

**2020-2021**

**WEST CENTRAL  
HIGH SCHOOL**



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## **Appendix A and B - Alternate PE and Early Graduation Forms**

## **Note of Explanation**

Students and parents need to give much consideration and thought when choosing courses. The curriculum has been planned so that it offers each student training and preparation for the world of work. A career is a lifelong process, and much can be gained through the four years of study in high school toward achieving that goal. Certain subjects are required with this in mind, but other subjects are ultimately the student's choice. Once in a course, the student must do the work required if they are to gain from it. The faculty cannot force the student to study for tests, turn in assignments, etc. It is our hope that courses will be selected which best fit the needs of each student with their career objective in mind.

All courses are open to all students regardless of age, race, color, national origin, sex and handicapped condition. Educational services, programs, instruction and facilities will not be denied to anyone in the West Central School Corporation as the result of their age, race, color, national origin, sex or handicapped condition.

It is urgent that careful consideration be given to your selections. Please be positive that you want what you select. Course changes, once a term begins, can be costly and time-consuming to the staff, and disruptive to the student, to the teacher and to classes.

## **Four-Year Plan for Eighth Graders**

Each student will meet with the counselor to formulate a four-year career pathway plan. Parents are invited and encouraged to attend this meeting to tentatively plan those courses, which the student will take during four years in high school. A booklet containing descriptions of each course and requirements for graduation will be made available on the West Central High School website. Eighth graders will then sign-up for the desired classes for grade nine.

During the spring semester of each consecutive year, the four-year plan will be reevaluated and desired changes made. It is hoped that each student will try various subjects in grades nine and ten with career objectives coming into focus in grades eleven and twelve.

## **Requirements**

All high school students are required to take six classes per semester. Athletes must be passing in all of their classes.

## **Drop and Add Policy**

All schedule changes should be made prior to registration week during the student/counselor meeting in the spring or during the summer advertised office hours. The week prior to the beginning of the school year is registration week. Schedule changes will **NOT** be made after registration week. Schedule changes will be allowed only for extenuating circumstances, i.e. a student is injured and cannot continue in physical education, a student fails a required class and needs to retake the class. The counselor and principal must approve extenuating circumstances.

No guarantee can be made that each student will receive the schedule they prefer. Some courses have limited enrollments; some are only offered one time, and some conflict with other requirements.

## **Scheduling**

During the fall semester, the high school counselor will begin the scheduling process. It starts with juniors who are planning their final year of high school. Revisions and additions to the curriculum will be explained to them. Students will be given a registration list of the courses they have chosen. Parents are urged to discuss the selections with their child. Course selections may be modified in Parent Connect.

Juniors will then be scheduled with the counselor to discuss their plan. Special attention will be given to requirements, career plans, post-secondary schooling, etc. Parents again are welcome to attend this appointment.

Sophomores and freshmen are scheduled in the same manner. Students are aided if there are problems in selecting their schedules and parents are urged to call the counselor, if they would like to discuss curriculum selection further.

Schedules will be available prior to the end of the school year. The counselor will maintain summer office hours for the purpose of revising schedules. Revising of schedules should be completed prior to the start of school.

## **Weighted Grades**

Students enrolled in all English and mathematics Honors courses, Advanced Placement (AP) courses, and Composition/Advanced Composition will receive a weighted grade upon completion of coursework. Grades earned will be multiplied by the weight of 1.2. Courses which are weighted are denoted with an \* after the course title.

## **Changing To An Honors Level Course Sequence**

A student currently in a non-honors or regular class or a student move-in must meet three of the following criteria to move to an honors level class.

1. Earn an average of “B” or better on both semester grades
2. Obtain a written recommendation from his/her current teacher
3. Meet the requirements established by a departmental placement examination.
4. Complete an organized, standards-based portfolio

Students wishing to accelerate to an honors class from a regular class will be counseled as to the work level and expectations of the honors class. Parents will be required to sign a letter of understanding regarding the rigors of the course and the recommendation of the teacher or department chairperson.

## **Grade Point Average**

Students may retake a course for a higher grade only if the student earned a C- or lower. Both grades will appear on the transcript; however, the higher grade will only count into the grade point average.

## COURSE DESCRIPTIONS

### BUSINESS

113; 114-**Advanced Accounting** – 1 credit per semester IDOE 4522

Grade Level: 11-12

Prerequisite: Introduction to Accounting, both semesters

Advance Accounting is an advanced-level business course that builds upon the Generally Accepted Accounting Principles (GAAP) and procedures learned in Introduction to Accounting. Emphasis is placed on managerial decisions made in corporate accounting, including in-depth analysis of financial statements. GEN/CORE 40/TH/AH Elective

143-**Business Law and Ethics** – 1 credit IDOE 4560

Grade Level: 11-12

Business and Personal Law provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses. GEN/CORE 40/TH/AH Elective

151-**Computer Tech Support** - 2 Credits (max 6) IDOE 5230

Grade Level: 10-12

Computer Tech Support allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. GEN/CR 40/TH/AH Elective

152-**Digital Applications and Responsibility** – 1 credit IDOE 4528

153-**Digital Applications and Responsibility** – 1 credit

Grade Level: 9-12

Digital Applications and Responsibility is a business course that integrates computer technology, decision-making, and problem-solving skills. Areas of instruction include advanced applications and integration of a professional suite and the use of emerging technology. GEN/CORE 40/TH/AH Elective

123;124 - **Interactive Media** – 1 credit per semester (max 6) IDOE 5232

Grade Level: 11–12

Prerequisite: Digital Applications & Responsibility

Information Technology is a career and technical education business and information technology course that will prepare students for careers in business and industry working with interactive media. Students will become competent in creating, designing, and producing secure interactive media products and services for business and industry. This program of study emphasizes the development of digitally-generated or computer-enhanced products using multimedia technologies. Students will develop an

understanding of IT professionalism including the importance of ethics, communication skills, and knowledge of the "virtual workplace." Business Professionals of America (BPA) is the co-curricular organization associated with this course and integrates its programs and services into the business classroom. GEN/CORE 40/TH/AH Elective

**111-Introduction to Accounting** – 1 credit IDOE 4524

**112-Introduction to Accounting** – 1 credit

Grade Level: 10-11

Accounting I is a business course that 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.

GEN/CORE 40/TH/AH Elective

**100-Introduction to Business** – 1 credit IDOE 4518

Grade Level: 9-10

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

GEN/CORE 40/TH/AH Elective

**117-Personal Financial Responsibility** – 1 credit IDOE 4540

Grade Level: 10-12

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project-based approach 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.

\*Qualifies as a quantitative reasoning course

GEN/CORE 40/TH/AH Elective

**118- PRINCIPLES OF MARKETING - 2 credits**

5914 (PRN MRKT)

Principles of Marketing provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem-solving, and critical thinking skills as they relate to

advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management.

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: None
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

## FINE ARTS

211-**Intro to Two Dimensional Art** – 1 credit IDOE 4000

212-**Intro to Three Dimensional Art** – 1 credit IDOE 4002

Grade Level: 9-12

Prerequisite: Recommended Two-Dimensional Art before Three-Dimensional Art  
Students will examine, analyze, interpret, and judge works of art. Student should increase understanding and appreciation of art by making two-dimensional visual images. Students will study the following features of art: elements, principles, subject matter, media, techniques, styles and products/function.

\*Fulfills Fine Arts requirement for Core 40/AH GEN/CORE 40/TH/AH Elective

213-**Painting and Drawing** – 1 credit IDOE 4060

214-**Painting and Drawing** – 1 credit IDOE 4064

Grade Level: 9-12

Prerequisite: Recommended Introduction to Two-Dimensional Art  
Students will paint using a variety of mixed media, watercolor, oil, acrylic and other painting media. Students will learn how to increase their perceptive and expressive skills using a variety of tools and techniques. Students will draw realistic and abstract compositions. Students will study foreshortening, eye level and a variety of light sources. Experiences should include sketches, renderings, contour, gesture, and perspective drawings. Materials should include pencil, chalk, pastels, charcoal, pen and ink, and silverpoint.

\*Fulfills Fine Arts requirement for Core 40/AH GEN/CORE 40/TH/AH Elective

215-**Ceramics and Sculpture** – 1 credit (Ceramics) IDOE 4040

216-**Ceramics and Sculpture** – 1 credit (Sculpture) IDOE 4044

Grade Level: 9-12

Prerequisite: Recommended Introduction to Three-Dimensional Art  
Students will experience the designing, forming, and decorating processes of clay. Experiences should include the use of hand building, drape and press molds, use of the potter's wheel, glaze and slip application, and firing procedures. Students will learn to use subtractive and additive processes, carving, modeling, construction and assembling. Materials should include wood, plaster, clay, metal, paper, wax, and/or plastic.

