

# **Batesville High School**

## **Curriculum and Course Guide**

**2025 – 2026**

*For the Classes of 2026 - 2027*



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## **Scheduling Procedures/Timeline**

- January - Curriculum Guide Announced  
Student Class Meetings Begin  
Students Submit Course Requests
- February - Student Course Requests Entered  
Student/Counselor Meetings Begin
- March - BHS Master Schedule Set  
Student Scheduling Conflicts Discussions
- May - Student Scheduling Complete/ Parent Signature Required

At Batesville High School, our students drive the course schedule. After a class meeting regarding scheduling, student submit requests and those requests will be entered into the computer. A master schedule is not completed until requests from students are formulated into data to complete the best master schedule for our students. After a master schedule is complete, student schedules are formulated. All students in grades 9-11 will meet individually with a school counselor to finalize each schedule. Final schedules will be signed by parents/guardians for final approval.

## **Schedule Change Policy**

Students make course selections for the entire school year and are expected to give careful consideration to course selections when they are made during the scheduling period. After students register for classes, teachers will be hired and teacher schedules established based upon selections made by students. Students will be able to review their schedules in May prior to the Schedule Change Deadline. Once a student's schedule has been prepared, changes may be made until the end of the school year.

### **Change after the conclusion of the school year may be made only under the following conditions:**

- \*need to meet high school graduation requirements
- \*need to meet college entrance requirements
- \*student is academically misplaced
- \*need to balance over-crowded classes
- \*an error in computer entry
- \*late staff changes

Although course selections are made for the entire school year, a student may request a course selection change for second semester with parent approval through late November. Course selection changes will be made on a very limited basis, which meet criteria listed above. Requested changes related to teacher assignments, lunch assignments, class periods, etc. will not be considered. Schedule changes to add additional blocks of a work-based learning program at the semester do not meet the policy. The BHS administration reserves the right to make schedule changes based upon legitimate student needs.

Ivy Tech Courses follow the same schedule change policy as BHS classes. This includes: Dual Credit courses, Dual Enrollment courses, Virtual courses, Fully Online courses, and any Block Off for College Courses. Ivy Tech courses cannot be dropped or withdrawn from without prior approval from the BHS guidance office/administrators. *Note: Permission to drop or withdrawal from a BHS class or an Ivy Tech course is not commonly approved.*



**CORE40 with Academic Honors** (minimum 47 credits)

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits  
(6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" (70%) or better in courses that will count toward the diploma.
- Have a grade point average of a "B" (3.0) or better.
- Complete one of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
  - C. Earn two of the following:
    - 1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list
    - 2. 2 credits in AP courses and corresponding AP exams
    - 3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams

**CORE40 with Technical Honors** (minimum 47 credits)

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  - 1. State approved, industry recognized certification or credential, or
  - 2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of "C" (70%) or better in courses that will count toward the diploma.
- Have a grade point average of a "B" (3.0) or better.
- Complete one of the following,
  - A. Any one of the options (A - F) of the Core 40 with Academic Honors
  - B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
  - C. Earn the following minimum score(s) on Accuplacer Writing 80, Reading 90, Math 75.
  - D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.

**New for the Class of 2028 (only). The Academic and Technical Honors Diploma criteria will merge into one Honors Diploma.**

**C•RE4O with Honors**

*(minimum 47 credits)*

For the **Core 40 with Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits or Quantitative Reasoning credits.
- Earn 6 credits in a NLPS CTE Pathway or Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” (70%) or better in courses that will count toward the diploma.
- Have a grade point average of a “B” (3.0) or better.
- Earn 6 verifiable transcribed dual credits or earn a state approved, industry recognized certification or credential





# Indiana GRADUATION PATHWAYS



The path to graduation is not one-size-fits-all. Indiana provides many pathways for students to earn a high school diploma.

## OVERVIEW

Students starting with the Class of 2023 must meet all of the following:

- 1** Diploma
- 2** Learn & Demonstrate Employability Skills
- 3** Postsecondary-Ready Competencies

### **1** Diploma *Earn one of the diploma designations*

- Core 40 (All cohorts)
- Academic Honors (2024-2027)
- Technical Honors (2024-2027)
- Honors (2028 + beyond)

### **2** Employability Skills

- Work-Based Learning:**
- Manuf., CNA, CCMA
  - Southeastern Career Center
  - Career Exploration Internship
  - Supervised Ag. Experience
  - Degree Capstone
  - Principles of Teaching
  - WBL Capstone

### **3** Postsecondary-Ready Competencies

*Meet at least one of these competencies*

#### Honors Diploma

#### SAT

*\*reading/writing = 480, math = 530*

#### ACT

*\*english = 18, reading = 22, math = 22, science = 23 (2 out of 4 needed with at least one in English/Reading and one in Math/Science)*

#### ASVAB

*\*minimum of 31 (intent to enlist form required)*

#### Industry Certification

*\*certification from approved DWD list*

#### CTE Concentrator

*\*C average or higher in 2 advanced CTE courses*

#### AP/Dual Credit

*\*C or higher in 3 courses (1 of the 3 courses must be in core content area or all three must be a part of a CTE pathway)*



MARGARET MARY  
HEALTH

Wood-Mizer

MED MIZER

ST. ANDREWS  
HEALTH CAMPUS  
*A Priddy Square Living Community*

### **Batesville High School 41<sup>st</sup> Credit**

Beginning with the class of 2025 students may substitute the required third Physical Education credit with any second consecutive year of an established Batesville Music program or a Concentrator series with the Next Level Program of Studies such as Project Lead The Way, Agricultural Education, or Business.

### **Graduation Testing Requirements**

In addition to the BHS diploma course requirements, students must complete Indiana requirements for graduation under the Graduation Pathways. Graduation Pathways will require students to take the SAT School Day in the spring of the student's junior year.

Students enrolled in Biology I will take the ILEARN Biology Test.

Students enrolled in United States Government will take the Naturalization Exam.

### **Graduation Pathways Policy:**

*The Graduation Pathways has three requirements:*

- 1) Earn a high school diploma
  - General, Core 40, Academic Honors, Technical Honors
- 2) Learn & Demonstrate Employability Skills
  - Work Based Learning: COOP, SCC, Mentorship, Cadet Teaching, Capstone Course
- 3) Demonstrate Postsecondary-Readiness Competencies.
  - Honors Diploma, ACT/SAT, ASVAB with intent to enlist, Industry Cert., CTE Concentrator, Dual Credit

### **Work Based Learning & English 12**

Batesville High School students in the graduating class of 2025, 2026 & 2027 who have earned six graduation pathway dual credits at the end of their junior year or have completed/are scheduled for completion of a CTE Concentrator sequence or CT (Certificate) or TC (Technical Certificate) have demonstrated competency and therefore are eligible to receive two English 12 credits through a full year of classroom instruction in either Work Based Learning or Career Exploration Internship. Students will receive a credit for their work experience in addition to English credit.

This is a required full year, two semester experience

### **Other Testing Requirements:**

Students who plan to take a Dual Credit or Dual Enrollment course from Ivy Tech will be required to meet certain qualifications related to each course. These qualifications can first be met through PSAT scores, SAT, ACT scores, or meeting the minimum GPA requirement after four semesters of enrollment at BHS. If these course requirements are not met prior to starting the course, the student will be required to take the *Knowledge Assessment* for entry into the class. An exception exists with Pre-Calculus and Finite Math. Students will be able to take Pre-Calculus and Finite Math without earning a qualifying Ivy Tech score due to Academic Honors diploma requirements. However, if they do not meet the Ivy Tech requirement, they will NOT receive the dual credit for the math course.

- The *Knowledge Assessment* is a diagnostic test with no limits on the number of attempts to meet the score requirement for each course.

### **Course Audit**

A student may retake a course with administrative approval. The student must receive a grade lower than a 70% in order to be eligible to retake the course. Only students retaking the course for the purpose of gaining a higher level of diploma or a student striving for a 2.5 GPA for 21st Century Scholars will be allowed to take the same course over during the student's high school academic career. The best grade earned by the student's attempts will be the grade listed on the transcript. The lower grade earned will be shown as an audited course on the transcript and will not count towards the student's cumulative GPA or class ranking (This does not include grades below a 60%/F). Courses will only be audited if a credit was earned.

### **Early Graduation**

Batesville High School takes pride in students who are able to complete their high school diploma requirements before the end of eight semesters. Batesville High School will honor 6<sup>th</sup> and 7<sup>th</sup> semester graduation for students who have pre-arranged this accomplishment through school administration and have completed all necessary paperwork for graduation.

### **Ivy Tech Early Graduation Option**

BHS and Ivy Tech have collaborated on an Early Graduation Opportunity to offer a more defined path for BHS early graduates. Students who participate in the Ivy Tech Early Graduation Opportunity will satisfy their Indiana High School diploma requirements by the end of the first semester in their senior year.

During second semester of their senior year, students will be enrolled in one BHS course and five Ivy Tech courses of their choice. This allows these students to still be considered BHS students, and to take benefit in the tuition FREE courses at Ivy Tech. Students will only be responsible for the book costs. The five Ivy Tech courses selected should not be dual enrollment/dual credit courses, but should be ANY course offerings suited for the student's future major. These five courses are determined after an academic advising meeting with Ivy Tech advisors.

### **Scholastic Awards**

The Scholastic Awards Program for the students of Batesville High School is funded through the efforts of past members of the Batesville Jaycees and the current members of the Batesville Kiwanis. This program recognizes students in grades 9-12 who have maintained academic excellence. Students who achieve this status at the completion of each semester throughout the school year qualify for the award. Certificates are presented at the end of each year. A student who qualifies all four years receives a plaque acknowledging their achievement.

