAT 216 – Business Communications: 3
- ☐ BUSN 101 – Introduction to Business: 3
- ☐ BUSN 105 – Principles of Management: 3
- ☐ CINS 101 – Introduction to Microcomputer: 3
- ☐ DESN 101 – Introduction to Design Technology: 3
- ☐ DESN 104 – Mechanical Graphics: 3
- ☐ DESN 105 – Architectural Design I: 3
- ☐ DESN 113 – 2D Computer-Aided Design: 3
- ☐ DESN 220 – 3D Computer-Aided Design: 3
- ☐ EDUC 101 – Introduction to Teaching: 3
- ☐ EDUC 121 – Child and Adolescent Development: 3
- ☐ EDUC 201 – Technology in Education: 3
- ☐ EDUC 230 – The Exceptional Child: 3
- ☐ EDUC 235 – Science of Reading I: 3
- ☐ EECT 112 – Digital Fundamentals: 3
- ☐ HOSP 101 – Sanitation and Safety: 2
- ☐ HOSP 102 – Basic Food Theory and Skills: 3
- ☐ HOSP 103 – Soups, Stocks, and Sauces: 3
- ☐ HOSP 104 – Nutrition: 3
- ☐ HOSP 105 – Introduction to Baking: 3
- ☐ HOSP 106 – Pantry and Breakfast: 3
- ☐ MKTG 101 – Principles of Marketing: 3
- ☐ MKTG 102 – Principles of Selling: 3
- ☐ SDEV 120 – Computing Logic: 3
- ☐ SDEV 140 – Introduction to Software Development: 3
- ☐ SDEV 153 – Website Development: 3
- ☐ _____ – Any additional course 100-Level or higher
- ☐ _____ – Any additional course 100-Level or higher
- ☐ _____ – Any additional course 100-Level or higher

For information regarding the IVY Tech Dual College Credit Courses, visit the IVY Tech website

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
Dual Enroll Student Guide: Application – https://youtu.be/u2HNoiL2TaY
Dual Enroll Student Guide: Registration – https://youtu.be/ydDLGRhoHd4
MyIvy Student Guide: MyIvy account setup using DualEnroll.com – https://youtu.be/Ol6KLek3aSI
MyIvy Student Guide: Accessing Knowledge Assessment – https://youtu.be/lD-Xzw3zmOk
Dual Enroll Student Guide: Dropping a class – https://youtu.be/9sEIe87NIro

QUANTITATIVE REASONING COURSES

In November 2011, the State Board of Education passed new graduation requirements that affect students in the 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 & Turf Management
Landscape Management Capstone
Ag Structures Fabrication & Design

Business Academy
Advanced Accounting
Computer Science I
Computer Science II
Computer Science III
Website & Database Design

Engineering & Technology
Aerospace
Computer Integrated Manufacturing
PLTW Civil Engineering & Architecture
PLTW Digital Electronics
Robotics Design & Innovation
Smart Manufacturing Systems
Manufacture Principles & Design

Mathematics
AP Statistics
AP Calculus AB
Advanced Math, Calculus BC
Advanced Math, Finite Mathematics

Science
Biology, Advanced Placement
Chemistry I
Chemistry II
Chemistry, AP
Integrated Chemistry – Physics
Physics I

Social Studies
Economics
Microeconomics, Advanced Placement

Trade & Industrial
Electrical II (Capstone)
Construction (Capstone)
Diesel Services (Capstone)
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.

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

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 _____

Revised 01.18.2019

IVY TECH CERTIFICATE PROGRAMS

"Credentials To Prepare You for Whatever Comes Next!"

East Central's robust Career Technical Education courses are dual credentialed allowing the following Ivy Tech Certificate (CT) and Technical Certificate (TC) programs to be completed within 4 dual enrollment courses. Each CT/TC is listed with specific course(s) need to complete the program. East Central offers flexible scheduling options for junior and senior students wishing to complete a CT or TC program.