\*Fulfills a Fine Arts requirement for CORE 40/AH Gen/Core 40/TH/AH Elective

**217-Advanced Two and Three-Dimensional Art** – 1 credit (2D) IDOE 4004  
**217-Advanced Two and Three-Dimensional Art** - 1 credit (3D) IDOE 4006

Grade Level: 10-12

Prerequisite: Introduction to Two and Three-Dimensional Art

Students will examine, analyze, discuss, interpret and judge works of art and artifacts. Students will study career and avocational opportunities in visual art. Students will continue making two dimensional art projects. Students should continue to increase their understanding and appreciation of art through responding to and making advanced three-dimensional visual images. Seniors are required to do a senior project. Portfolio development will be required of seniors. GEN/CORE 40/TH/AH Elective

\*Fulfills a Fine Arts requirement for CORE 40/AH

**PHOTOGRAPHY** - 1 Credit (Photograph) IDOE 4062

Grade Level: 10-12

Prerequisite: Required to pass Introduction to 2D (C or higher)

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Counts as a Directed Elective or Elective for alldiplomas Fulfills a Fine Arts requirement for the Core 40 Academic HonorsDiploma Laboratory Course

**DIGITAL DESIGN**- 1 Credit (DIG DESIGN) IDOE 4082

Grade Level 10-12

Prerequisite: Required to pass Introduction to 2D/3D (C or higher)

Digital Design is a course based on the Indiana Academic Standardsfor 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, multi-media, 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. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Counts as a Directed Elective or Elective for all diplomas. Fulfills a Fine Arts requirement for the Core 40 Academic HonorsDiploma Laboratory Course

250; 251; 252; 253-**High School Band** – 1 credit per semester IDOE 4170

Grade Level: 9-12

Prerequisite: Permission from the Band Instructor

Band members develop musicianship and specific performance skills through full ensemble, chamber, and solo instrumental performance. This class should be taken throughout the school year if possible. Band provides experiences in creating, performing, reading, listening to, and evaluating music. Students will also connect musical concepts to the arts and other disciplines, history, and culture. Other concepts reinforced are practice techniques and instrument maintenance. The band performs at concerts, parades, football and basketball games, ISSMA Solo & Ensemble Contest, and other performance opportunities, during and outside of the school day, which support and extend learning in the classroom. Students also have opportunities to experience live performances by professionals outside of the school day. Members of the high school color guard may also enroll in band. Color guard members also have rehearsal and performance obligations outside of the school day. GEN/CORE 40/TH/AH Elective

\*Fulfills a Fine Arts requirement for CORE 40/AH

246; 247; 248; 249-**Advanced Chorus** – 1 credit per semester IDOE 4188

Grade Level: 9-12

Prerequisite: Permission from the Choir Director

Students develop musicianship and specific performance skills, through ensemble and solo singing. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the student. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. GEN/CORE 40/TH/AH Elective

\*Fulfills a Fine Arts requirement for CORE 40/AH

525-**Theatre Arts I** – 1 Credit IDOE 4242

526-**Theatre Arts II** – 1 Credit

Grade Level: 9-12

Students read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community. GEN/CORE 40/TH/AH Elective

\*Fulfills a Fine Arts requirement for Core 40 AH diploma \*Laboratory Course

## WORLD LANGUAGES

311-**Spanish I** – 1 credit

IDOE 2120

312-**Spanish I** – 1 credit

Grade Level: 9-12 (Recommended Grade 10)

This course introduces students to effective strategies for beginning Spanish language learning and to various aspects of Spanish-speaking culture. The course encourages interpersonal communication through listening, speaking, reading and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greeting and forms of address, participate in guided conversations on familiar topics and write short passages.

GEN/CORE 40/TH/AH Elective

\*Fulfills a World Language requirement for CORE 40/AH

313-**Spanish II** – 1 credit

IDOE 2122

314-**Spanish II** – 1 credit

Grade Level: Recommended 10-12

Prerequisite: Spanish I with a grade of C- average or better

This course builds on concepts introduced in Spanish I by encouraging the use of the language and cultural understanding. The course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions and participate in brief independent conversations. The course also emphasizes the development of reading and listening comprehension skills. In addition, students will describe the practices, products and perspective of the Spanish-speaking culture.

GEN/CORE 40/TH/AH Elective

\*Fulfills a World Language requirement for CORE 40/AH

315-**Spanish III** – 1 credit

IDOE 2124

316-**Spanish III** – 1 credit

Grade Level: Recommended 11-12

Prerequisite: Spanish I & II with a grade of C- average or better

This course continues to emphasize the development of interpersonal communication through listening, speaking, reading, and writing. The course encourages communication about the past and the future as students acquire an increased ability to function in daily situations. Students will also become more familiar with the people, culture and geography of the Spanish-speaking world.

GEN/CORE 40/TH/AH Elective

\*Fulfills a World Language requirement for CORE 40/AH

317-**Spanish IV** – 1 credit

IDOE 2126

318-**Spanish IV** – 1 credit

Grade Level: 11-12

Prerequisite: Spanish I, II and III with a grade of C- average or better

Spanish IV, a course based on *Indiana's Academic Standards for World Languages*, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom.

The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. 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. This course emphasizes conversation skills. Much of the work involves oral participation.  
 \*Fulfills a World Language requirement for CORE 40/AH GEN/CORE 40/TH/AH Elective

### **AGRICULTURE**

428; 429-**Advanced Life Science: Foods** – 1 credit per semester IDOE 5072

Grade Level: 11-12

Prerequisite: Recommended Introduction to Agriculture, Food and Natural Resources

Required Prerequisite: Biology, Chemistry or Int. Chem/Physics, Food Science and/or Nutrition & Wellness

Advanced Life Science: Foods is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out food based laboratory and field investigations as an essential course component. Students understand how biology, chemistry, and physics principles apply to the composition of foods, food nutrition and development, food processing, and storage. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology, physics and chemistry the context of highly advanced agricultural applications of food.

\*Fulfills Core 40 Science requirement for all diplomas

\*Qualifies as a quantitative reasoning course. GEN/CORE 40/TH/AH Elective

413; 414-**Agribusiness Management** – 1 credit per semester

IDOE 5002

Grade Level: 11-12

Prerequisite: Introduction to Agriculture, Food and Natural Resources

Agribusiness Management is a yearlong course that presents the concepts necessary for managing an agriculture-related business from a local and global perspective. Concepts covered in the course include: exploring careers in agribusiness, global visioning, applying E-commerce, risk management, understanding business management and structures, entrepreneurship, the planning, organizing, financing, and operation of an

agribusiness, economic principles, credit, computerized record keeping, budgeting, fundamentals of cash flow, federal, state, property and sales tax, insurance, cooperatives, purchasing, the utilization of information technology in agribusiness, marketing agricultural products, developing a marketing plan, advertising and selling products and services, understanding consumers and buying trends, agricultural law applications and employability skills. CORE 40/TH/AH Elective

\*Qualifies as a quantitative reasoning course

**415-Agriculture Power, Structure and Technology** – 2 credit (max 6) IDOE 5088

Grade Level: 10-12

Prerequisite: Introduction to Agriculture, Food and Natural Resources

Agriculture Power, Structure and Technology is a lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance and management of agricultural equipment in concert while incorporating technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience and career opportunities in the area of agricultural power, structure and technology. GEN/CORE 40/TH/AH Elective

**421-Animal Science** – 1 credit (max 6)

IDOE 5008

**422-Animal Science** – 1 credit (max 6)

Grade Level: 9-12 (Dual Credit)

Prerequisite: Introduction to Agriculture, Food & Natural Resources

This course is a year-long program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. Areas that the students study may be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction and biotechnology, nutrition, aquaculture, careers in animal science, animal health, meeting environmental requirements of animals, and management practices for the care and maintenance of animals. CORE 40/TH/AH Elective

\*Fulfills Life Science or Physical Science for General Diploma

**420-Horticultural Science** – 2 credits (max 6)

IDOE 5132

Grade Level: 9-12 (Dual Credit)

Prerequisites: Introduction to Agriculture, Food & Natural Resources

Horticultural Science is a two-semester course designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest, and pest management. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse. GEN/CORE 40/TH/AH Elective

\*Fulfills Life Science or Physical Science requirement for General Diploma

411; 412-**Intro to Agriculture, Food and Natural Resources** – 1 credit per semester  
Grade Level: 9-10 IDOE 5056

Introduction to Agriculture, Food and Natural Resources is highly recommended as a prerequisite to and a foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure and technology, leadership development, supervised agricultural experience and career opportunities in the area of agriculture, food and natural resources. CORE 40/TH/AH Elective

419-**Landscape Management** – 1 credit (max 6) IDOE 5136  
Grade Level: 11-12 (Dual Credit)

Prerequisite: Introduction to Agriculture, Food & Natural Resources  
Landscape Management is a year-long course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications, management and employability skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. Upon completion of the program plus learning and demonstrating other skills, students have the opportunity to receive an industry approved State Certificate of Mastery in Landscape Management. CORE 40/TC/AHD Elective  
\*Qualifies as a quantitative reasoning course

408-**Plant and Soil Science** – 1 credit IDOE 5170

409-**Plant and Soil Science** – 1 credit

Grade Level: 10-11 (Dual Credit)

Prerequisite: Introduction to Agriculture, Food & Natural Resources  
Plant and Soil Science provides students with opportunities to participate in a variety of activities which includes laboratory work. The following topics are found in this course: plant taxonomy, components and their functions; plant growth, reproduction and propagation; photosynthesis and respiration; environmental factors affecting plant growth, management of plant diseases and pests; biotechnology; the basic components and types of soil; calculation of fertilizer application rates and procedures for application; soil tillage and conservation; irrigation and drainage; land measurement, cropping systems, precision agriculture, principles and benefits of global positioning systems; and harvesting. Leadership development, supervised agricultural experience and career exploration opportunities in the field of plant and soil science are also included.