Students must earn a **3.818** or higher-grade point average after each semester while in high school to be eligible for the award. Semester grades that appear on the transcript will be used to determine the **3.818** or higher GPA eligibility.

\*Students in grade 12 -In addition, second semester mid-term grades will be used to calculate eligibility for the Scholastic Awards spring program

*These awards are presented at Batesville High School at an award ceremony in May of each school year.*

### **Class Rank**

All courses receiving one full credit are counted toward a student's grade point average and class rank. This is a cumulative process counting their final grade of each semester, grades nine through twelve. Rank is figured at the end of each semester. Each student's GPA and ranking order in their graduating class is printed on their transcript at the end of each semester. Students must have four semesters

completed at Batesville High School and be consecutively enrolled in five or more classes to be eligible for class ranking.

**Weighted Grades**

Batesville High School recognizes and rewards academic rigor through a weighted grade system. Students who participate in highly rigorous courses earn honor points. Courses receiving an additional grade weight will be published each spring on the BHS website and will remain in effect for one academic year.

## GPA Calculation/4.0 Scale

GPA and class rank will be calculated on the 4.0 scale

### Normal Scale

A+	100 – 97 = 4.0
A	96 – 93 = 3.81
A-	92 – 90 = 3.66
B+	89 – 87 = 3.33
B	86 – 83 = 3.0
B-	82 – 80 = 2.66
C+	79 – 77 = 2.33
C	76 – 73 = 2.0
C-	72 – 70 = 1.66
D+	69 – 67 = 1.33
D	66 – 63 = 1.0
D-	62 – 60 = .66
F	59 – 0 = .00

### Weighted Scale

A+	100 – 97 = 4.333
A	96 – 93 = 4.144
A-	92 – 90 = 4.0
B+	89 – 87 = 3.667
B	86 – 83 = 3.333
B-	82 – 80 = 3.0
C+	79 – 77 = 2.667
C	76 – 73 = 2.333
C-	72 – 70 = 2.0
D+	69 – 67 = 1.667
D	66 – 63 = 1.333
D-	62 – 60 = 1.0
F	59 – 0 = <i>No additional weight</i>

### Athletic Eligibility/ NCAA Requirements

To be eligible scholastically, students must have received passing grades and earned credit at the end of their last grading period in school in at least seventy percent (70%) of the maximum number of full credit subjects (or the equivalent) that a student can take and must be currently enrolled in at least seventy percent (70%) of the maximum number of full credit subjects (or the equivalent) that a student can take. For purposes of this rule, a student must have been enrolled in a minimum of Four (4) full credit courses (or the equivalent) during the last grading period, and must be enrolled in a minimum of Four (4) full credit subjects (or the equivalent) during the current grading period. Semester grades take precedence. Two semesters of the state required physical education course may be counted as a full credit subject for eligibility purposes. Physical education credit earned by participation on an athletic team, may not count toward academic eligibility.

- Maximum Classes:    4    5    6    7    8
- Must Pass:            3    4    5    5    6

For students entering a NCAA Division I school, there are certain academic requirements that must be met at the high school level.

*The following courses are NOT APPROVED for NCAA eligibility: Film Literature, Technical Communications, Student Publications: Yearbook and Advanced Life Science.*

For more information on NCAA requirements, please go to the NCAA website:

[www.eligibilitycenter.org](http://www.eligibilitycenter.org)

*IHSAA Academic Standards for BHS Athletic Eligibility:*

Students must have passing grades (60% or higher) for the equivalent of five credit subjects on the IHSAA Certification Dates in order to remain academically eligible for BHS Athletics. Semester grades take precedence. A student not meeting this standard shall not participate in an interscholastic contest as a member of any athletic team. Please direct any questions to the BHS Athletic Office.

## **Dual Credit & Dual Enrollment**

Batesville High School offers dual credit and dual enrollment opportunities for high school students ready to begin college-level work. Ivy Tech Community College offers a variety of high school-based dual credit courses. These are accredited Ivy Tech college courses taught at Batesville High School, through equivalent high school courses sanctioned by the Indiana Department of Education, by highly qualified high school teachers who meet the same credentialing standards as those required of on-campus Ivy Tech faculty. Enrollment is not permitted in Dual Credit courses taught by BHS teachers through Ivy Tech Online or Ivy Tech Dual Enrollment. Dual enrollment courses are taught on Ivy Tech's campus by Ivy Tech instructors.

Upon successful completion of a high school-based dual credit course and/or a dual enrollment course, students are awarded both high school and Ivy Tech Community College credits. To receive Ivy Tech credit, they enroll as "Courses Only" Ivy Tech students, meaning that they are officially Ivy Tech students who are not yet pursuing a degree or certification in one of the programs offered on the three campuses.

There is no tuition charged for Ivy Tech High School-Based Dual Credit Courses and Ivy Tech Dual Enrollment Courses. Students are required to purchase the necessary textbook(s) for the Ivy Tech course(s) at their own expense. Students who are approved for a Career Scholarship Account (CSA) through the Commission for Higher Education (CHE) are responsible for covering the costs of their Ivy Tech tuition, fees and textbooks as applicable to their course/program enrollment.

Upon successful completion of a high school-based dual credit course and/or a dual enrollment course, students are encouraged to check with public colleges and universities for transferability. It is also possible that the dual credits can transfer to private or out-of-state colleges or universities, but again, students need to check with specific schools to be sure. Ultimately, it is up to the receiving institution to determine which credits transfer and how they can be used.

All Ivy Tech Courses taken during the academic year, this includes: Dual Credit courses, Dual Enrollment courses, Virtual courses, Fully Online courses, and any Block Off for College Courses will be transcribed to the BHS transcript. This excludes Ivy Tech summer courses. The final date of student attendance in the course regardless of course completion will be considered the student's final course grade.

Batesville High School Dual Enrollment courses follow the published Ivy Tech-Batesville school calendar. Students are expected to attend each Ivy Tech-Batesville Dual Enrollment session. In most cases, Dual Enrollment courses do NOT meet on Monday's but do meet during BCSC Fall and Spring breaks.

Dual Enrollment courses are limited to the BHS course offerings per agreement with Ivy Tech. Course requests outside of this agreement must meet specific high school graduation goals and post-secondary credentialing obtainment while in high school. Administration gives final approval for all course requests outside of this agreement.

## **Other Dual Credit Requirements**

Students who take a dual credit course are required to complete all mandatory course requirements by the deadline assigned. Failure to complete proper registration by the assigned deadline may necessitate removal from the course and transfer to an alternative BHS course. Students are required to register each dual credit course on Ivy Tech's Dual Enroll portal or with Vincennes' Project Excel (SCC students). The deadline for students to register their courses on Dual Enroll will be publicized the first week of class in each academic semester. Steps for registering will be provided by the School Counselors and Ivy Tech-Batesville across several messaging platforms. *The exception exists with Pre-Calculus and Finite Math. Students will be able to take Pre-Calculus and Finite Math without earning a qualifying Ivy Tech score due to Academic Honors Diploma (AHD) requirements. However, if they do not meet the Ivy Tech requirement, they will NOT receive the dual credit for the math course and will need to meet bullet point 7 of the AHD in another way.*

## **8-Week Courses & How they are transcribed**

Students may be given a “Block Off” for online Ivy Tech 8-week classes when working towards a degree or certificate completion. An 18-week BHS “Block Off” time slot allows for two Ivy Tech 8-week courses to be transcribed during that one “Block Off”. In situations where students take a dual credit online Ivy Tech course for certificate/degree completion, but do not have a “Block Off” (at least 8-weeks) in their BHS schedule, the dual credit course will NOT be transcribed on their high school transcript and will only be used for Ivy Tech completion at the college level. If a student is working towards certificate/degree completion and only needs one 8-week online course and is given a BHS “Block Off” to complete the course and credential, the student may have the other 8-weeks free in certain scenarios approved by administration.

## **Indiana College Core**

The General Education Transfer program, also known as the Indiana College Core was developed in 2012, and enables a student who satisfactorily completes an approved program of general education in any one of those institutions to transfer that coursework to any other Indiana state educational institution as a block of 30 credit hours toward the general education core requirements.

These courses meet the competency requirements identified by all state public higher education institutions. When an Ivy Tech student completes all requirements of the Gen Ed Transfer program, the student’s transcript will note that the transfer core has been completed.



## **Bulldog's Associate's Degree - Ivy Tech Community College**

In 2018, Batesville High School's first student graduated with a Batesville High School Diploma and an Associate’s Degree from Ivy Tech Community College, simultaneously. The following academic year, BHS and ITCC collaborators began to work on a defined course alignment with BHS students' interests and degree attainment. Since 2018, dozens of Batesville graduates have completed both their High School Diploma and Associate's Degree at the time of commencement and many more students are on track for completion annually.

Interested students will begin planning for their degree when scheduling for their junior year. BHS counselors, the Ivy Tech K-14 director and an Ivy Tech College Connection Coach will meet with students who express interest to develop a course progression for diploma and degree completion. The specific Associate's Degree completion and course requirements vary based on student interest. This option is individualized to meet the student's post-secondary plans and is open to all Indiana Diploma types.

## **Career and Technical Education Courses (CTE)**

Today’s cutting-edge, rigorous and relevant Career and Technical Education (CTE) prepares youth for a wide range of high-wage, high-skill, high-demand careers. The mission of Career and Technical Education (CTE) in Indiana is to ensure an education system of high quality and equity for the academic achievement and career preparation of all Indiana students. Students in Indiana’s secondary CTE programs will gain the knowledge, skills and abilities needed for success in postsecondary education and economically viable career opportunities.