Accounting

Business Administration

East Central High School

NLPS Accounting, CTE Concentrator			
Principles	**Concentrator A**	**Concentrator B**	**Capstone**
• BUSN 101: Introduction to Business **OR** • BOAT 207: Integrated Microsoft Office Applications **OR** • CINS 101: Introduction to Microcomputers	• ACCT 101: Financial Accounting	• ACCT 122: Accounting Systems Application **OR** • ACCT 106: Payroll Accounting	• ACCT 102: Managerial Accounting **OR** • ACCT 205: Income Tax **OR** • BOAT 218: Microsoft Excel

Professional Bookkeeping and Payroll, Certificate	
Professional/Technical Core Courses	
East Central HS Offers as Dual Credit	**Ivy Tech Offers as Dual Enrollment**
• ACCT 101: Financial Accounting • ACCT 106: Payroll Accounting	• ACCT 102: Managerial Accounting • ACCT 205: Income Tax • BOAT 218: Microsoft Excel • ACCT 122: Accounting Systems Applications **OR** ACCT 225: Integrated Accounting Systems

Agriculture

East Central High School

NLPS Ag Mechanical and Engineering, CTE Concentrator			
Principles	**Concentrator A**	**Concentrator B**	**Capstone**
• AGRI 100: Introduction to Agriculture	• AGRI 106: Agriculture Mechanization • AGRI 128: Agricultural Safety		

NLPS Landscaping, CTE Concentrator			
Principles	**Concentrator A**	**Concentrator B**	**Capstone**
• AGRI 100: Introduction to Agriculture	• AGRI 116: Survey of Horticulture • AGRI 117: Soil Science	• AGRI 164: Landscape Design I • AGRI 165: Turf Science	

Agribusiness Management, Certificate	
Professional/Technical Core Courses	
East Central HS Offers as Dual Credit	**Ivy Tech Offers as Dual Enrollment**
• AGRI 106: Agriculture Mechanization	• AGRI 102: Agricultural Business and Farm Management • AGRI 115: Natural Resources Management

Horticulture/Landscape Management, Certificate	
Professional/Technical Core Courses	
East Central HS Offers as Dual Credit	**Ivy Tech Offers as Dual Enrollment**
• AGRI 116: Survey of Horticulture • AGRI 164: Landscape Design I	• AGRI 102: Agricultural Business and Farm Management

Landscape Technician, Certificate	
Professional/Technical Core Courses	
East Central HS Offers as Dual Credit	**Ivy Tech Offers as Dual Enrollment**
• AGRI 116: Survey of Horticulture • AGRI 164: Landscape Design I	• AGRI 117: Soil Science • AGRI 165: Turf Science • AGRI 261: Herbaceous Landscape Plants • AGRI 262: Woody Landscape Plants

*Sequencing is subject to change

Business Administration

East Central High School

NLPS Business Administration, CTE Concentrator			
Principles	**Concentrator A**	**Concentrator B**	**Capstone**
• BUSN 101: Introduction to Business **OR** • BOAT 207: Integrated Microsoft Office Applications **OR** • CINS 101: Introduction to Microcomputers	• BUSN 105: Principles of Management **OR** • BUSN 201: Business Law **OR** • MKTG 101: Principles of Marketing **OR** • MKTG 102: Principles of Selling	• ACCT 101: Financial Accounting	• BUSN 202: Human Resource Management **OR** • BUSN 207: Integrated Microsoft Office Applications **OR** • BOAT 216: Business Communications **OR** • ACCT 102: Managerial Accounting

NLPS Marketing and Sales, CTE Concentrator			
Principles	**Concentrator A**	**Concentrator B**	**Capstone**
• BUSN 101: Introduction to Business **OR** • BOAT 207: Integrated Microsoft Office Applications **OR** • CINS 101: Introduction to Microcomputers	• MKTG 101: Principles of Marketing **OR** • MKTG 102: Principles of Selling	• MKTG 252: Introduction to Digital Marketing **OR** • MKTG 257: Digital Marketing Management **OR** • MKTG 201: Introduction to Market Research **OR** • MKTG 230: Consumer Behavior	• BUSN 105: Principles of Management **OR** • BUSN 201:Business Law **OR** • ACCT 101: Financial Accounting

Business Administration, Certificate	
Professional/Technical Core Courses	
East Central HS Offers as Dual Credit	**Ivy Tech Offers as Dual Enrollment**
• BUSN 101: Introduction to Business • BUSN 105: Principles of Management • ACCT 101: Financial Accounting • ENGL 111: English Composition • Statewide Elective • MKTG 101: Principles of Marketing **OR** ACCT 106: Payroll Accounting	• IVYT 111: Student Success