Core 40/TH/AH Elective

\*Fulfills Life Science or Physical Science requirement for General Diploma only

416-**Supervised Agriculture Experience (SAE)** – 1 credit (max 8) IDOE 5228

Grade Level: 9-12

Prerequisite: Introduction to Agriculture, Food & Natural Resources

Supervised Agriculture Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students should experience and apply what is learned in the classroom, laboratory, and training site to real-life situations. Students work closely with their agricultural science and business teacher(s), parents, and/or employers to get the most out of the SAE program. This course can be offered each year as well as during the summer session. SAE may be offered as a Cooperative Education Program. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicated. CORE 40/TH/AH Elective

417-**Sustainable Energy Alternatives** – 1 credit

IDOE 5229

418-**Sustainable Energy Alternatives** – 1 credit

Grade Level: 11-12

Prerequisite: Introduction to Agriculture, Food and Natural Resources

Sustainable Energy Alternatives broadens a student's understanding of environmentally friendly energies. In this course students will use a combination of classroom, laboratory, and field experiences to analyze, critique, and design alternative energy systems. Class content and activities center on renewability and sustainability for our planet. Topics covered in this course include the following types of alternative energies: solar, wind, geothermal, biomass and emerging technologies. Leadership development, supervised agricultural experience and career exploration opportunities in the field of sustainable energy are also included. GEN/CORE 40/TH/AH Elective

## **ENGINEERING/TECHNOLOGY**

432-**Computers in Design and Production** – 1 credit

IDOE 4800

433-**Computers in Design and Production** – 1 credit

Grade Level: 9-10 (Dual Credit)

Computers in Design and Production is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills for electronics, manufacturing, precision machining, welding, and architecture career pathways. Students apply ingenuity using tools, materials, processes, and resources to create solutions as it applies in the electronics, manufacturing, precision machining, welding, and architecture. The content and activities should be developed locally in accordance with available advanced technologies in the school. Course content should

address major technological content related to topics such as: Architectural drawing and print design, design documentation using CAD systems; assignments involving the interface of CAD, CNC, CAM, and CIM technologies; computer simulation of products and systems; publishing of various media; animation and related multimedia applications; 3-D modeling of products or structures; digital creation and editing of graphics and audio files; control technologies; and automation in the modern workplace.

GEN/CORE 40/TH/AH Elective

430-**Mechanical Drafting and Design I A** – 1-3 credits (max 6) IDOE 4836

431-**Mechanical Drafting and Design I B** – 1-3 credits (max 6)

Grade Level: 11-12 (Dual Credit)

Prerequisite: Computers in Design and Production

Mechanical Drafting and Design I provides students with a basic understanding of the detailing skills commonly used by drafting technicians. Areas of study include: lettering, sketching, proper use of equipment, geometric constructions with emphasis on orthographic (multi-view) drawings that are dimensioned and noted to ANSI standards. This course also provides a basic understanding of the features and considerations associated with the operation of a computer-aided design (CAD) system. Students will gain valuable hands-on experience with Auto CAD. They will be expected to complete several projects (increasing in difficulty) relating to command topics. Topics include: 2D drawing commands, coordinate systems, editing commands, paper and model space, inquiry commands, layers, plotting, text, and basic dimensioning.

GEN/CORE 40/TH/AH Elective

452-**Mechanical Drafting and Design II** – 1-3 credits (max 6) IDOE 4838

Grade Level: 12 (Dual Credit)

Prerequisite: Mechanical Drafting and Design I

Mechanical Drafting and Design II covers working drawings both in detailing and assembly. Topics include: fastening devices, thread symbols and nomenclature, surface texture symbols, classes of fits, and the use of parts lists, title blocks and revision blocks. This course will also focus on advanced CAD features, including fundamentals of three-dimensional modeling for design. An overview of modeling, graphical manipulation, part structuring, coordinate system, and developing strategies of modeling will also be included. Advanced CAD will enable the student to make the transition from 2D drafting to 3D modeling. Students will draw and calculate three-dimensional problems. Theory and methods include graphic developments and the relationships between points, lines and planes, curved lines and surfaces, intersections, and development. Computer software and hardware experiences, as they relate to drafting and design, will be covered.

465-**Architectural Drafting and Design I** – 1-3 credits (max 6) IDOE 5640

466-**Architectural Drafting and Design I** – 1-3 credits (max 6)

Grade Level: 11-12 (Dual Credit)

Architectural Drafting gives students a basic understanding of the detailing skills commonly used by drafting technicians. Areas of study include: lettering, sketching,

proper use of equipment. This course includes the creation and interpretation of commonly used construction documents. Methods of geometric construction, 3-dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing. This course also provides students with a basic understanding of the features and consideration associated with the operation of a CAD system. Students will gain valuable hands-on experience with Auto CAD. They will be expected to complete several projects related to command topics. GENERAL/CORE 40/TC/AHD Elective

452-**Architectural Drafting and Design II** – 1-3 credits (max 6) IDOE 5652

453-**Architectural Drafting and Design II** – 1-3 credits (max 6)

Grade Level: 12 (Dual Credit)

Prerequisite: Architectural Drafting and Design I

Architectural Drafting and Design II builds on the concepts of Architectural Drafting and Design I and presents a history and survey of architecture with a focus on the creative design of buildings in a studio environment. This course covers site analysis, facilities programming, space planning, conceptual design, and the proper use of materials.

Students will develop presentation drawings, give oral presentations, and critique works.

Generation of form and space is addressed through basic architectural theory, related architectural styles, design strategies, and a visual representation of the student's design process. This course will focus on advanced Computer Aided Design (CAD) techniques.

It includes an overview of modeling, graphical manipulation, part structuring, and modeling strategies. Advanced CAD will enable students to make the transition from 2D drafting to 3D modeling. Various Architectural software packages and applications may be used. GEN/CORE 40/TH/AH Elective

\*Qualifies as a quantitative reasoning course.

## **TRADE & INDUSTRY**

447-**Introduction to Advanced Manufacturing and Logistics A** – 1 credit IDOE 4796

448-**Introduction to Advanced Manufacturing and Logistics B** – 1 credit

Grade Level: Grade 9-12 (recommended 10-11) (Dual Credit)

Introduction to Advanced Manufacturing and Logistics focuses on manufacturing systems and their relationship to society, individuals, and the environment. Students apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students investigate the properties of engineered materials and study major types of material processes. After gaining a working knowledge of these materials, students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, chart and graph reading and MSSC concepts. There is also an emphasis placed on the flow process

principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors. GEN/CORE 40/TH/AH Elective

443-**Advanced Manufacturing I A** – 1-3 credits per sem. (max 6) IDOE 5608

444-**Advanced Manufacturing I B** – 1-3 credits per sem. (max 6)

Grade Level: Grade 11-12 (Dual Credit)

Prerequisite: Introduction to Advanced Manufacturing and Logistics

Advanced Manufacturing I is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Domains include safety and impact, electricity, manufacturing essentials, fluid power principals, mechanical principals, lean manufacturing, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Students take this course with the goal of being a skilled machine operator, repair technician, or working in management at any company that produces goods and services using advanced manufacturing techniques. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience. GEN/CORE 40/TH/AH Elective

445-**Advanced Manufacturing II A** – 1-3 credits per sem. (max 6) IDOE 5606

446-**Advanced Manufacturing II B** – 1-3 credits per sem. (max 6)

Recommended Grade Level: Grade 12 (Dual Credit)

Prerequisite: Advanced Manufacturing I

Advanced Manufacturing II builds on classroom and lab experiences students experienced in Advanced Manufacturing I. Domains include safety and impact, drafting principles, manufacturing programming, CAD/CAM and CNC technologies, automation and robotics, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Students continue this course with the goal of being a skilled machine operator, repair technician, or management at any company that produces goods and services using advanced manufacturing techniques. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

\*Qualifies as a quantitative reasoning course GEN/CORE 40/TH/AH Elective

454; 455-**Automotive Services Technology I** – 1-3 credits (max 6) IDOE 5510

456; 457-**Automotive Services Technology I** – 1-3 credits (max 6)

Grade Level: 11-12

Prerequisite: Introduction to Transportation

Automotive Services Technology I is a one year course that encompasses the sub topics of the NATEF/ ASE identified areas of Steering & Suspension and Braking Systems. This one year course offering may be structured in a series of two topics per year offered in any combination of instructional strategies of semester based or yearlong instruction. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, and engine repair should be covered as time permits. This one year offering must meet the NATEF program certifications for the two primary areas offered in this

course. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. Mathematical skills will be reinforced through precision measuring activities as well as cost estimation and calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solutions. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

GEN/CORE 40/TH/AH Elective

454; 455-**Automotive Services Technology II** – 1-3 credits (max 6) IDOE 5546

456; 457-**Automotive Services Technology II** – 1-3 credits (max 6)

Grade Level: 12

Required Prerequisite: Automotive Services Technology I

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

GEN/CORE 40/TH/AH Elective

449-**Introduction to Construction** – 1 credit

IDOE 4792

Recommended Grade Level: Grade 10

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. They 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.

GEN/CORE 40/TH/AH Elective

450; 451; 452; 453-**Construction Trades I** – 1-3 credits (max 6) IDOE 5580

Grade Level: 11-12

Prerequisite: Introduction to Construction

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

GEN/CORE 40/TH/AH Elective

450; 451; 452; 453-**Construction Trades II** – 1-3 credits (max 6) IDOE 5578

Grade Level: 12

Required Prerequisite: Construction Trades I

Construction Trades II builds on the formation, installation, maintenance, and repair skills learned in Construction Trades I. Information on materials, occupations, and professional organizations within the industry will be covered. Students will develop basic knowledge, skills, and awareness of interior trim and the installation of drywall, moldings, interior doors, kitchen cabinets, and baseboard moldings. Students will also develop exterior finishing competencies. The course includes instruction on the installation of cornices, windows, doors and various types of sidings currently used in industry. Studies will also focus on the design and construction of roof systems and the use of framing squares for traditional rafter and truss roofing.

GEN/CORE 40/TH/AH Elective

400; 401; 402; 403-**Cosmetology I** – 1-3 credits per sem. (max 6) IDOE 5802

Grade Level: 11-12

Prerequisite: Interpersonal Relationships

Cosmetology I offers an introduction to cosmetology with an emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring, business and personal ethics, bacteriology, and sanitation. In the second semester greater emphasis is placed on the application and development of these skills. The State of Indiana requires a total of 1500 hours of instruction for licensure. The student must provide his/her own transportation to the limited sites available for these classes. West Central School Corp. will offer a limited stipend to help students pay for this course.