### **Next Level Program of Study (NLPS)**

Indiana is rethinking career and technical education (CTE). The Next Level Program of Study (NLPS) is a more comprehensive and structured approach to offering CTE that includes stronger course sequences, greater career resources, improved professional development for instructors, and direct connections between secondary and postsecondary education. Beginning in the 2021 – 2022 school year, Batesville High School started to transition from corresponding CTE courses with the DOE to CTE courses within the NLPS.

### **AP Courses**

Batesville High School offers Advanced Placement Courses. These courses can be found within the curriculum guide. Students enrolled in an AP course at BHS will be required to take the corresponding AP exam in the spring semester. Students have the opportunity to take any AP exam that is offered by the College Board, even if the AP course is NOT taught at Batesville High School. BHS requires prior administrative approval for AP exams in non-AP courses. Batesville High School will cover registration costs for all exams, provided eligibility is earned through successful completion of the corresponding academic course and the AP exam is completed within designated timeframes. Students are responsible for exam fees due to “skipped/missed” exams.

### **Southeastern Career Center**

The Southeastern Career Center was developed and operates today on the basic tenet that career education should serve all persons who want, need and can profit from the experience. To obtain this goal, it is necessary to offer programs that are meaningful to those persons who elect to continue their education through career education. In essence, programs should be offered that lead to occupational opportunities that significant numbers of people wish to pursue. *Please see the list of potential career center courses at the end of this guide under Individualized Student Opportunities or call the Batesville Guidance Office for more information.*

### **Batesville High School Innovation Center**

The Batesville High School Innovation Center broke ground in the fall of 2023 with the plan to construct a technology lab on the BHS campus with Batesville Wood-Mizer, LLC.'s investment. The projected completion of the lab in the fall of 2024 will allow BHS to offer welding on site and as programming evolves the lab will offer other opportunities for expansion. The BHS Innovation Center will offer skilled trade options to students earlier in their high school career. Earlier skilled trade experience will lead to valuable work-based learning experiences in the community.

### **Middle School Course Credit**

Middle school students who complete a high school course such as Algebra I or Biology 1 while in middle school will be awarded high school credit. Middle school students have the right to withdraw the Algebra I & Biology I high school course grade and credit from their high school transcript prior to the first day of school of their freshman year. A student withdrawal form outlining the scheduling requirements and policy must be completed, signed by parent and student and returned to the High School Guidance Office prior to the start of the student's freshman school year. *See Appendix A.*

### **Online Credits Outside of Batesville High School**

The BHS Policy for accepting credit from Ivy Tech Dual Enrollment & Ivy Tech Online, Indiana Online, Edmentum & BHS Canvas Courses are as follows:

1. Economics, PE, Health and all sequential Language Arts, Math, & Science courses must initially be taken through BHS, with the exception of courses taken prior to Grade 9.
2. All courses for high school credit must be approved by the principal, school counselor and parent prior to enrolling in the course.
3. All courses for high school credit taken online outside of BHS (maximum of one/semester and 3/summer) may be taken through Ivy Tech Dual Enrollment, & Ivy Tech Online, Indiana Online, Edmentum or BHS Canvas Course at the student's expense.
  - a. Ivy Tech summer courses are not transcribed on to the student's BHS transcript.
4. The grade for a pre-approved off-campus online course will be displayed on the student's transcript, and will be figured into the overall GPA/Class Rank.
  - a. Note: Students retaking a course for the sole purpose of gaining a higher level of diploma will be allowed to retake the same course over. The student must receive a grade lower than a 70% order to be eligible to retake the course. The student's best attempt of the course will be recorded on their transcript as the earned letter grade. The more deficient attempt course grade will be shown as an audited course on the transcript.
5. Any grade from a course for high school credit taken online off-campus must still meet the requirements for a specific diploma type.

## AGRI-SCIENCE

### PRINCIPLES OF AGRICULTURE, IVY TECH AGRI 100 (Dual Credit)

**Grade Level:** Freshman or 1st Year Agriculture Students seeking to obtain Agri-Science credit for completion of this course.

**Prerequisites:** Keen Interest in Learning by Doing & Required Dual Enrollment Registration

- Credits: A two-semester course/two semesters required, one credit per semester, two credits maximum with three dual credits earned
- Counts as a Directed Elective or Elective for all diploma types.
- Counts as a Career Technical Education (CTE) Course for technical honors & Graduation Pathways Box 3.

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

### ANIMAL SCIENCE, IVY TECH AGRI 103 (Dual Credit)

**Grade Level:** 10, 11, 12

**Prerequisites:** Principles of Agriculture or by permission of the teacher & Required Dual Enrollment Registration

- Credits: A two-semester course/two semesters required, one credit per semester, with 3 college credits earned
- Fulfills a science credit for all Diplomas.
- Counts as a Directed Elective or Elective for all diploma types.
- Counts as a Career Technical Education (CTE) Course for technical honors & Graduation Pathways Box 3.

Animal Science 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. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: Anatomy and physiology, genetics, reproduction; nutrition, aquaculture, careers in animal science, common diseases and parasites, social and political issues related to the industry, and management practices for the care and maintenance of animals.

### ADVANCED LIFE SCIENCE, ANIMALS, IVY TECH AGRI 107 (Dual Credit)

**Grade Level:** 11, 12

**Required Prerequisites:** Animal Science & Required Dual Enrollment Registration

**Prerequisites:** Principles of Ag, Completion of Biology, Chemistry or ICP

- Credits: A two-semester course/two semesters required, one credit per semester, with 3 college credits earned
- Counts as two credits of Core 40 Science.
- Counts as a Directed Elective or Elective for all diploma types.
- Qualifies as a Quantitative Reasoning Course
- This course is not approved for NCAA eligibility
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 3

Advanced Life Science, Animals 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 animal-based laboratory and field investigations as an essential course component. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory and fieldwork, they recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture.

## AGRICULTURE POWER, STRUCTURE, AND TECHNOLOGY, IVY TECH AGRI 106 (Dual Credit)

**Grade Levels:** 10, 11, 12

**Prerequisites:** Principles of Agriculture & Required Dual Enroll Registration

- Credits: two semesters required, one credit per semester, max of 2 high school credits permitted, with 3 college credits earned total
- Counts as a Directed Elective or Elective for all diploma types.
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 3

**(Also known as AG Power I)** - Agricultural Power, Structure, and Technology is a year-long, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance, and management of agricultural equipment in concert with utilization of safety and technology. Topics covered include: Small and gas and diesel engine repair, power transfer systems including hydraulic, pneumatic and robotic systems, arc, metal fabrication such as MIG, TIG and SMAW welding, concrete, wood, metal, electricity and electronics, recirculating aquaculture systems, hydroponics systems, surveying, precision farming equipment, remote sensing technology and global positioning systems equipment building agriculture related buildings and structures including greenhouses, tillage, planting, irrigation, spraying, grain and forage harvesting, feed and animal waste management systems, agricultural industry communications and customer relations, safety and safety resources, career opportunities in the area of agricultural mechanization and employability skills.

## AGRICULTURE POWER STRUCTURES FABRICATION AND DESIGN

**Grade Levels:** 11, 12

**Prerequisites:** Principles of Agriculture & AG Power I

- Credits: two semesters required, one credit per semester, max of 2 high school credits permitted
- Counts as a Directed Elective or Elective for all diploma types.
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 3

**(Also known as AG Power II)** - Agricultural Structures Fabrication and Design is a two-semester course that focuses on metal work, and agricultural structures. This course will allow students to develop skills in welding and metalworking, construction, fabrication, machine components and design while incorporating the engineering design process. Students will also cover safety topics for each area while demonstrating appropriate health and safety standards.

## PLANT AND SOIL SCIENCE, IVY TECH AGRI 105 (Dual Credit)

**Grade Level:** 10, 11, 12

**Prerequisites:** Principles of Agriculture & Required Dual Enroll Registration

- Credits: A two-semester course/two semesters required, one credit per semester, with 3 college credits earned
- Counts as two credits of Core 40 Science.
- Fulfills a Life Science or Physical Science requirement for the General Diploma only
- Counts as a Career Technical Education (CTE) Course for technical honors & Graduation Pathways Box 3.

Plant and Soil Science is a year-long course that provides students with opportunities to participate in a variety of activities including laboratory work. Topics covered include: the taxonomy of plants, the various plant components and their functions, plant growth, plant reproduction and propagation, photosynthesis and respiration, environmental factors affecting plant growth, integrated pest management plants and their management, 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, grain and forage quality, cropping systems, precision agriculture, principles and benefits of global positioning systems and new technologies, harvesting, and career opportunities in the field of plant and soil science.

**SUPERVISED AGRICULTURAL EXPERIENCE - See work-based learning section for further requirements**

**Grade Levels:** 11, 12

**Prerequisites:** Principles of Agriculture, Summer SAE, Interest, FFA

**Co-requisite:** AGRI 102 – Ivy Tech Agri Business Management

- Credits: two semesters required, one credit per semester, max of 8 high school credits permitted
- Counts as a Directed Elective or Elective for all diploma types.
- Counts as Graduation Pathways box 2 qualifier
- Students enrolled in SAE/WBL will also earn dual credit in AGRI 102 through the Agribusiness concepts taught in the course.

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

**Agricultural Opportunity:**

**FFA**

FFA is the career and the technical education student organization, which is an integral part of the vocational program instruction in agricultural education. The many activities of the FFA parallel the methodology of the instructional program and are directly related to the occupational goals and objectives. As an integral part of the instructional program, district and state level FFA activities provide students opportunities to demonstrate their proficiency in the knowledge, skills, and attitudes they have acquired in the agricultural science and agricultural business education program instruction. Students shall be rewarded and recognized for their competence. Agricultural education students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts, and state by participating in national FFA activities. Instructional activities of the FFA require participation of Agricultural Science and Agricultural Business Education students as an integral part of an Agricultural Education course of instruction and, therefore, may be considered an appropriate use of the allotted instructional time; however vocational student organization activities may not disrupt the instructional time of other academic courses.