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Business Administration, Technical Certificate					
Professional/Technical Core Courses		**General Education Core**		**Statewide Electives (9 credit hours)**	
East Central HS Offers as Dual Credit	**Ivy Tech Offers as Dual Enrollment**	**East Central HS Offers as Dual Credit**	**Ivy Tech Offers as Dual Enrollment**	**East Central HS Offers as Dual Credit**	**Ivy Tech Offers as Dual Enrollment**
• ACCT 101: Financial Accounting • BUSN 101: Introduction to Business • BUSN 105: Principles of Management	• BUSN 201: Business Law • CINS 101: Introduction to Microcomputers **OR** BOAT 207: Integrated Microsoft Office Applications	• ENGL 111: English Composition • Humanities Elective **OR** Social and Behavioral Science Elective • Covered in ICC	• IVYT 111: Student Success	• MKTG 101: Principles of Marketing • ACCT 106: Payroll Accounting	• Statewide Elective

Design Technology

East Central High School

NLPS Engineering, CTE Concentrator			
Principles	**Concentrator A**	**Concentrator B**	**Capstone**
• DESN 101: Intro to Design Technology **OR** • DESN 113: 2D Computer-Aided Design	• DESN 104: Mechanical Graphics	• DESN 105: Architectural Design I	•

NLPS Electronics and Computer Technology, CTE Concentrator			
Principles	**Concentrator A**	**Concentrator B**	**Capstone**
• DESN 101: Intro to Design Technology **OR** • DESN 113: 2D Computer-Aided Design	• EECT 101: Introduction to Electronics and Projects	• EECT 112: Digital Fundamentals	• INDT 104: Fluid Power Basics **OR** • INDT 205: Programmable Controllers I **OR** • INDT 206: Programmable Controllers II

NLPS Design Technology, CTE Concentrator			
Principles	**Concentrator A**	**Concentrator B**	**Capstone**
• DESN 101: Intro to Design Technology **OR** • DESN 113: 2D Computer-Aided Design	• DESN 104: Mechanical Graphics **OR** • DESN 105: Architectural Design I	• DESN: 195: Manufacturing Principles and Design **OR** • DESN 220: 3D Computer-Aided Design	•

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Computer-Aided Design, Certificate	
Professional/Technical Core Courses	
East Central HS Offers as Dual Credit	**Ivy Tech Offers as Dual Enrollment**
• DESN 101: Intro to Design Technology • DESN 104: Mechanical Graphics • DESN 105: Architectural Design I • DESN 220: 3D Computer-Aided Design • EECT 112: Digital Fundament	• DESN 113: 2D Computer-Aided Design

Mechanical Design, Certificate	
Professional/Technical Core Courses	
East Central HS Offers as Dual Credit	**Ivy Tech Offers as Dual Enrollment**
• DESN 101: Intro to Design Technology • DESN 104: Mechanical Graphics • DESN 220: 3D Computer-Aided Design	• DESN 113: 2D Computer-Aided Design • DESN 195: Manufacturing Principles & Design • DESN 223: Parametric Solid Modeling **OR** DESN 227: Geometric Dimensioning and Tolerancing **OR** DESN: 271: Introduction to Solidworks **OR** DESN 272: Advanced Solid Modeling

Education – Elementary

East Central High School

NLPS Education Careers, CTE Concentrator			
Principles	**Concentrator A**	**Concentrator B**	**Capstone**
• EDUC 101: Introduction to Teaching	• EDUC 121: Child and Adolescent Development	• EDUC 201: Technology in Education	• EDUC 230: The Exceptional Child **OR** • EDUC 233: Literacy Development through Children's Literature

Elementary Education, Technical Certificate			
Professional/Technical Core Courses		**General Education Core**	
East Central HS Offers as Dual Credit	**Ivy Tech Offers as Dual Enrollment**	**East Central HS Offers as Dual Credit**	**Ivy Tech Offers as Dual Enrollment**
• EDUC 101: Introduction to Teaching • EDUC 121: Child and Adolescent Development • EDUC 230: The Exceptional Child • EDUC 233: Literacy Development through Children's Literature		• ENGL 111: English Composition • COMM 101: Fundamentals of Public Speaking • BIOL 101: Introductory Biology • HIST 101: Survey of American History I **OR** HIST 102: Survey of American History II • POLS 101: Introduction to American Government and Politics	• MATH 123: Quantitative Reasoning

Hospitality

East Central High School

NLPS Culinary Arts - Baking and Pastry, CTE Concentrator			
Principles	**Concentrator A**	**Concentrator B**	**Capstone**
• HOSP 101: Sanitation and Safety **OR** • HOSP 102: Basic Food Theory and Skills	• HOSP 104: Nutrition	• HOSP 103: Soup, Stock, and Sauces **OR** • HOSP 105: Into to Baking	• HOSP 108: Human Relations Management