GEN/CORE 40/TH/AH Elective

480; 481; 482; 483-**Fire and Rescue I** – 1-3 credits (max 6)

IDOE 5820

404; 405; 406; 407-**Fire and Rescue I** – 1-3 credits (max 6)

Grade Level: 11-12

Prerequisite: Interpersonal Relationships

Fire and Rescue I: Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars. Firefighters and emergency services workers help protect the public against these dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, and (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum.

GEN/CORE 40/TH/AH Elective

460, 461, 462, 463-**Welding Technology I** – 1-3 credits (max 6)

IDOE 5776

Grade Level: 9-12 (Dual Credit) (recommended Grades 11-12)

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

GEN/CORE 40/TH/AH Elective

460, 461, 462, 463-**Welding Technology II** – 1-3 credits (max 6)

IDOE 5778

Grade Level: 9-12 (Dual Credit) (recommended Grade 12)

Required Prerequisite: Welding Technology I

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

GEN/CORE 40/TH/AH Elective

## FAMILY & CONSUMER SCIENCES

**479-Advanced Child Development** – 1 credit IDOE 5360

Grade Level: 10-12

Prerequisite: Child Development & Parenting (with a C or better)

This course addresses more complex issues of early childhood education with emphasis on physical, social, emotional, intellectual, and cultural development throughout childhood, including school age children. Topics include positive parenting and nurturing, practices that promote long-term well being of children and their families.

Authentic applications are gained through field trips or school based experiences with children in locations such as preschools, elementary schools, or daycare settings.

GEN/CORE 40/TH/AH Elective

**475-Child Development & Parenting** – 1 credit IDOE 5362

Grade Level: 9-12

The focus is on research-based nurturing and parenting practices that support positive development of children. Topics include: responsibilities and challenges of parenthood, human sexuality, adolescent pregnancy, prenatal development, preparation for birth, the birth process, impacts of heredity, environment, and family and societal crisis on development of the child. Students are required to use the the “empathy belly” in school and take home the computer babies for a weekend. GEN/CORE 40/TH/AH Elective

\*Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses.

**170;171-Education Professions I A** – 1-3 credits (6 max) IDOE 5408

**170;171-Education Professions I B** – 1-3 credits (6 max)

Grade Level: 11-12

Prerequisites: Nutrition and Wellness, Child Development, Advanced Child Development, and Interpersonal Relationships

Education Professions I provides the foundation for employment in education and related careers and prepares students for study in higher education. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are required components. A standards-based plan guides the students’ field experiences. Students are monitored in their field experiences by the Education Professionals I teacher. Articulation with postsecondary programs is encouraged. GEN/CORE 40/TH/AH Elective

**470-Interpersonal Relations** – 1 credit

IDOE 5364

Grade Level: 9-12 (recommended 10-11)

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

GEN/CORE 40/TH/AH Elective

\*Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses.

**471- Introduction to Fashion and Textiles** – 1 credit

IDOE 5380

Grade Level: 9-12

Introduction to Fashion and Textiles is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. This course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashion, textile, and apparel arena. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; factors influencing the merchandising and selection of fashion, textile, and apparel goods and their properties, design, and production; and consumer skills. A project-based approach integrates instruction and laboratory experiences including application of the elements and principles of design, aesthetics, criticism, history and production; selection, production, alteration, repair, and maintenance of apparel and textile products; product research, development, and testing; and application of technical tools and equipment utilized in the industry. Direct, concrete mathematics proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers.

\*Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

GEN/CORE 40/TH/AH Elective

**474-Introduction to Housing and Interior Design** – 1 credit

IDOE 5350

Grade Level: 9-12

Introduction to Housing and Interior Design is an introductory course essential for those

students interested in academic enrichment or a career within the housing, interior design, or furnishings industry. This course addresses the selection and planning of designed spaces to meet the needs, wants, values and lifestyles of individuals, families, clients, and communities. Housing decisions, resources and options will be explored including factors affecting housing choices and the types of housing available. Developmental influences on housing and interior environments will also be considered. Basic historical architectural styling and basic furniture styles will be explored as well as basic identification of the elements and principles of design. Design Indiana Department of Education High School Course Titles & Descriptions 79 and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces. Presentation techniques will be practiced to thoroughly communicate design ideas. Visual arts concepts including aesthetics, criticism, history and production, are addressed. Direct, concrete mathematics proficiencies will be applied. A project based approach will be utilized requiring higherorder thinking, communication, leadership and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries. GEN/CORE 40/TH/AH Elective  
\*Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

**Intro to Culinary Arts and Hospitality** -2 credit this is a semester course  
DOE Code: 5438 • Recommended Grade Level: Grade 9, 10 •

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 and hospitality knowledge and skills. It is especially appropriate for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended. Topics include basic culinary skills in the foodservice industry, safety and sanitation, nutrition, basic hospitality skills, customer relations and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course. Students will be taught ServSafe and be given the ServSafe examine for certification.

**116-Preparing for College and Career** – 1 credit IDOE 5394  
Grade Level: 10-11 (beginning 2022, will be nonrequired-by-state elective class)  
Preparing for College and Career addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today’s choices on tomorrow’s possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes

reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project-based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

\*Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. GEN/CORE 40/TH/AH Elective

### ENGLISH/LANGUAGE ARTS

513\*-**Composition** – 1 credit

IDOE 1090

514\*-**Advanced Composition** – 1 credit

IDOE 1098

Grade Level: 12

Prerequisite: B average in English 11

College-bound students further develop and refine writing skills. Students write for different audiences and purposes with an emphasis on the process of writing, which includes prewriting, drafting, peer sharing, revising, proofreading, editing and publishing. Students will read and evaluate samples of well-written essays and other literature to enhance their own writing. Students will sometimes present their writing orally. During 1st term, students will practice techniques of reflective, narrative, and expository writing and review rules of usage and mechanics. During 2nd term, students refine language and style and study techniques of literary analysis and persuasion. Students study research tactics and do several research projects, using both MLA style and APA style.

GEN/CORE 40/TH/AH

529\*-**Composition—Dual Credit** – 1 credit

IDOE 1124

530\*-**Advanced Composition—Dual Credit** – 1 credit

Grade Level: 12

Prerequisite: B average in English 11/Rank in upper 1/3rd of class

Accumulative grade point average of 3.0 or greater (on a 4.0 scale)

SAT combined score of 1500 or ACT combined score of 21 (equivalent to the old SAT 1000)

Designed to provide credit towards the Core 40 Academic Honors Diploma and/or college credit, Composition/Advanced Composition emphasizes the refinement of writing skills. Students write for a variety of audiences and purposes while utilizing the process of writing. Special attention is given to peer evaluation and the revision process. Students will read and evaluate samples of well-written essays and other literature to enhance their own writing. Students are expected to complete much of the writing outside of class. During 1<sup>st</sup> term, students will practice techniques of reflective, narrative, and expository writing. An intensive review of grammar, usage, and mechanics is also covered, along with techniques for effective sentence structure. During 2nd term, students study additional expository techniques as well as persuasion and literary

analysis. Students learn research tactics and do several research projects, using both MLA style and APA style.

501;502-**English 9** – 1 credit per semester

IDOE 1002

Grade Level: 9

English 9 students will further develop the skills taught in middle school by studying language, literature and composition. Students develop an understanding of the relationship between literature and culture. Students build the techniques of expository writing, literary analysis, and technical writing as well as sharpening skills in the writing process. Students develop oral communication skill through group and individual presentations.

GEN/CORE 40/TH/AH

503\*-**English 9 Honors** – 1 credit

IDOE 1002

504\*-**English 9 Honors** – 1 credit

Grade Level: 9

Requirement: B average in English, completion of organized, standards-based portfolio; high scores on the 8th grade ILEARN, superior performance on reading comprehension/writing assessment, and teacher recommendation

The English 9 honors class is a college preparatory class, which is recommended for those who wish to earn the Academic Honors diploma. The literature portion of the class is centered around the study of the short story, novel, drama, and nonfiction.

Assignments, which encourage critical thinking skills, are included in this unit.

Composition assignments emphasize the development of the multi-paragraph paper using a variety of topics; a research paper is required. Oral communication skills are developed through the use of group and individual projects.

505-**English 10** – 1 credit

IDOE 1004

506-**English 10** – 1 credit

Grade Level: 10

Through the integrated study of language, literature, composition, and oral communication, English 10 further develops the skills learned in English 9. Reading assignments are centered around short stories, novels, drama, and nonfiction.

Composition assignments are given to allow the students to develop their skills through the writing process; a research paper is also required. Students develop oral communication skills through individual/group presentations.

GEN/CORE 40/TH/AH

507\*-**English 10 Honors** – 1 credit

IDOE 1004

508\*-**English 10 Honors** – 1 credit

Grade Level: 10

Requirement: Honors English 9 with a B average or teacher recommendation.

Through the integrated study of language, literature, composition, and oral communication, English 10 further develops the skills learned in English 9. Reading assignments are centered around short stories, novels, drama, and nonfiction.

Composition assignments are given to allow the students to develop their skills through

the writing process; a research paper is also required. Students develop oral communication skills through individual and group presentations. An accelerated pace and additional outside related materials distinguishes this course from English 10.

509-**English 11** – 1 credit

IDOE 1006

510-**English 11** – 1 credit

Grade Level: 11

Through the integrated study of language, literature, composition, and oral communication, the students further develop the skills from English 9 & 10. The students read assignments which center around American authors beginning with the colonial time period and ending with contemporary writers. The students study a variety of genres which will allow them to develop an understanding of the relationship between literature and culture. The students complete composition assignments which build the techniques of expository writing, literary analysis, and technical writing as well as polishing skills in the writing process. Students develop oral communication skills through group and individual presentations. Students complete an Internet project in the second term with the end product exhibiting writing and speaking communication skills.