**Agri Science NLPS Concentrator Sequence & Technical Honors Diploma Route**

<b>Ag Mech.</b>	7117	Principles of Agriculture	AGRI 100
	5088	Ag Power, Structure and Technology	AGRI 106
	7112	Ag Structure Fabrication and Design	N/A
	5974	WBL Capstone: Ag Mechanics	N/A

<b>Agri Science</b>	7117	Principles of Agriculture	AGRI 100
	5008	Animal Science	AGRI 103
	5170	Plant and Soil Science	AGRI 105
	5070	Adv. Life Science: Animals	AGRI 107
	5974	WBL Capstone: SAE	N/A

## AGRICULTURE

### Ivy Tech Community College Certificate (CT) Degree in Animal Agribusiness

#### Coursework

	<i>Course</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Dual Credit</i>	<i>Duration</i>	<i>Prerequisites</i>
Course 1	AGRI 102	Agricultural Business and Farm Management	3	Dual Credit	Full-Year	None
Course 2	AGRI 103	Animal Science	3	Dual Credit	Full-Year	None
Course 3	AGRI 107	Advanced Animal Science	3	Dual Credit	Full-Year	None

\*Pathway is subject to change

Last Revision: 1/26/2023

## ART ~ VISUAL

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In all visual art classes, students engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Art history, students search for meaning, significance, and direction in two - dimensional works of art and artifacts through in-depth historical study and analysis of artwork from a variety of cultures and time periods; art criticism, students search for meaning, significance, and direction in two-dimensional works of art by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork, aesthetics, students search for meaning, significance, and direction in two-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their ideas and definitions in relation to the art community in general; and production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. At this level, students produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Additionally, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlations to other disciplines, and (8) explore career options in visual art. Students also identify ways to utilize and support art museums, galleries, studios, and community resources.

### INTRODUCTION TO TWO-DIMENSIONAL ART

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

- Credits: a 1-semester course, 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

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

### INTRODUCTION TO THREE-DIMENSIONAL ART

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Introduction to Two-Dimensional Art (L)

- Credits: a 1-semester course, 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

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

## **DRAWING**

**Grade Level:** 9, 10, 11, 12

**Recommended Prerequisites:** Introduction to Two-Dimensional Art (L)

- Credits: a 1-semester course, 1 credit per semester
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

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

## **PAINTING**

**Grade Level:** 9, 10, 11, 12

**Recommended Prerequisites:** Introduction to Two-Dimensional Art

- Credits: a 1-semester course, 1 credit per semester
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

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

## **CERAMICS**

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

- Credits: a 1-semester course, 1 credit per semester
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, as well as the firing processes. Projects may include: tile design, coil vessel, masks, beads, wheel-throwing, and a teapot.

## **ADVANCED CERAMICS**

**Grade Level:** 9, 10, 11, 12

**Recommended Prerequisites:** Ceramics

- Credits: a 1-semester course, 1 credit per semester
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Students in Advanced Ceramics build on the learning experiences of Ceramics as they create portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, as well

as the firing processes. They use organizational principles and functions to solve specific visual problems, and they apply media, techniques, and processes with sufficient skill to communicate intended meaning. Additionally, students will: (1) reflect upon the outcome of these experiences, (2) explore cultural and historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to ceramics. Art studios and community resources are utilized.

## PRINCIPLES OF DIGITAL DESIGN

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Interest

- Credits: a 2-semester course, 2 credit per semester
- Semester one covers more visual communications & semester two focuses on digital design
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

Principles of Digital Design introduces students to fundamental design theory. Investigations into design theory and color dynamics will provide experiences in applying design theory, ideas and creative problem solving, critical peer evaluation, and presentation skills. Students will have the opportunity to apply the design theory through an understanding of basic photographic theory and technique. Topics will include image capture, processing, various output methods, and *light*.

## DIGITAL DESIGN GRAPHICS **\*\*NEW COURSE\*\***

**Grade Level:** 10, 11, 12

**Required Prerequisites:** Principles of Digital Design

- Credits: a 2-semester course, 2 credit per semester
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

Digital Design Graphics will help students to understand and create the most common types of computer graphics used in visual communications. Skills are developed through work with professional vector-based and page layout software used in the industry. Additionally, students will be introduced to a full range of image input technology and manipulation including conventional photography, digital imaging, and computer scanners. Students will learn to communicate concepts and ideas through various imaging devices.

## GRAPHIC DESIGN AND LAYOUT **\*\*NEW COURSE\*\*** - Not offered until 26-27 School Year

**Grade Level:** 11, 12

**Required Prerequisites:** Principles of Digital Design & Digital Design Graphics

- Credits: a 2-semester course, 2 credit per semester
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

Graphic Design and Layout teaches design process and the proper and creative use of type as a means to develop effective communications for global, corporate and social application. Students will create samples for a portfolio, which may include elements or comprehensive projects in logo, stationery, posters, newspaper, magazine, billboard, and interface design.

## STUDENT MEDIA: YEARBOOK

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

Students must complete an application and be accepted to the course. Applications will be available in the Guidance Office and should be returned to the Guidance Office.

- Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels. One credit per semester
- May be offered over three-or four-years by subtitling the course Beginning, Intermediate, or Advanced.
- Counts as an Elective or Directed Elective for all diplomas
- Fulfills a Fine Art requirement for the Core 40 with Academic Honors

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

***Incoming freshmen are encouraged and welcomed to apply!***

# BUSINESS

## APPLIED PERSONAL FINANCIAL RESPONSIBILITY

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Two units maximum
- Counts as an Elective Requirement for the Certificate of Completion

*Applied 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 and apply skills in financial literacy and responsible decision making. Content includes analyzing personal standards, needs, wants, and goals; identify sources of income, and navigating technology for money management. A project-based approach and applications through authentic settings such as work based observations, service-learning experiences and community-based instruction are appropriate. Direct, concrete applications of basic mathematics proficiencies in projects are encouraged.

## PRINCIPLES OF BUSINESS MANAGEMENT, BUSN 101 & OTEC 107 (DUAL CREDIT)

**Required Grade Level:** 10, 11, 12

**Required Prerequisites:** Pass testing requirements & complete required DE Registration

- Credits: A two semester course/two credits and 3 college credits per semester
- Counts as a Directed Elective or Elective for all diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 3

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

## MANAGEMENT FUNDAMENTALS, BUSN 105 & MKTG 101 (DUAL CREDIT)

**Required Grade Level:** 10, 11, 12

**Required Prerequisites:** Principles of Business Management

- Credits: A two semester course/two credits and 3 college credits per semester
- Counts as a Directed Elective or Elective for all diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 3

Management Fundamentals describes the functions of managers, including the management of activities and personnel. Describes the judicial system and the nature and sources of law affecting business. Studies contracts, sales contracts with emphasis on Uniform Commercial Code Applications, remedies for breach of contract and tort liabilities. Examines legal aspects of property ownership, structures of business ownership, and agency relationships.

## ACCOUNTING FUNDAMENTALS, ACCT 101 & BUSN 108 (DUAL CREDIT)

**Grade Level:** 10, 11, 12

**Required Prerequisites:** Principles of Business Management & Management Fundamentals

- Credits: A two semester course/two credits and 3 college credits per semester
- Counts as a Directed Elective or Elective for all diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 3

Accounting introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making.

### **PRINCIPLES OF ENTREPRENEURSHIP**

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

- Credits: a 2-semester course for 2 credits, 2 semesters required
- Counts as a Directed Elective or Elective for all diplomas

Principles of Entrepreneurship focuses on the characteristics of a successful entrepreneur and the creation of a business concept. The course helps students explore the answers to questions about what is on the entrepreneur journey before the idea is launched in the world. Is your idea worth pursuing? What are the risks in starting a business? The course helps students apply what they have learned from the content when they write a Personal Vision Statement, a Business Concept Statement, and an Elevator Pitch.

### **APPLIED BUSINESS MATH**

**Grade Level:** 10, 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Two units maximum
- Counts as an Elective and/or Math Requirement for the Certificate of Completion
- Qualifies as an applied math course for the Certificate of Completion

Applied Business Math is a course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of application of money management skills, navigating industry specific technology and apps, establishing and managing budgets, and maintaining inventory for products and other necessary skills that provides the foundation for students interested in careers in business related fields and everyday life. The content includes basic mathematical operations related to accounting, banking and finance, marketing, management, and retail. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

# BUSINESS

## Ivy Tech Community College Certificate (CT) Degree in Business Administration

### Coursework

	Course	Course Title	Credit Hours	Dual Credit	Duration	Prerequisites
Course 1	MKTG 101 or BUSN 108	Principles of Marketing Personal Finance	3 3	Dual Credit Dual Credit	1 Semester 1 Semester	College Level English College Level Low Math
		<i>Only one of these two courses are needed</i>				
Course 2	BUSN 101	Introduction to Business	3	Dual Credit	1 Semester	College Level English College Level Low Math
Course 3	BUSN 105	Principles of Business Management	3	Dual Credit	1 Semester	College Level English College Level Low Math
Course 4	ACCT 101	Accounting	3	Dual Credit	1 Semester	College Level English College Level Low Math
Course 5	ENGL 111	Composition	3	Dual Credit	1 Semester	College Level English
Course 6	IVYT 111	Student Success	1	Dual Credit	8 - Weeks	None

### Business Administration NLPS Concentrator Sequence & Technical Honors Diploma Route

<b>Business Administration</b>	4562	Principles of Business Management	BHS & BUSN 101
	7143	Management Fundamentals	BUSN 105
	4524	Accounting Fundamentals	ACCT 101
	5914	Marketing Fundamentals	MKTG 101
	5974	WBL Capstone: Business Administration	N/A

## ENGINEERING and TECHNOLOGY EDUCATION

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Batesville High School Engineering and Technology Education is committed to preparing students for college and career opportunities by providing the knowledge and problem-solving skills to understand, design, produce, use, and manage the human-made world in order to contribute and function in a technological society. Curriculum and classroom activities are designed to provide the knowledge and problem-solving skills needed by people to solve issues related to making human life safer or more convenient. A person who has completed an Engineering and Technology Education program should be able to participate as an active citizen through understanding of technological literacy in our society.