Culinarian, Certificate	
Professional/Technical Core Courses	
East Central HS Offers as Dual Credit	**Ivy Tech Offers as Dual Enrollment**
• HOSP 101: Sanitation and Safety • HOSP 102: Basic Food Theory and Skills • HOSP 103: Soups, Stocks, and Sauces • HOSP 104: Nutrition • HOSP 105: Introduction to Baking	• HOSP 108: Human Relations Management

Software Development

East Central High School

NLPS Software Development, CTE Concentrator			
Principles	**Concentrator A**	**Concentrator B**	**Capstone**
• SDEV 120: Computing Logic **OR** • INFM 109: Informatics Fundamentals	• SDEV 153: Website Development **OR** • DBMS 110: Introduction to Data Analytics	• SDEV 140: Introduction to Software Development	• SDEV 220: Software Development Using PY

Software Application Developer, Certificate	
Professional/Technical Core Courses	
East Central HS Offers as Dual Credit	**Ivy Tech Offers as Dual Enrollment**
• SDEV 120: Computing Logic • SDEV 140: Introduction to Software Development • SDEV 153: Website Development	• DBMS 110: Introduction to Data Analytics • Selective II • Selective III

Web Application Development, Certificate	
Professional/Technical Core Courses	
East Central HS Offers as Dual Credit	**Ivy Tech Offers as Dual Enrollment**
• SDEV 120: Computing Logic • SDEV 140: Introduction to Software Development • SDEV 153: Website Development	• INFM 109: Informatics Fundamentals • DBMS 110: Introduction to Data Analytics • SDEV 250: Client-Side Scripting Languages and Tools • SDEV 253: Server-Side Scripting Languages and Tools

Southeastern Career Center 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

Information Technology Support
· Vincennes University—2 hrs
· 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

Veterinary Science
- Ivy Tech – 2 hrs

WELDING TECHNOLOGY
· AWS Certification
· Vincennes University—20hrs.
· OSHA 10 Hr. Certification

Co-Op Opportunity for all Programs – Senior Year

Southeastern Career Center

Versailles, IN

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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 introdued 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 Creidts 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.

VINCENNES UNIVERSITY

http://www.sccusa.org/

Computers

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Versailles, IN

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Computer Aided Drafting

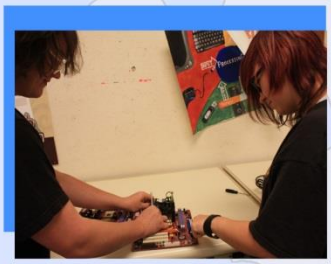
During the first year, students will learn to do technical drawings. They will start with free-hand sketching and go through 3D Computer Aided Drawings of parts. They will finish the first year working in animation software.

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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IVY TECH COMMUNITY COLLEGE

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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 Creidts 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.

http://www.sccusa.org/

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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.

VINCENNES UNIVERSITY

http://www.sccusa.org/

Southeastern Career Center

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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.

VINCENNES UNIVERSITY

http://www.sccusa.org/

Public Safety

Southeastern Career Center

Versailles, IN

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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:

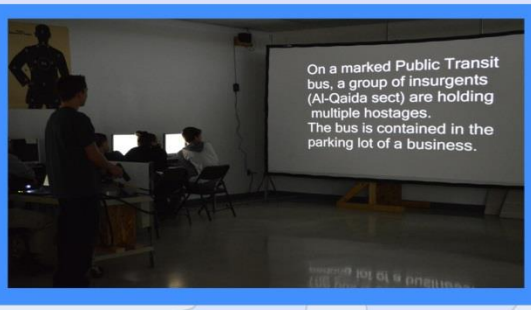
NFPA Firefighter I & II Certification
EMS Medical Responder Certification
CPR Certification
Indiana State Mandatory Firefighter Cert.
Haz-Mat Awareness & Operations Certs.
FEMA: NIMS 100, 200, 700, & 800 Certs.

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

Southeastern Career Center

Versailles, IN

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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.

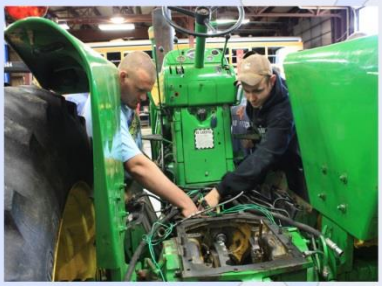
Auto Service Tech

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 drivetrains (general svcs.), heating & A/C (general svcs.), and enginge 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 introducted 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 wil 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 motorcyle, 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, designes, accessories, and much more.

VINCENNES UNIVERSITY

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