GEN/CORE 40/TH/AH

511\*-**English 11 Honors** – 1 credit

IDOE 1006

512\*-**English 11 Honors** – 1 credit

Grade Level: 11

Requirement: Honors English 10 with a B average or teacher recommendation  
Students in the English 11 Honors class follow a college preparatory curriculum; students pursuing an Academic Honors diploma are encouraged to enroll in this class. Students study literature that develops an understanding of the relationship between literature and American history, primarily through the genre of the American novel. Students will write compositions that emphasize the development of academic writing skills including literary analysis, information and persuasive essay, comparative/contrast essays, and research papers. Students develop oral communication skills through the use of group and individual presentations and discussions, role playing activities, interviews, and speeches. The students may be required to purchase a research handbook.

527-**English 12** – 1 credit

IDOE 1008

528-**English 12** – 1 credit

Grade Level: 12

Students read and understand grade-level appropriate material including informational and technical materials as well as literature including satire, parody, allegory, and pastoral narrative and recognized works from world literature. Students write to demonstrate the progression through the writing process with narrative writing and responses to literature, as well as focusing on technical writing, such as resumes and job applications. Students deliver focused and coherent presentations using gestures, tone, and vocabulary appropriate to the audience and purpose.

GEN/CORE 40/TH/AH

534–**Etymology** – 1 credit DOE 1060  
Recommended Grade Level: 11-12  
Prerequisite: 4 credits in English/Language Arts  
Etymology, a language studies course based on Indiana’s Academic Standards for English/Language Arts, is the study of the derivation of English words and word families from their roots in ancient and modern languages. Students analyze meanings of English words by examining roots, prefixes, and suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in text that require etymological sensitivity, such as Renaissance poetry or works in translation. Students complete an etymology project. GEN/CORE 40/TH/AH

517-**Language Arts Lab** – 1 to 8 credit elective course IDOE 1010  
Language Arts/English Lab provides students with individualized instruction designed to support success in completing Language Arts course work aligned with Indiana’s Academic Standards to Language Arts.  
GEN/CORE 40/TH/AH Elective

519-**Library Media** – 1 credit IDOE 1082  
Grade Level: 9-12  
Library Media should provide instruction and practice in using procedures based upon library science theory. Emphasis should be placed on knowledge of specific reference materials, including electronic databases, for specific research needs; and knowledge of procedures practiced in all types of libraries and other information agencies. GEN/CORE 40/TH/AH Elective

531-**Novels** – 1 credit IDOE 1042  
Recommended Grade Level: 11 or 12  
Pre-Requisites: English 9 and 10  
Novels, a course based on Indiana’s Academic Standards for English/Language Arts, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors from the past and present or sets of novels from a specific era or across several eras. GEN/CORE 40/TH/AH

532 – **Short Stories** – 1 credit IDOE 1046  
Recommended Grade Level: 11-12  
Prerequisites: English 9 and 10  
Short Stories, a course based on Indiana’s Academic Standards for English/Language Arts, is a study of the distinct features of the short story, such as being tightly focused narrative fiction. The course may be organized by historical periods, themes, or authors. Students examine short stories with modernist and contemporary themes by a variety of

authors from the perspective of audience, purpose, and historical development. Students analyze what distinguishes the short story genre from other literary genres, such as the novels, epics, romances, biographies, etc. GEN/CORE 40/TH/AH

**533-Technical Communications** – 1 credit DOE 1096

Recommended Grade Level: 11-12

Prerequisites: English 9 and 10

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

\*Technical Business Communications may be substituted for this course if it meets "Composition" course (1090) requirements and students are completing a General Diploma. GEN/CORE 40/TH/AH

## MATHEMATICS

621, 622 -**Algebra I** – 2 credits IDOE 2520

627, 628-**Honors Algebra I** – 2 credits

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. [Note: the school corporation requires a C-average or higher as a prerequisite for Algebra II and Geometry. Students who do not have a C- average or higher in Algebra I or Integrated Math I may be required to complete an equivalent math course (Alg I, Int Math I, Basic Skills, Math Lab)]

\*Fulfills the Algebra I/Integrated Mathematics 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.

GEN/CORE 40/TH/AH

631, 632-**Algebra II** – 2 credits  
637, 638-**Honors Algebra II** – 2 credits

IDOE 2522

Grade Level: 9-12

Prerequisite: Algebra I

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

GEN/CORE 40/TH/AH

\*Fulfills the Algebra II/Int. Mathematics III requirement for all diplomas

641-**AP Calculus AB Advanced Placement** – 1 credit

IDOE 2562

642-**AP Calculus AB Advanced Placement** – 1 credit

Grade Level: 12 (except with consent of teacher)

Prerequisite: Pre-Calculus with a grade average of C+ or better.

Dual Credit Option: the student has the option to take this course as a dual credit course for university credits. Students may earn 3 credit hours from Purdue North Central.

This is an Advanced Placement Calculus course and will follow the AP Calculus curriculum provided by College Board. It is designed to challenge the high achieving math student. After a brief review of selected algebraic and geometric concepts, the topics will include: (1) functions, graphs, and limits, (2) derivatives, and (3) integrals. Students should be advised that throughout the entire course, a strong emphasis is placed on the use of the graphing calculator. Near the completion of the course students will be expected to take the AP Calculus exam.

GEN/CORE 40/TH/AH

\*Counts as a quantitative reasoning course

643-**Finite Mathematics** – 1 credit

IDOE 2530

644-**Finite Mathematics** – 1 credit

Grade Level: 9-12

Prerequisite: Algebra II or Integrated Mathematics III

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite Math is made up of five strands: Sets, Matrices, Networks, Optimization, and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. The eight Process Standards for Mathematics apply

throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. GEN/CORE 40/TH/AH

625,626-**Geometry** – 2 credits IDOE 2532

627,628 **Honors Geometry** – 2 credits

Grade Level: 9-12

Prerequisite: Algebra I

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. Geometry is made up of seven strands: 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 situation.

\*Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

GEN/CORE 40/TH/AH

623; 624-**Math 10** – 1 credit per semester IDOE 2531

Grade Level: 9-10

Prerequisite: Algebra 1

Math 10 is a new two-semester course designed to reinforce and elevate the Algebra 1 and 7th and 8th grade geometry knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra 1 and essentials for passing the state's graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra I or Integrated Math I teacher based on diagnostic results of performance in Algebra I and/or mathematics competency assessments. The standards for this course are aligned to the state standards that students need to master for success with the state's graduation qualifying exam in mathematics and the next level math courses. Emphasis is on a variety of instructional methods designed to meet each student's needs and delivered through competency-based units with frequent pre and post assessment data analyzed to drive instructional design and delivery

CORE40/AH/TH Elective

\*Counts as a Mathematics Course 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

633-**Pre-Calculus/Trigonometry** – 1 credit IDOE 2564

634-**Pre-Calculus/Trigonometry** – 1 credit

Grade Level: 11-12

Prerequisite: Geometry and Algebra II with a C+ average or better

Dual Credit Option: the student has the option to take this course as a dual credit course for university credits. Students may earn 6 credit hours from Purdue North Central.

Pre-Calculus/Trigonometry blends the concept and skills that must be mastered before enrollment in a college level calculus course. The course includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) trigonometry in triangles, (4) trigonometric functions, (5) trigonometric identities and equations, (6) polar coordinates and complex numbers, (7) sequences and series and (8) data analysis. Students should be advised that throughout the entire course, a strong emphasis is placed on the use of the graphing calculator. GEN/CORE 40/TH/AH

**640-Probability and Statistics** – 1 credit

IDOE 2546

Grade Level: 11-12

Prerequisite: Algebra II (with a grade average of C or better)

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decisionmaking process. Probability and Statistics are made up of three strands: Data Analysis, Experimental Design, and Probability. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged. The eight Process Standards for Mathematics apply throughout the course. Together with the 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. GEN/CORE 40/TH/AH

**629; 630-Mathematics Lab/Algebra I Enrichment** – 1 credit (max 8) IDOE 2560

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics. Mathematics Lab is to be taken in conjunction with a Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course. Mathematics Lab should not be offered in conjunction with Algebra I or Integrated Mathematics I; instead, schools should offer Algebra I Lab or Integrated Mathematics I Lab to provide students with rigorous support for these courses. GEN/CORE 40/TH/AH Elective

Note: Clarifying information can be appended to the end of the course title to denote the content covered in each course. Example: Mathematics Lab used to support students in Algebra II can be recorded on the transcript as Mathematics Lab – Algebra II.

## **PHYSICAL EDUCATION**

711, 712-Boys-**Physical Education I and II** – 1 credit per nine weeks IDOE 3542  
713, 714-Girls-**Physical Education I and II** – 1 credit per nine weeks IDOE 3544

Required Prerequisite: Grade 8 PE

Grade Level: 9

Physical education is a two term course required of all high school students. The student will be involved in a health related fitness program with emphasis placed on developing the skills necessary for a lifetime of activity. The student will apply rules and strategies for team sports, individual and dual activities, recreational games, aerobic exercise, and related fitness activities. 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. Adapted physical education must be offered, as needed, in the least restrictive environment and must be based upon an individual assessment. As a designated laboratory course, 25% of course time must be spent in activity

\*Fulfills part of the Physical Education requirement for all diplomas

\*\* Alternative PE credit may be earned through participation in athletics/marching band.  
See Appendix A for details/permission form.

**715-Elective Physical Education- Individual and Dual Activities** – 1 credit per semester

Grade Level: 11-12

IDOE 3560

Prerequisite: Successful completion of Secondary Physical Education.

The student will be involved in an in-depth, intensive study of individual and dual activities and sports, both as indoor activities and outdoor pursuits. The student will study concepts and principles of sport and exercise and will develop and refine skills and attitudes that promote lifelong sport and recreational activities. Outdoor pursuits may require the use of facilities outside the local area.