### Project Lead the Way (PLTW)


**PLTW: INTRODUCTION TO ENGINEERING DESIGN, IVY TECH DESN 101 & DESN 113 (DUAL CREDIT) **

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Interest in Technology & complete required DE registration

- Credits: A two-semester course, two semesters required, one credit per semester, with 6 college credits earned
- Counts as a Directed Elective or Elective for all diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 3

Introduction to Engineering Design is an introductory course, which develops student problem solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem-solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned and equipment used are state of the art and are currently being used by engineers throughout the United States. Only those schools having a signed agreement with the national Project Lead the Way organization can use this course title.

**PLTW: PRINCIPLES OF ENGINEERING, IVY TECH DESN 104 (DUAL CREDIT) **

**Grade Levels:** 10, 11, 12

**Required Prerequisites:** IED & complete required DE registration

- Credits: A two-semester course, two semesters required, one credit per semester, with 3 college credits earned
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course
- Fulfills a science course requirement for all diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 3

Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in postsecondary education programs and engineering careers. They will also learn how engineers address concerns about the social and political consequences of technological change.

## PLTW: CIVIL ENGINEERING AND ARCHITECTURE, IVY TECH DESN 105 (DUAL CREDIT)

**Grade Levels:** 11, 12

**Required Prerequisites:** IED, POE, & complete required DE registration

- Credits: A two-semester course, two semesters required, one credit per semester, with 3 college credits earned
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 3

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

## PLTW: COMPUTER INTEGRATED MANUFACTURING, IVY TECH DESN 195 & DESN 220 (DUAL CREDIT).

**Grade Levels:** 11, 12

**Required Prerequisites:** IED & POE

- Credits: A two-semester course/two semesters required, one credit per semester, with 6 college credits earned
- Counts as a Directed Elective or Elective for all diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors
- Qualifies as a quantitative reasoning course

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

## PLTW: COMPUTER SCIENCE ESSENTIALS **\*\*NEW COURSE\*\***

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Interest in Technology

- Credits: A two-semester course, two semesters required, one credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Counts as a science credit for all diplomas.

Computer Science Essentials exposes students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python® to create apps and develop websites, and learn how to make computers work together to put their design into practice. They apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them.

**Engineering NLPS of Concentrator Sequence & Technical Honors Route**

<b>Engineering</b>	4802	Introduction to Engineering	DESN 101
	5644	Principles of Engineering	DESN 104
	5650	Civil Engineering & Architecture	DESN 105
	5534	Computer Integrated Manufacturing	DESN 195 & DESN 220

# ENGLISH

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## ENGLISH 9

**Grade Level:** 9

**Prerequisites:** None

- Credits: A two semester course/one credit per semester
- Fulfills an English/Language Arts requirement for the all diplomas

Through the integrated study of literature, composition, and oral communication, English 9 students further develop their use of language as a tool for learning and thinking as a source of pleasure. Students practice identifying, analyzing, and composing with different elements, structures, and genres of written language. Literature instruction focuses on reading skills and literary appreciation and to develop vocabulary. The composition component of language arts requires students to write for various audiences and purposes while strengthening skills in paragraph and multi-paragraph writing. It also provides opportunities to create multiple types of writing, including expository essay, persuasive essay, and literary analysis. Oral communication (speech) emphasizes effective listening and speaking techniques and provides opportunities for students to integrate other reading and language arts skills as they learn to express ideas verbally.

## ENGLISH 9: HONORS

**Grade Level:** 9

**Recommended Prerequisites:** Pass 8th grade ISTEP/ELA test

- Credits: A two semester course/one credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

English 9 Honors class provides students the opportunity to improve and practice (at the appropriate level) skills that will enable them to be successful in Ivy Tech Composition ENGL 111, Ivy Tech Literature ENGL 206, Ivy Tech Speech and Communications COMM 101, Ivy Tech Rhetoric and Argument ENGL 215 and other dual credit courses that require advanced writing skills. English 9 Honors class will expose students to the type of activities and expectations required by Ivy Tech English courses. English 9 Honors class lays the groundwork and foundation for success not only in later advanced courses, but ultimately in college course work as well. They also foster organizational skills and study habits that provide excellent preparation for college. Successful English 9 Honors students are typically task-oriented, proficient readers who are able to set priorities with regard to time and responsibilities. Parental support also plays a key role in the success of the English 9 Honors student. This course follows the DOE guidelines for English 9, but targets the college-bound student. English 9 Honors class moves at a brisker pace and requires a more self-directed, disciplined learner. Reading, writing, and oral presentation requirements are more rigorous, and work is assessed on a more stringent scale. This course will stress in-depth experiences in grammar, short story, novel, and drama, nonfiction, speech, listening, and composition. Course content is accelerated.

## APPLIED ENGLISH 9

**Grade Level:** 9, 10

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Four units
- Counts as an English/Language Arts Requirement for the Certificate of Completion

*Applied English 9* is an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

## ENGLISH 10

**Grade Level:** 10

**Prerequisites:** Any English 9 course

- Credits: A two semester course/one credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

English 10 reinforces and continues to make full use of many of the activities and skills in English 9. In the study of literature, students will respond critically, reflectively, and imaginatively to themes in literature; practice distinguishing among the different purposes' language can incorporate, as well as using language for different, and more sophisticated purposes such as judging author's purpose and perspectives and identifying and using persuasive devices. In composition, students will identify and employ various elements of good writing in well-organized descriptive, expository and narrative writings. Using the most appropriate technology to create and revise, student writing will continue to be emphasized. Finally, in oral communication, students will develop greater facility with choosing and employing different elements of effective oral communication. English 10 adds the following emphasis: (1) consideration of a given canon of literature, and (2) increased focus on the self-conscious choice of comprehension and writing strategies. The composition component of language arts provides students with opportunities to write for various audiences and purposes. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing. Students use the Modern Language Association (MLA) style manual. Oral communication (speech) provides students with opportunities to develop greater facility with choosing and employing different elements of effective communication.

## ENGLISH 10: HONORS

**Grade Level:** 10

**Prerequisites:** None

- Credits: A two semester course/one credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

English 10 Honors class provides students the opportunity to improve and practice (the appropriate level) skills that will enable them to be successful in Ivy Tech Composition ENGL 111, Ivy Tech Literature ENGL 206, Ivy Tech Speech and Communication COMM 101, Ivy Tech Rhetoric and Argument ENGL 215 and other dual credit courses that require advanced writing skills. English 10 Honors class will expose students to the type of activities and expectations required by Ivy Tech English courses. English 10 Honors class lays the groundwork and foundation for success not only in later advanced courses, but ultimately in college course work as well. They also foster organizational skills and study habits that provide excellent preparation for college. A successful English 10 Honors student is typically a task-oriented, proficient reader who is able to set priorities with regard to time and responsibilities. Parental support also plays a key role in the success of the English 10 Honors student. This course follows the DOE guidelines for English 10, but targets the college-bound student. English 10 Honors moves at a brisker

pace and requires a more self-directed, disciplined learner. Reading, writing, and oral presentation requirements are more rigorous, and work is assessed on a more stringent scale. This course, designed for the academically gifted sophomore, is a survey of world literature. Several types of writing, representing the best works of a number of major authors will be read, discussed, and analyzed. Composition is an integral part of the course with special emphasis on usage, organization, and enlivening devices of writing. Formal and informal oral presentations will emphasize class readings and other language arts skills. Due to the accelerated nature of the course, additional in-depth reading assignments, intellectually challenging composition topics and increased vocabulary study will be required. See course content for English 10.

### **APPLIED ENGLISH 10**

**Grade Level:** 9, 10, 11

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Four units
- Counts as an English/Language Arts Requirement for the Certificate of Completion

*Applied English 10* an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

### **APPLIED ENGLISH 11**

**Grade Level:** 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Four units
- Counts as an English/Language Arts Requirement for the Certificate of Completion

*Applied English 11*, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade- appropriate multimedia presentations and access online information.

## APPLIED ENGLISH 12

**Grade Level:** 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Four units
- Counts as an English/Language Arts Requirement for the Certificate of Completion
- Course may be used for students in 18-22-year-old programming.

*Applied English 12*, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade- appropriate multimedia presentations and access online information.

## ENGLISH: FILM LITERATURE

**Grade Level:** Grades 11, 12

**Prerequisites:** None

- Credits: A one semester course/one credit
- Fulfills an English/Language Arts requirement for all diplomas
- This course is not approved for NCAA eligibility.

Film Literature studies the diversified ideas and concepts that interact when written literature is adapted to film or when a work of literary art is originally conceived for film presentation. This course includes: the impact of film on the ways in which people perceive the human condition, (2) the ways in which the roles of men and women and various ethnic minorities are portrayed, (3) visual interpretations of literary techniques and auditory language effects, (4) a history of film as a medium of literary interpretation, and (5) the limitations and special capacities of the two media to present the work. In a comprehensive speech component, students are given opportunities to present and discuss their ideas as well as opportunities to role-play as movie directors to stage scenes. Students also have frequent writing assignments in which they explore and analyze issues of interpretations, production, and cross-genre adaptation.

## ENGLISH: CLASSICAL LITERATURE: CLASSICAL AND MODERN MYTHOLOGY

**Grade Level:** Grades 11, 12

**Prerequisites:** None

- Credits: A one semester course/one credit
- Fulfills an English/Language Arts requirement for all diplomas

Classical Literature, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study of Greek and Roman Empire literature by the major authors, such as Aristotle, Cicero, Dante, Euripides, Homer, Ovid, Plato, Plutarch, Sappho, Sophocles, St. Augustine, Virgil, and others. Students examine a variety of literary genres, such as tragedy, comedy, epic, lyric, novel, oratory, and others. Students analyze themes as they relate to the transition from oral to literate cultures, the emergence of cities and empires, the use of mythology, and the rise and fall of democracy. Students analyze how classical literary patterns, themes, and conventions have influenced modern literature.

## ENGLISH: CREATIVE WRITING

**Grade Level:** Grades 11, 12

**Prerequisites:** None

- Credits: A one semester course/one credit
- Fulfills an English/Language Arts requirement for all diplomas
- Representative models of literary excellence may also be studied.

Creative Writing provides students with ample opportunities to combine literary creativity with the discipline of written discourse. The concept of the manipulation of language to convey ideas, feelings, moods and visual images should be the basis of the course. Students become familiar with standard literary elements through the reading and study of published prose and poetry and are taught to use those elements in their own writing. Additionally, students learn strategies for evaluating and responding to their own writing and the writing of others in a peer-sharing component. In this peer-sharing component, students receive specific training in providing constructive, substantive feedback, while role- playing as likely readers of each creative work.

## ENGLISH: THEMES IN LITERATURE

**Grade Level:** Grades 11, 12

**Prerequisites:** None

- Credits: A one semester course/one credit
- Fulfills an English/Language Arts requirement all diplomas

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

## ENGLISH: DRAMATIC LITERATURE

**Grade Level:** Grades 11, 12

**Prerequisites:** None

- Credits: A one semester course/one credit
- Fulfills an English/Language Arts requirement all diplomas

Dramatic Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of plays and literary art as different from other literary genres. Students view live, televised, or filmed productions and stage scenes from plays or scripts. Students examine tragedies, comedies, melodramas, musicals or operas created by important playwrights and screenwriters representing the literary movements in dramatic literature. Students analyze how live performance alters interpretation from text and how developments in acting and production have altered the way we interpret plays or scripts. Students analyze the relationship between the development of dramatic literature as entertainment and as a reflection of or influence on the culture. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

## ENGLISH: TECHNICAL COMMUNICATIONS, AKA WBL: English 12

**Grade Level:** 12

**Prerequisites:** Meet prerequisites outlined for course entry, page 7

- Credits: A one semester course/one credit
- Fulfills an English/Language Arts requirement for all diploma
- This course is not approved for NCAA eligibility.
- This course is offered as a part of the WBL & English 12 policy, found on page 7

Technical Communications, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Literacy Standards for Technical Subjects, 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 multimedia proposal of an action plan to implement a project or service, which demonstrates knowledge, application, and writing progress in the Technical Communication course content. College and Career Prep: Cover letters, Resumes, Applications, Emails, Online banking, etc.

## SPEECH AND COMMUNICATION, IVY TECH COMM 101 (DUAL CREDIT) \* ICC

**Textbook Required:** A Pocket Guide to Public Speaking. By Dan O'Hair, Hannah Rubenstein, and Rob Stewart. MacMillan Learning: 2019, 6<sup>th</sup> Edition. ISBN# 978-1-319-10278-4

**Grade Level:** 11, 12

**Prerequisites:** Pass testing requirements & complete required DE registration

- Credits: A one semester course/one credit, 3 college credits
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- In order to obtain college credit, the institution awarding college credit may require other credentials.
- Counts as a dual credit course for Graduation Pathways box 3

Introduces fundamental concepts and skills for effective public speaking including audience analysis, outlining, research, delivery, critical listening and evaluation, presentational aids, and use of appropriate technology. There are three key components to improving public speaking ability: (1) studying many examples of effective speaking, both from contemporary life and from history, (2) speaking in public frequently, (3) watching videos of yourself speaking, so that you can see for yourself what you do well and what could use improvement.

## COMPOSITION, IVY TECH ENGL 111 (DUAL CREDIT) \*ICC

**Textbook Required:** Free Virtual Textbooks shared by Shae Hall

**Grade Level:** 11, 12

**Prerequisites:** Pass testing requirements & complete required DE registration

- Credits: A one semester course/one credit, 3 college credits
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40with Academic Honors and Core 40 with Technical Honors diplomas
- In order to obtain college credit, the institution awarding college credit may require other credentials.
- Counts as a dual credit course for Graduation Pathways box 3

English Composition is designed to develop students' abilities to think, organize, and express their ideas clearly and effectively in writing. This course incorporates reading, research, and critical thinking. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison, analysis, persuasion, and argumentation. A research paper is required (the Explanatory Synthesis). Numerous in-class writing activities are required in addition to extended essays written outside of class. Students will complete 4 writing process pieces and one final, in-class written exam. Typically, this course fulfills the college freshman composition course requirements. Most students who successfully complete this course will not have to take the college freshman writing seminar course

## RHETORIC & ARGUMENT, IVY TECH ENGL 215 (DUAL CREDIT) \*ICC

**Textbook Required:** Writing Analytically, Fourth Edition. ISBN: 1413010121

**Grade Level:** 11, 12

**Prerequisites:** ENGL 111 completed with a C- or above & complete required DE registration

- Credits: A one semester course/one credit, 3 college credits
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40with Academic Honors and Core 40 with Technical Honors diplomas
- In order to obtain college credit, the institution awarding college credit may require other credentials.
- Counts as a dual credit course for Graduation Pathways box 3

This advanced composition course emphasizes an inquiry-driven approach to research-based analytic and argumentative writing. Students will develop advanced analytical, researching, and writing skills by completing an extensive argumentative project.

## INTRODUCTION TO LITERATURE, CC IVY TECH ENGL 206 (DUAL CREDIT) \*ICC

**Textbook Required:** Making Literature Matter, Seventh Edition, ISBN: 1319054722

**Grade Level:** 11, 12

**Prerequisites:** ENGL 111 & complete required DE registration

- Credit: A one semester course/one credit, 3 college credits
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40with Academic Honors and Core 40 with Technical Honors diplomas
- In order to obtain college credit, the institution awarding college credit may require other credentials.
- Counts as a dual credit course for Graduation Pathways box 3

Development of basic strategies for critically reading and interpreting poetry, fiction, and drama; introduction to the premises and motives of literary analysis and critical methods associated with various literary concerns through class discussion and focused writing assignments. Expect to write several papers, free writes, dramatic presentations, and group work.

### ENGLISH ELECTIVE COURSE SELECTIONS

The courses listed below do **NOT** count as an English credit for the General, Core 40, Core 40 with Academic Honors or Core 40 with Technical Honors Diplomas.

### LANGUAGE ARTS LAB: COMBINED MATH

**Approximate Course Cost:** \$0

**Grade Level:** 9, 10

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Credits: A one semester course /one credit per semester, Eight credits maximum
- Counts as an Elective for all diplomas

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English/Language Arts focusing on the writing standards. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

## **STUDENT MEDIA: YEARBOOK**

**Approximate Course Cost:** \$0

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

Students must complete an application and be accepted to the course. Applications will be available in the Guidance Office and should be returned to the Guidance Office.

- Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels. One credit per semester
- May be offered over three-or four-years by subtitling the course Beginning, Intermediate, or Advanced.
- Counts as an Elective or Directed Elective for all diplomas
- Fulfills a Fine Art requirement for the Core 40 with Academic Honors
- This course is not approved for NCAA eligibility.

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

***Incoming freshmen are encouraged and welcomed to apply!***

## FAMILY AND CONSUMER SCIENCES

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

High school FACS is organized into a variety of semester-long and year-long courses. State approved high school FACS courses and the curriculum framework for each course provide guidelines for local FACS programs that focus on building strong and resilient individuals and families and helping students manage personal and family issues. The FACS course frameworks reflect the current vision and mission statements for Family and Consumer Sciences and the FACS National Standards and provide consistency among FACS programs across the state.

### ADVANCED NUTRITION & WELLNESS: FOODS

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

- Credits: A one semester course /one credit
- Counts as a Directed Elective or Elective for all diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors

Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. This is a nutrition class that introduces students to the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied. This course is the first in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

### ADVANCED NUTRITION & WELLNESS: SPORTS NUTRITION

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Nutrition & Wellness and Orientation to Foods

- Credits: A one semester course /one credit
- Counts as a Directed Elective or Elective for all diplomas
- Offered in Odd Years

*Advanced Nutrition and Wellness: Sports Nutrition* is a course which provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. *Advanced Nutrition and Wellness: Sports Nutrition* is an especially appropriate course for students interested in careers in the medical field, athletic training and dietetics. This is a project-based course; utilizing higher- order thinking, communication, leadership and management processes. This course examines the relationship between nutrition, physical performance, and overall wellness. Students will learn how to choose nutritious foods for healthy lifestyles and peak performance. Topics include extensive study of major nutrients, nutritional standards across the lifespan, influences on nutrition/food choices, technological and scientific influences, health and disease prevention through nutrition, and career explorations in this field.