**716-Elective Physical Education- Weights and Conditioning** – 1 credit per semester

Grade Level: 11-12

IDOE 3560

Prerequisite: Successful completion of Secondary Physical Education.

The student will develop physical and muscular strength and endurance, flexibility and cardio-respiratory endurance through a personal program that enables them to achieve a desired level of fitness. The student will use free weights, weight machines, exercise equipment and fitness and conditioning activities. The student will be involved in outdoor pursuits in order to develop a well-rounded exercise program that can be used for a lifetime. The student is also able to use the class for rehabilitation, weight balance maintenance, and conditioning.

**717-Elective Physical Education-Life Guarding (1st Term)** – 1 credit IDOE 3560

Grade Level 10-12

Prerequisite: **As a prerequisite to this class, the student must be in or have passed level 5 in swimming.** Successful completion of Secondary Physical Education.

The student will be prepared to become Lifeguards. The students will have the opportunity to qualify for six certifications in this highly active class: Lifeguard Training, CPR for the Professional Rescuer, Aquatic First Aid, Preventing Disease

Transmission, Oxygen Administration, and Automated External Defibrillation. Students will be given the opportunity to increase their knowledge of water related safety as well as develop endurance through water-based lessons. The students will undergo ongoing assessments including both written and performance based skill evaluation.

**718-Elective Physical Education- Team Activities/Sports** – 1 credit IDOE 3560  
Grade Level: 11-12

Prerequisite: Successful completion of Secondary Physical Education.

The student will be involved in an in-depth study of team sports and activities with emphasis placed on advanced techniques, in depth team strategies, and advanced knowledge of the activity. The student will study the principles of sport and exercise as applied to team sports, both those that are played indoors and outdoors. The student will cover recreational sports/activities as well as competitive sports/activities. The students will also be involved in team building activities.

**719-Elective Physical Education-Water Safety Instructor (4th Term)** – 1 credit IDOE 3560  
Grade Level: 10-12

Prerequisite: Successful completion of Secondary Physical Education.

The American Red Cross Water Safety Instructor course is to train students to teach courses in the American Red Cross and Water Safety program by developing their understanding of how to use the course materials, how to conduct training sessions and how to evaluate participant's progress. The student will be able to demonstrate competency in many movement forms, apply movement concepts and principals to the learning and development of motor skills, exhibit a physically active lifestyle, demonstrate responsible personal and social behavior in physical activity settings. The student will be assessed by both written and performance based skill evaluation. The student must demonstrate maturity and responsibility as a part of their desire to become Water Safety Instructors.

## **HEALTH & WELLNESS**

**721-Health and Wellness Education** – 1 credit IDOE 3506  
Grade Level: 9-10

Prerequisite: 8th grade Health Education

Health and Wellness provides the basis to help students develop knowledge, concepts, skills, behaviors and attitudes necessary to promote health and avoid or reduce health risks. Through a variety of instructional strategies, the students will be provided the opportunity to explore the effect of health behaviors on an individual's quality of life. Students will develop an understanding of functional health information that promotes health throughout a lifetime. Students will cover the major content areas as defined by the Indiana Academic Standards for Health and Wellness.

\*Fulfills Health & Wellness requirement for all diplomas

**724-Current Health Issues** – 1 credit IDOE 3508  
Grade Level: 11-12

Prerequisite: Health and Wellness Education

In this elective course aligned with the Indiana Academic Standards for Health and Wellness, the student will focus on emerging trends in health. Included, but not limited to, are the following areas to be covered: medical technology, health care and medical treatments, health careers, personal health, communicable and non-communicable diseases, alcohol and drug issues and mental and emotional health. The students will help to determine the selection of topics and a variety of instructional methods will be used.

GEN/CORE 40/TH/AH Elective

## **HEALTH SCIENCE**

809-**Anatomy & Physiology** – 1 credit

IDOE 5276

810-**Anatomy & Physiology** – 1 credit

Grade Level: 11-12

Prerequisite: Biology I

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

GEN/CORE 40/TH/AH Elective

\*Fulfills a science course requirement for all diplomas

**Introduction to Health Science Careers (INTRO HS CAREERS)**

IDOE 5272

1-2 Credits Grade Level: 9-12

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

\*Counts as a Directed Elective or Elective for all diplomas

485;486-**Health Science Education I** – 1-3 credits sem. (6 max)

IDOE 5282

Grade Level: 11 (Dual Credit)

Health Science Education I is a course designed to provide a foundation of skills development to specific health careers including; patient care, nursing care, dental care, animal care, medical laboratory, and public health. Students will also receive an introduction to healthcare systems, anatomy, physiology, and medical terminology.

Laboratory experiences with industry applications are organized and planned around the activities associated with the student's career objectives. Job seeking and job maintenance skills, personal management skills, self-analysis to aid in career selection and completion of the application process for admission into a postsecondary program of their choice are also included in this course. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.

GEN/CORE 40/TH/AH Elective

**487;488-Health Science Education II: Nursing** – 1-3 credits sem. (max 6) IDOE 5284  
Grade Level: 12 (Dual Credit)

Required prerequisite: Health Science Education I

Health Science Education II: Nursing is an extended laboratory experience designed to provide students with the opportunity to assume the role of nurse assistant. Student have the opportunity to learn, and then to practice those technical skills previously learned in the classroom at qualified clinical sites while under the direction of licensed nurses.

These sites may include extended care facilities, hospitals and home health agencies.

Throughout the course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels of the healthcare field; an overview of the healthcare delivery systems, healthcare teams and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills such as providing appropriate personal care to patients; reporting necessary information to nursing staff; operating and monitoring medical equipment; teaching and assisting patients and families with the management of their illness or injury; and performing general health screenings. This course provides students with the knowledge, attitudes, and skills needed to make the transition from high school, to post-secondary opportunities, and to work in a variety of health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.

GEN/CORE 40/TH/AH Elective

**725- Health Science II: Physical Therapy** – 1-3 credits (max 6) IDOE 5215  
Grade Level: 12

Prerequisite: Health Science Education I

Health Science Education II: Physical Therapy is an extended laboratory experience designed to provide students with the opportunity to assume the role of a physical therapy assistant and practice technical skills previously learned in the classroom; all while working at qualified clinical sites and under the direction of licensed Physical Therapists. These sites may include extended care facilities, hospitals, home health agencies and a variety of other healthcare settings. Throughout the course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels within healthcare; an overview of the healthcare delivery systems, healthcare teams and legal and ethical considerations; and obtaining the knowledge, skills and attitudes

essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills to; help patients perform specific exercises; use massage and stretching techniques for treatment, aide patients with devices for movement; observe patient progress; educate patients and families; assist in cleaning treatment areas; and provide clerical assistance. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from high school, to postsecondary opportunities, and to work in a variety of health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service. GEN/CORE 40/TH/AH Elective

489;490-**Medical Terminology** – 1 credit per semester IDOE 5274

Grade Level: 11-12 (Dual Credit)

Medical Terminology prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings, all taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information in the healthcare industry. Students have the opportunity to acquire essential skills for accurate and logical communication, and interpretation of medical records. Emphasis is on forming a foundation of a medical vocabulary including; appropriate and accurate meaning, spelling, and pronunciation of medical terms, and abbreviations, signs, and symbols.

GEN/CORE 40/TH/AH Elective

## SCIENCE

809-**Anatomy & Physiology** – 1 credit

IDOE 5276

810-**Anatomy & Physiology** – 1 credit

Grade Level: 11-12

Prerequisite: Biology I

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields. GEN/CORE 40/TH/AH Elective

\*Fulfills a science course requirement for all diplomas

825\*-**AP Chemistry A** – 1 credit

IDOE 3060

826\*-**AP Chemistry B** – 1 credit

Grade Level: 12

Prerequisite: Chemistry I, Algebra II, Pre-Calc/Trigonometry

AP Chemistry 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 content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

\*Counts as a Science Course for all diplomas

\*Qualifies as a quantitative reasoning course

805; 806-**Biology I** – 1 credit per semester

IDOE 3024

Grade Level: 9-10

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

\*Fulfills the Biology requirement for all diplomas

823-**Chemistry I A** – 1 credit

IDOE 3064

824-**Chemistry I B** – 1 credit

Grade Level: 10-12

Prerequisite: Algebra I (can be taken concurrently)

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure and the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions.

Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

\*Fulfills a science (physical) course requirement for all diplomas

\*Qualifies as a quantitative reasoning course

GEN/CORE 40/TH/AH Elective

801; 802-**Earth/Space Science** – 1 credit per semester

IDOE 3044

Grade Level: 9-12

Earth and Space Science I is a course focused on the following core topics: universe; solar system; Earth cycles and systems; atmosphere and hydrosphere; solid Earth; Earth processes. Students analyze and describe earth's interconnected systems and examine

how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. \*Fulfills a science (physical) course required for all diplomas GEN/CORE 40/TH/AH Elective

**821-Integrated Chemistry** – 1 credit IDOE 3108

Grade Level: 10-12

Prerequisite: Algebra I (may be taken concurrently)

Integrated Chemistry is an introductory course to the principles of chemistry. Topics include the scientific method, states of matter, atomic structure, the periodic table, structure of matter, chemical reactions, acids, bases and solutions. Students explore the concepts through a combination of lecture, discussion, demonstration, and laboratory activities. Although the course is primarily conceptual in nature, students will be required to perform basic calculations as well. GEN/CORE 40/TH/AH Elective

\*Fulfills a science (physical) course requirement for all diplomas

**822-Integrated Physics** – 1 credit IDOE 3108

Grade Level: 10-12

Prerequisite: Algebra I

Integrated Physics is an introductory course to the principles of physics. Topics include motion, forces, work, power, energy, heat, temperature, waves, and electricity. Students explore the concepts through a combination of lecture, discussion, demonstration, and laboratory activities. Although the course is primarily conceptual in nature, students will be required to perform basic calculations as well. CORE 40/AHD Physical Science

**803 -Life Science** – 1 credit IDOE 3030

Recommended Grade Level: 9-12

Life Science is an introduction to biology course. Students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental biological concepts and principles. Students explore the functions and processes of cells within living organisms, the sources and patterns of genetic inheritance and variation leading to biodiversity, and the relationships of living organisms to each other and to the environment as a whole. CORE 40/AH/TH diplomas

\*Fulfills the life science requirement for the General Diploma only

**804-Physical Science** – 1 credit IDOE 3102

Recommended Grade Level: 9-10

Physical Science is a course in which students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental chemical, physical, and related Earth and space science concepts and principles that are related to students' interests and that address everyday problems. Students enrolled in Physical Science will explore the structure and properties of matter, the nature of energy and its role in chemical reactions and the physical and chemical laws that govern Earth's

interconnected systems and forces of nature.