## **ADVANCED NUTRITION & WELLNESS: BAKING & PASTRY (Not offered 25-26)**

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Nutrition and Wellness and Orientation to Foods

- Credits: A one semester course /one credit
- Counts as a Directed Elective or Elective for all diplomas
- Offered in Even Years

Baking offers the advanced foods student the opportunity to concentrate on baking skills and the careers associated with this area. Students will study baking ingredients and their functions and apply them in a variety of lab experiences. Lab experiences will also emphasize experimentation and recipe modification in order to meet a variety of dietary needs, consumer availability, and personal preferences. Advanced Nutrition and Foods is a sequential course that builds on concepts from Nutrition and Wellness or Culinary Arts Foundations. This course addresses more complex concepts in nutrition and foods, with emphasis on contemporary issues, or on advanced special topics such as International, Regional, and/or Cultural Foods; Food Science, Nutrition, or Dietetics; or with emphasis on a particular aspect of the food industry, such as Baking, Catering, or Entrepreneurial Endeavors. Higher order thinking, communication, leadership and management processes will be integrated in classroom and laboratory activities. Topics include: In-depth study of daily nutrition and wellness throughout the life span; Acquiring, organizing, and evaluating information about foods and nutrition; Selecting and preparing nutritious meals; Safety and sanitation in food production; Meal planning and preparation for specific economic, psychological, and nutritional needs; Community and world food concerns, including scarcity and hunger; Advanced impacts of science and technology on nutrition, food, an related tools and equipment; Exploring careers in nutrition and food industries. Laboratory experiences with advanced applications are required. School-based entrepreneurial enterprises, field-based observations/experiences or internships, and service-learning activities are recommended.

## **APPLIED NUTRITION & WELLNESS**

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Two units maximum
- Counts as an Elective or Employability Requirement for the Certificate of Completion

Applied Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment. This is a nutrition class that introduces students to the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, self-determination, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied.

## ADVANCED CHILD DEVELOPMENT I

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

- Credits: A one semester course /one credit
- Counts as an Elective and Directed Elective course for all Diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors

Advanced Child Development is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from ages four through age eight (grade three). It builds on the Child Development course, which is a prerequisite. Advanced Child Development includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied.

This course begins by addressing issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development.

## ADVANCED CHILD DEVELOPMENT II

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

- Credits: A one semester course/one credit
- Counts as an Elective and Directed Elective course for all Diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors

Advanced Child Development is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from ages four through age eight (grade three). It builds on the Child Development course, which is a prerequisite. Advanced Child Development includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied.

## APPLIED ADULT ROLES & RESPONSIBILITIES

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Two unit maximum
- Counts as an Elective or Employability Requirement for the Certificate of Completion

*Applied Adult Roles and Responsibilities* is recommended for all students as life foundations and academic enrichment for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward

adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project or community-based approach that utilizes problem solving skills, communication, leadership, self-determination skills, management processes, and fundamentals to college, career and community membership success. Service learning and other authentic applications are strongly recommended.

### **APPLIED INTERPERSONAL RELATIONSHIPS**

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Two unit maximum
- Counts as an Elective or Employability Requirement for the Certificate of Completion

*Applied Interpersonal Relationships* is an introductory course that is relevant for students interested in careers that involve interacting with people and for everyday life relationships. 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, self-determination, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project or community-based approach is recommended in order to apply these topics of interpersonal relationships. This course provides a foundation for all careers and everyday life relationships that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, the general public, family and friends.

### **APPLIED HUMAN DEVELOPMENT**

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Two unit maximum
- Counts as an Elective or Employability Requirement for the Certificate of Completion

*Applied Human Development and Wellness* is valuable for all students as a life foundation and academic enrichment. Course content includes individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project or community-based approach that utilizes problem solving skills, communication, leadership, self-determination skills, and management processes is recommended in order to apply and generalize these skills in authentic settings.

## APPLIED CONSUMER ECONOMICS

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: One unit maximum
- Counts as a Social Studies or Employability Requirement for the Certificate of Completion

*Applied Consumer Economics* enables students to apply economic principles to their individual, family, workplace, and community lives. A project-based approach that utilizes higher order thinking, communication, leadership, self-determination and management processes is recommended to strengthen the understanding and application of consumer economics issues. The course focuses on interrelationships among economic principles and individual and family roles of exchanger, consumer, producer, saver, investor, and citizen. Economic principles to be studied include scarcity, supply and demand, market structure, the role of government, money and the role of financial institutions, labor productivity, economic stabilization, and trade.

## APPLIED PREPARING FOR COLLEGE AND CAREERS

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Two units maximum
- Counts as a Social Studies or Employability Requirement for the Certificate of Completion

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

## ALGEBRA I

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

- Credits: A two semester, two credit course
- 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 by the end of Grade 9

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

## APPLIED ALGEBRA I

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Four units maximum
- Counts as Math Requirement for the Certificate of Completion

*Applied Algebra I* formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 4 strands: Numbers Sense, Expressions and Computation; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; and Quadratic and Exponential Equations and Functions. The strands are further developed by focusing on the content of the Algebra content connectors.

## ALGEBRA II

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Algebra I. Can be taken concurrently with Geometry I with Administrative approval.

- Credits: A two semester, two credit course
- Fulfills the Algebra II/Integrated Mathematics II requirement for all diplomas
- Counts as math credit for all Diplomas

Algebra II is a course that expands on the topics of Algebra I and provides further development of the concept of a function. The expanded topics of the course include: (1) the theorems and algorithms of algebra; (2) polynomials and polynomial functions; (3) rational exponents; (4) the complex numbers, sequences, and series; (5) the properties and graphs of conic sections; (6) permutations and combinations; (7) matrices; and (8)

## ANALYTICAL ALGEBRA II

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Algebra I & Parent Consent Form

- Credits: A two semester, two credit course
- Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas; if students use this course to fulfill this credit, the parent and student must sign a consent form notifying the parent and the student that enrollment in Analytical Algebra II may affect the student's ability to attend a particular post-secondary educational institution or enroll in a particular course at a particular post-

secondary educational institution because Analytical Algebra II may not align with academic requirements established by the post-secondary educational institution.

- Counts as math credit for all Diplomas

Analytical Algebra II builds on previous work with linear, quadratic and exponential functions and extends to include polynomial, rational, radical, logarithmic, and other functions. Data analysis, statistics, and probability content should be included throughout the course, as students collect and use univariate and bivariate data to create and interpret mathematical models. Additionally, Analytical Algebra II should focus on the application of mathematics in various disciplines including business, finance, science, career and technical education, and social sciences, using technology to model real-world problems with various functions, using and translating between multiple representations. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. *This course is not recommended for students interested in pursuing a STEM degree at a four-year institution; this course does not prepare students for Precalculus/Trigonometry.*

## GEOMETRY

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Algebra I, can be taken concurrently with Algebra II with Administrative approval

- Credits: A two semester, two credit course
- Counts as a math credit for all Diplomas
- Use of graphing calculators and computer drawing programs is encouraged.

Geometry provides students with experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of: angles, (2) lines, (3) planes, (4) congruent and similar triangles, (5) trigonometric ratios, (6) polygons, and (7) circles and spatial drawings. An understanding of proof and logic is developed.

## PRE-CALCULUS: COLLEGE ALGEBRA, IVY TECH MATH 136 (Sem. 1) (DUAL CREDIT) \*ICC

**Grade Level:** 11, 12

**Prerequisites:** Algebra II, Geometry, Pass testing requirements & complete required DE registration

- Credits: A one credit course/one semester and opportunity to earn 3 college credits
- Counts as a math credit for the all Diplomas
- In order to obtain college credit, the institution awarding college credit may require other credentials.

Presents an in-depth study of functions, quadratic, polynomial, radical, and rational equations, radicals, complex numbers, and systems of equations, rational fractions and exponential and logarithmic functions. MATH 136 and MATH 137 together comprise a standard two-semester college algebra and trigonometry course.

## PRE-CALCULUS: TRIGONOMETRY, IVY TECH MATH 137 (Sem. 2) (DUAL CREDIT) \*ICC

**Grade Level:** 11, 12

**Prerequisites:** Algebra II and Geometry – Completion of M136 & complete required DE registration

- Credits: A one credit course/one semester and opportunity to earn 3 college credits
- Counts as a math credit for the all Diplomas
- In order to obtain college credit, the institution awarding college credit may require other credentials.

Presents an in-depth study of right triangle trigonometry, oblique triangles, vectors, graphs of trigonometric functions, trigonometric identities and equations and complex numbers in rectangular and polar/trigonometric forms, rectangular and polar coordinates and conics.

## FINITE MATHEMATICS, IVY TECH MATH 135 (DUAL CREDIT) \*ICC

**Grade Level:** 11, 12

**Prerequisites:** Algebra II, Geometry, Pass testing requirements & complete required DE registration

- Credits: Credits: A two semester course/one credit per semester and opportunity to earn 3 college credits total with completion of both semesters
- Counts as a Mathematics Course for all diplomas
- In order to obtain college credit, the institution awarding college credit may require other credentials.
- As of the 23-24 school year, IU Bloomington this is a required freshman year course.

Surveys solving and graphing linear equations and inequalities, elementary set theory, matrices and their applications, linear programming, and elementary probability. This is a standard finite mathematics course.

## CALCULUS, IVY TECH MATH 211 (DUAL CREDIT) \*ICC

**Grade Level:** 12

**Prerequisites:** Pre-Calculus/M137 & complete required DE registration

- Credits: A two semester course/one credit per semester and opportunity for 4 college credits total with completion of both semesters
- Counts as a mathematics course for all diplomas
- In order to obtain college credit, the institution awarding college credit may require other credentials.