CORE 40/TH/AH Elective

\*Fulfills the life science requirement for the General Diploma only

829-**Physics A** – 1 credit

IDOE 3084

830-**Physics B** – 1 credit

Grade Level: 9-11

Prerequisite: Algebra I or Algebra II

Physics I is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

\*Fulfills a science (physical) course requirement for all diplomas

\*Qualifies as a quantitative reasoning course

800-**Science Tutorial** – 1 credit (max 8)

IDOE 3094

Grade Level: 9-12 (must be taken concurrently with Core 40 science course)

Science Tutorial provides students with individualized instruction designed to support success in completing Core 40 science coursework for each year that they are enrolled in Core 40 science courses.

GEN/CORE 40/TH/AH Elective

## **SOCIAL STUDIES**

914-**Current Problems, Issues and Events** – 1 credit

IDOE 1512

Grade Level: 10-11

Current Problems, Issues, and Events provides opportunities to apply techniques of investigation and inquiry to the study of significant problems or issues. Students develop competence in: (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected should have contemporary historical significance and should be studied from the viewpoint of the social science disciplines. Community service programs, such as internships or other service experiences within the community, might be included.

CORE 40/AHD Elective

943-**Economics** – 1 credit

IDOE 1514

Grade Level: 11-12

Economics is a one-semester course, and is required for all students pursuing the Academic Honors Diploma or Core 40 Diploma. Students will explain that because resources are limited, people must make choices in all aspects of daily life and demonstrate an understanding of the role of supply, demand, prices, and profits play in a market economy. Students will examine market structures, business organization, and investment options. CORE 40/AHD

915-**Ethnic Studies** - 1 credit IDOE 1516

Grade Level: 9-12

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

\*Must be offered once a year

GEN/CORE 40/TH/AH Elective

940-**Government** – 1 credit IDOE 1540

Grade Level: 11-12

Government provides a framework for understanding the purposes, principals, and practices of representative democracy in the United States. Students will understand the nature of citizenship, politics, and government when they understand their rights and responsibilities as citizens. Students examine how the constitution protects individual rights and provides the structures and functions for various levels of government affecting their lives. CORE 40/AHD

916-**Indiana Studies** - 1 credit IDOE 1518

Grade Level: 9-12

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and students 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.

\*Must be offered at least once per school year

GEN/CORE 40/TH/AH Elective

941-**Psychology** – 1 credit IDOE 1532

Grade Level: 11-12

Psychology is the study of mental processes and behavior. Students will examine the scientific area of research methods and ethical considerations. Developmental psychology takes a lifespan approach to physical, cognitive, language, emotional, social and moral development. Personality, assessment and mental health topics include psychological disorders, treatment, personality and assessment. Biological basis focuses on the way the brain and nervous system functions, including topics of sensation, perception, motivation, and emotion. GEN/CORE 40/TH/AH Elective

942-**Sociology** – 1 credit IDOE 1534

Grade Level: 11-12

Sociology provides opportunity for students to study human behavior from a group perspective. Students will describe the development of sociology as a social science, and identify methods and strategies of research. Students will examine the influence of culture on group behavior, as well as the impact of groups and social institutions on group behavior. GEN/CORE 40/TH/AH Elective

931; 932-**U.S. History** – 1 credit per semester IDOE 1542

Grade Level: 11

United States History is a two-semester course. Students will review and identify events, persons, and movements in the early development of the nation. Students will trace and analyze chronological periods, key events, people and groups with political, economic, social and cultural influences on state and national development in the nineteenth, twentieth, and twenty-first centuries.

\*Fulfills the US History requirement for all diplomas GEN/CORE40/TH/AHD

911; 912-**World History and Civilization** – 1 credit per semester IDOE 1548

Grade Level: 9-10

*World History* emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures. Fulfills the US History requirement for all diplomas 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. GEN/CORE 40/TH/AH Elective

\*Fulfills the Geography History of the World/World History and Civilization graduation requirement for all diplomas

## **WORK-BASED LEARNING**

103; 104; 105; 106-**I.C.E.-(Interdisciplinary Co-Operative Education) Classroom** – 1 credit per semester (max 6 credits)

107; 108; 109; 110-**I.C.E.-(Interdisciplinary Co-Operative Education) Work** – 1 credit per semester (max 6 credits)

Grade Level: 12

IDOE 5902

Required Prerequisite: Preparing for College and Careers and a minimum of 4 credits in a logical sequence of courses related to the student's pathway and the work site placement  
Combines related instruction with paid on-the-job learning experiences consistent with the student's career objective and four-year training plan on file in the guidance office.  
The student attends related class (for a grade) for 5 hours per week and must train at the work site for 15 hours a week. Students should not be related to the employer, supervisor, or owner. Paycheck stubs must be submitted for verification of employment. Employers must sign and return training agreements and insurance forms. Students must complete 18 consecutive weeks. **All necessary forms MUST be completed and turned in by the first day of class. Job-hopping is not permitted and could result in the student's grade being lowered. Being fired will result in a failing grade and no credits earned.**

101-**Work Based Learning Multiple Pathways** – 1-3 credits per semester (max 6)

Recommended Grade Level : Grade 12

IDOE Codes Vary

Required Prerequisites: Preparing for College/Careers; 4 credits in the student's pathway.

Work Based Learning is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds students' skills and knowledge in their chosen career path or furthers their study within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating achievement and performance, whether WBS is a stand-alone course or a component of a discipline-specific CTE course. The model approved by the state which West Central will use is the Internship model. Hand in hand with this model are professional career internships where students are given the opportunity to gain work experiences in their chosen career area. Internship is available only the 2nd semester. Students will participate in a workplace experience, in regularly scheduled meetings with the supervising teacher, and in workshops or seminars that assist students in making the connection between academic learning and workplace experiences.

\* A minimum of 70 hours of workplace experience is required for one credit.

\* A minimum of 15 hours of workshops, seminars and/or classroom activities is required for one credit.

GEN/CORE 40/TH/AH Elective

## **OTHER**

### **950-Early Entry**

Grade Level: 12

Students may enroll in an accredited post secondary institution to begin taking post secondary classes. Students could receive a shortened schedule to allow time for travel to the post secondary institution. Dual credit for the post secondary classes is not normally given but may be granted in unusual situations. Any costs associated with early entry are the responsibility of the student. Students must provide their own transportation.

### **951-Distance Learning**

Grade Level: 10-12

A fee will be charged.

Students may enroll in courses not offered at West Central through a variety of sources. Some classes are offered through satellite hook-ups, some classes are on videotapes, some are offered over the Internet, and others are offered by correspondence via the mail. The amount of high school credits granted is arranged on an individual basis.

### **952-Double-Up**

Grade Level: 11-12

Students may enroll in an accredited post secondary institution to begin taking post secondary classes. Students could receive a shortened schedule to allow time for travel to the post secondary institution. Any costs associated with Double-Up are the responsibility of the student. Students might have to provide their own transportation.

### **960-College-Entrance Preparation** - 1 credit (max 4) IDOE 0532

Recommended Grade Level: 1st Semester Grade 11 or 2nd Semester Grade 10

Prerequisite (recommended): Algebra II (or concurrent enrollment in Algebra II)

College-Entrance Preparation utilizes individual student score reports from the PSAT or Accuplacer to prepare students for the SAT, ACT, Accuplacer and/or Compass college readiness assessments. Based on student score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science sections of college admission and placement exams. As appropriate, the course will also encompass test-taking strategies to prepare students for success on a high-stakes assessment. Teachers are encouraged to use a curriculum with longitudinal, successful results. Course may also include college selection and application units, to better prepare students for overall college-readiness.

GEN/CORE 40/TH/AH Elective

### **496-Special Vocational Program I**

Grade Level: 11-12

11th and 12th grade special needs students in this course will demonstrate skills needed in seeking, securing and maintaining employment. The students will learn problem solving skills and ways to manage personal finances. In addition, upon successful completion of first term work, students may be placed in a daily on-campus job. Students will earn one credit for this work experience.

180-**Basic Skills Development** – 1 credit (max 8)

IDOE 0500

181-**Basic Skills Development** – 1 credit (max 8)

Grade Level: 9-12

Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, which are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations.

GEN/CORE 40/TH/AH Elective

118 – **Cadet Teaching Experience** – 1 credit (max 4)

IDOE 0502

Grade Level: 11-12

This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in grades kindergarten (K) through grade nine (9). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. Study topics and background reading provide the cadets with information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum. GEN/CORE 40/TH/AH Elective  
\*Cadet teaching experience for high school students is limited to grades kindergarten through grade nine

190-**Peer Tutoring** – 1 credit (max 2)

IDOE 0520

Grade Level: 11-12

Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12), through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring

experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies. GEN/CORE 40/TH/AH Elective

**Driver Education** – 0 credits

IDOE 3520

Driver Education is a non-credit course offered only during the summer and as a part of the extended school day during the school year. Thirty hours of classroom and six hours of driving are required to take a road test either through a commercial driver training school, high school driver education program, or at a local license branch.

**Trojan Opportunity Academy**

Grade Level: Grade 10-12

At-risk students are given the opportunity to learn in an environment that addresses the inability to succeed in the traditional classroom setting. Students will enroll in courses necessary to recover credits that lead to graduation. Students are supported by services essential to success. Students progress at an individual pace. Student/teacher conferences, progress monitoring, and attendance reports are provided on a bi-weekly basis. The amount of high school credits granted varies according to individual student needs.

## West Central High School Physical Education I Credits

The Indiana State Board of Education has granted local school districts the flexibility of awarding students Physical Education credits that demonstrate proficiency through alternative means. Students who demonstrate mastery of the Indiana Academic Standards for PE, as documented by a coach, sponsor, or director, may be eligible for alternative PE credit.

### Program Requirements:

1. One PE credit will be awarded for a *complete* season of a West Central High School sponsored IHSAA sport, cheerleading, or marching band. A total of 2 credits, earned over two complete season, can be earned at WCHS. Managing a sport does not count as participation.
2. A complete season is defined **as first practice to final event**. The student must remain on the active roster the entire season or the duration of the activity.
3. Disciplinary suspensions from the activity may result in forfeiture of credit as determined by the coach, director, or sponsor.
4. By the date listed below, the student will submit the Alternative PE Credit Form to the guidance office with all appropriate signatures.
5. At the conclusion of the season or activity, the coach, director, or sponsor will complete an Alternative PE Verification form and submit it to the guidance office.
6. The guidance counselor or designee will confirm successful participation and place the credit on the student's transcript as a semester grade. A grade of "A" will be awarded to all students who meet the requirements for the alternative credit.
7. Since credits earned will be based on mastery of the physical education standards, coaches, directors, and sponsors may choose to work with the student beyond the season until the standards are met.
8. The student will participate regularly in physical activity, demonstrated by participation in over 90% of group activities, or 66% due to major injury.
9. Student must be enrolled at West Central High School for more than 3 periods per day.

### Student Responsibilities:

1. The Alternative Physical Education Credit Contract must be completed by **August 15 for the fall semester and January 20 for the spring semester**.

**West Central High School**  
**Alternative Physical Education Credit Contract**

Student Name: \_\_\_\_\_

Student ID Number: \_\_\_\_\_ Grade: \_\_\_\_\_

Approved Activity or Sport:  
\_\_\_\_\_

I agree to the following requirements and conditions to earn my alternative PE credit.

1. I will complete and be active the entire season for the sport or activity listed above.
2. I will not have any disciplinary suspension for the sport or activity listed above.
3. I will meet all standards set forth by the Indiana Department of Education for Physical Education.
4. I will maintain a schedule for practices and events in the sport or activity listed above.
5. I will maintain a level of effort that is representative of receiving a high grade in a course at West Central High School.

I have read the above requirements and understand and agree to fulfill all requirements. I understand that failure to meet all alternative PE credit requirements will mean that I will not receive the PE credit. If this occurs, I understand that I will be assigned to a PE class to meet the state graduation requirement for PE. I understand that being removed from my activity by means of cuts, quitting, academics, disciplinary measures, attendance, or prolonged illness, injury or non-participation will result in not earning the PE credit.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Coach or Director: \_\_\_\_\_ Date: \_\_\_\_\_

Received in Guidance Dept: \_\_\_\_\_ Date: \_\_\_\_\_

Appendix B: Early Graduation Form

## West Central Jr/Sr High School Sixth or Seventh Semester Graduation Application

The curriculum is designed to give maximum benefit to students who enroll for eight full semesters of high school courses; however, circumstances sometimes make it necessary for students to terminate their high school education early.

Graduation may be achieved after six or seven semesters if both ISTEP 10 Math and ISTEP 10 English Language Arts assessment have been passed (Class of 2019 and beyond). Also, all forty (40) required credits have been completed to earn the Indiana Core 40 diploma or forty-seven (47) required credits have been completed to earn the Indiana Academic/Technical Honors diploma. This must be planned when the classes are being selected for the student's final year of high school, spring before year of sixth or seventh semester graduation. An application requesting sixth or seventh semester graduation must be filed with the school counselor. This form must be signed by both student and parent in the spring prior to the student's final year. The principal will decide whether a student's request will be honored. A sixth or seventh semester graduate may participate in end of the year senior activities. Participation in graduation exercises requires attendance at the scheduled graduation practice. Sixth or seventh semester graduates are not eligible for Valedictorian or Salutatorian honors given at the end of the year. Sixth and seventh semester graduates will be ranked with their cohort (junior class) WCHS will allow sixth and seventh semesters grads to compete for local scholarships. We consider them "seniors" and open any awards or privileges to them once they have been approved for sixth or seventh semester graduation. The only exception is that they are ineligible to be named Valedictorian or Salutatorian. Also, we do not roll their class rank up to the "senior" class. Their transcript will reflect their GPA and associated class rank in their "junior" cohort.

Parental involvement for students under the age of 18 is required. The high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that sixth or seventh semester is related to career and/or education plans of the student making the request. Upon approval by the high school principal:

1. All graduation requirements are completed for the student to require the Indiana Core 40 diploma (40 credits) or the Indiana Academic/Technical Honors diploma (47 credits).
2. An application for sixth or seventh semester graduation is completed on or before May 1st of the student's sophomore year (six semester graduation) or May 1st of the student's junior year (seventh semester graduation). The application must include all required paperwork and signatures.

3. Parent approval is received for students under the age of 18 year of age.
4. The student's school counselor is involved and has had a chance to discuss future plans, academic goals, and student's rationale for making the request.
5. Some of the criteria that will be taken into consideration in granting or denying the student's request for sixth or seventh semester graduation is based on the following information:
  - a. Are the student plans for the second semester consistent with career goals?
  - b. Are there courses that are available to the student which they have not taken which they can sign up for which will better prepare the foundation of coursework for their post graduation plans?
  - c. Are work plans consistent with the skills the student is looking to gain in the long run?
  - d. Is the student older than the other students in the current graduating class?
  - e. Does the student have plans to join a branch of the military and would this occur during the normal time of the second semester offerings?

It is important that the student furnish West Central Jr/Sr High School with sufficient information so that an appropriate decision can be made. Applications for sixth or seventh semester graduation needs to be turned into the School Counselor in Student Services with all signatures and backup materials by May 1st of the student's sophomore year (six semester graduation) or May 1st of the student's junior year (seventh semester graduation). Students will not have any special awards or privileges prior to the start of the fall school year in which they are requesting sixth or seventh semester graduation.

**Criteria You MUST Meet to Qualify for Early Graduation:**

You must be able to check **ALL** statements below:

\_\_\_\_\_ I will earn at least the Core 40 diploma.

\_\_\_\_\_ I have passed the State Graduation Exam or completed a Graduation Pathway

- ISTEP 10 in **both** Language Arts and Math (Class of 2019 and beyond)

\_\_\_\_\_ I have at least a 2.67 GPA.

\_\_\_\_\_ I have maintained at least a 95% attendance rate (principal approval required if lower).

***West Central Jr/Sr High School***



\_\_\_\_\_ After First Semester of my Senior year (Seventh Semester Graduate)

\_\_\_\_\_ After Second Semester of my Junior year (Sixth Semester Graduate)

Do you plan on participating in the Graduation Ceremony? \_\_\_\_\_ Yes  
\_\_\_\_\_ No

Additionally, you must meet **one** of the following criteria. Please check the one that best fits your situation:

\_\_\_\_\_ I plan on attending college or technical school at:

(1<sup>st</sup> Choice) \_\_\_\_\_

(2<sup>nd</sup> Choice) \_\_\_\_\_

- Start date: \_\_\_\_\_ (must provide a letter of acceptance)

\_\_\_\_\_ I will be enlisting in the following branch of the military: \_\_\_\_\_

- Start date: \_\_\_\_\_ (must prove enlistment)

\_\_\_\_\_ I have circumstances that make it unlikely that I will graduate at all if not allowed to accelerate the pace. (must explain)

Please answer the following on a separate piece of paper and attach to the application. **Be specific.** Student must submit an additional page explaining career goals in relation to their need for acceptance of sixth or seventh semester graduation. The application will be incomplete without completion of the this section. Student should list college applied to or applying to and intended major. If student is seeking employment, then anticipated career should be listed as well as the name of companies that the student is applying to for work.

1. State your reason(s) for requesting early graduation and future career goals.
2. The educational benefit the student will gain through early graduation.
3. State your plans for the immediate semester or year following early graduation, what the student plans to do with the time that would have been their senior year.

\_\_\_\_\_  
Student's Signature \_\_\_\_\_  
Date

**Parent Section**

I, \_\_\_\_\_ approve \_\_\_\_\_ disapprove of my student's request for early graduation.

\_\_\_\_\_  
Parent Signature \_\_\_\_\_  
Date

-----  
**Principal/Assistant Principal Section**

This student does not have any pending attendance or disciplinary infractions.

I, \_\_\_\_\_ approve \_\_\_\_\_ disapprove this student's request for early graduation.

\_\_\_\_\_  
Principal Signature \_\_\_\_\_  
Date

I, \_\_\_\_\_ approve \_\_\_\_\_ disapprove this student's request for early graduation.

\_\_\_\_\_  
Assistant Principal Signature \_\_\_\_\_  
Date

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**Counselor Section**

This student has met or will have met ALL of WCHS and the State of Indiana's requirements for graduation by the following date: \_\_\_\_\_ (See attached 4 year plan)

I, \_\_\_\_\_ approve \_\_\_\_\_ disapprove this student's request for early graduation.

\_\_\_\_\_  
Counselor Signature

\_\_\_\_\_  
Date