Reviews the concepts of exponential, logarithmic and inverse functions. Studies in depth the fundamental concepts and operations of calculus including limits, continuity, differentiation including implicit and logarithmic differentiation. Applies differential calculus to solve problems in the natural and social sciences, to solve estimation problems and to solve optimization problems. Applies differential calculus to sketch curves and to identify local and global extrema, inflection points, increasing/decreasing behavior, concavity, behavior at infinity, horizontal and vertical tangents and asymptotes, and slant asymptotes. Applies the concept of Riemann sums and anti-derivatives to find Riemann integrals. Applies the fundamental theorem of calculus to solve initial value problems, and to find areas and volumes and the average values of a function

## AP STATISTICS - \*ICC (Qualifying dual credit possible)

**Grade Level:** 11,12

**Prerequisites:** Algebra II

- Credits: A two semester course/one credit per semester
- Counts as a Mathematics Course for all diplomas
- Qualifies as a quantitative reasoning course

Statistics, Advanced Placement is a course based on content established by the College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: (1) exploring data: describing patterns and departures from patterns (2) sampling and experimentation: planning and conducting a study, (3) anticipating patterns: exploring random phenomena using probability and simulation, and (4) statistical inference: estimating population parameters and testing hypotheses. The use of graphing calculators and computer software is required. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/repository/ap-statistics-course-description.pdf>

## **MATH LAB: COMBINED LANGUAGE ARTS**

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Credits: A one semester course/one credit per semester, Eight credits maximum
- Counts as an elective Course for all diplomas

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.

## **APPLIED ALGEBRA I LAB**

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Four units maximum
- Counts as Mathematics course or an Elective for the Certificate of Completion
- Applied Algebra I Lab is designed as a support course for Algebra I. As such, a student taking Applied Algebra I Lab must also be enrolled in Algebra I or Applied Algebra I during the same academic year.

*Applied Algebra I Lab* is a mathematics support course. Algebra I Lab should be taken while students are concurrently enrolled in a math course or have met the math requirements for the certificate of completion. This course provides students with additional time to build the foundations necessary for high school math courses and work on specific, individualized math skills, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas align with the critical areas of Math: Number Sense, Computation, Data Analysis, Geometry, Measurement and Algebraic Thinking. Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

## MUSIC

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### BEGINNING CHORUS: CONCERT CHOIR

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

- Credits: A two semester course/one credit per semester
- Fulfills Fine Arts requirements for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective all Diplomas

Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music. Students

taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. A wide variety of music will be performed providing the singer with a basic understanding of choral music of different styles. Emphasis is placed on the development of basic vocal skill, performing, creating, and responding to music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. The choir may also participate in the ISSMA Organizational Contest in the spring. Members will be required to purchase performance attire within specified guidelines. \*Additional course competition fees may apply, etc.\*

### INTERMEDIATE CHORUS: BELLA VOCE

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Admission by Audition Only

- Credits: A two semester course/one credit per semester
- Fulfills Fine Arts requirements for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all Diplomas

Intermediate Chorus provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. A wide variety of music will be performed providing the singer with an understanding of choral music of different styles. There will be several required performances including, but not limited to, a fall, holiday, winter, and spring concert. The choir may also participate in the ISSMA Organizational Contest and other choral festivals throughout the year. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. Mastery of basic choral technique must be evident to join this class. Areas of refinement include, a cappella singing, sight-reading, and critical listening skills. This is an auditioned ensemble. The students will be notified of added performances as soon as that information becomes available. Students are encouraged to participate in solo and ensemble contest. Members will be required to rent or purchase a stage costume. Students enrolled in Intermediate Chorus can also participate in Beginning Chorus or Vocal Jazz as a second ensemble. \*Additional course competition fees may apply, etc.\*

### ADVANCED CHORUS: BATESVILLE SINGERS

**Approximate Course Cost:** Competition season fees, trip/tour fees, and financial obligations vary from year to year. Fundraising and scholarships are available to offset the cost of being in this ensemble.

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Admission by Audition Only

- Credits: A two semester course/one credit per semester
- Fulfills Fine Arts requirements for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all Diplomas

Batesville Singers is available to those students with more mature voices and advanced skill. Admission to this group is by audition. A wide variety of music will be performed providing the singer with an understanding of choral music of different styles. This ensemble will use choreography, prepare a contest show, and serve as ambassadors for Batesville HS. There will be several required performances including, but not limited to, a fall, holiday, winter, and spring concert. The choir may also participate in the ISSMA Organizational Contest and other choral festivals throughout the year. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. The students will be notified of added performances as soon as that information becomes available. Mastery of basic choral technique must be evident to join this class. Areas of refinement include, a cappella singing, sight-reading, and critical listening skills. Members will be required to rent or purchase a stage costume. Students enrolled in Advanced Chorus can also participate in Intermediate Chorus, Beginning Chorus, or Vocal Jazz as an additional ensemble.

## **APPLIED MUSIC**

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills Fine Arts requirements for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all Diplomas
- Laboratory course

Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music. Applied Music will allow students to take private instruction in voice or on their chosen instrument. Work on musicianship, technique, solo music performances, practice skills, and music reading skills will be a part of this course. Students will be expected to participate in solo performance opportunities such as ISSMA Solo/Ensemble contest, the BAAC Young Artist Showcase, etc.

## **MUSIC HISTORY AND APPRECIATION**

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Any student interested in expressing themselves through music.

- Credits: 2 semester course, 1 credit per semester.
- Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas.

Music History and Appreciation is based on the Indiana Academic Standards for Music. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music, evaluating music and music performances, and understanding relationships between music and the other arts, as well as disciplines outside of the arts. Music Appreciation is an elective survey course, which explores a wide variety of musical styles, forms, composers, instruments, and performers. Students will acquire the vocabulary, concepts, theory, and history necessary to critique music in an intelligent manner. Students will develop skills in analyzing, listening, performing, and creating music in order to gain an understanding of and respect for the role and the importance of music in their lives.

## TECHNICAL THEATRE: STAGECRAFT

**Approximate Course Cost:** Additional fees may apply (for example, attendance at live music performances may be an opportunity and could potentially have a ticket cost).

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

- Credits: 2 semester course, 1 credit per semester.
- Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas.
- Due to the nature of this course, students will have after school expectations for assisting the Auditorium Director with performance setup. Monday class meetings will allow flexibility with the after-school commitments.

Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in Technical Theatre actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should 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. The course is an exploration of the duties of stage technicians and their contribution to the total aesthetic effect of a dramatic production. Topics covered will include design research and principles; scene shop organization; painting and construction techniques; equipment use and maintenance; principles and application of sound, lighting, and computer technology; the use of special effects; costume and makeup considerations and selection; publicity and business management; theatre safety; and the function of technical stage personnel in production work. Students will incorporate academic study and hands-on application of knowledge and skills through work in the auditorium.

## ELECTRONIC MUSIC: PODCASTING

**Approximate Course Cost:** Additional course competition fees may apply.

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Any student interested in expressing themselves through music.

- Credits: 2 semester course, 1 credit per semester.
- Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas.

Electronic Music: Music Technology is based on the Indiana Academic Standards for High School Music Technology. Students taking this course are provided with a wide variety of activities and experiences to develop skills in using electronic media and current technology to perform, create, and respond to music. Podcasting curriculum will further develop this instruction through composing music for recordings using software programs such as SoundTrap and GarageBand. Students will report and respond to music events, other classes, and extracurricular activities throughout the school as a podcast library is built to share.

## MUSIC THEORY AND COMPOSITION

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

- Credits: 2 semester course, 1 credit per semester.
- Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas.

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. Students develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

## **ADVANCED CONCERT BAND**

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Beginning Concert Band or Admission by Audition

- Credits: A two semester course/one credit per semester
- Fulfills Fine Arts requirements for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all Diplomas.

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

## **BEGINNING CONCERT BAND**

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Prior experience in a concert band setting, or by director approval

- Credits: A two semester course/one credit per semester
- Fulfills Fine Arts requirements for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all Diplomas.

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

# PHYSICAL EDUCATION & HEALTH and WELLNESS

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## PHYSICAL EDUCATION I

**Grade Level:** 9

**Prerequisites:** None

- Credits: A full year course blended with health, two credits. One PE credit, One health credit
- Required to meet graduation requirements
- Fulfills the requirement for General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Diplomas

Physical Education I continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) health-related fitness activities: cardio- respiratory endurance, muscular strength and endurance, flexibility, and body composition, (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) aquatics, (9) dance, and (10) recreational games. Ongoing assessment includes both written and performance-based skill evaluations.

## PHYSICAL EDUCATION II: STANDARD FITNESS OR WEIGHT LIFTING

**Grade Level:** 9

**Prerequisites:** None

- Credits: A full year course blended with health, two credits. One PE credit, One health credit
- Required to meet graduation requirements
- Fulfills the requirement for General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Diplomas

Physical Education I continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) health-related fitness activities: cardio- respiratory endurance, muscular strength and endurance, flexibility, and body composition, (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) aquatics, (9) dance, and (10) recreational games. Ongoing assessment includes both written and performance-based skill evaluations.

## APPLIED PHYSICAL EDUCATION I

**Grade Level:** 9

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Two units maximum
- Counts as a Health & Wellness Requirement for the Certificate of Completion

*Applied Physical Education I* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.

## APPLIED PHYSICAL EDUCATION II: STANDARD FITNESS

**Grade Level:** 9

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Two units maximum
- Counts as a Health & Wellness Requirement for the Certificate of Completion

Applied Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in four of the following areas that were not covered in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.

## HEALTH AND WELLNESS EDUCATION

**Grade Level:** 9

**Prerequisites:** None

- Credits: A full year course blended with health, two credits. One PE credit, One health credit
- Required to meet graduation requirements
- Fulfills the Health & Wellness requirement for all Diplomas

High school health education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Standards Guide: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and Other Drugs; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention. Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also provided training on Community CPR and First Aid. This course encourages students to assume individual responsibility for becoming competent citizens with the proper decision-making skills needed to maintain health-enhancing behaviors.

## APPLIED HEALTH & WELLNESS

**Grade Level:** 10

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Two units maximum
- Counts as a Health & Wellness or Elective Requirement for the Certificate of Completion

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

information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

### **ELECTIVE PE III: WEIGHT TRAINING AND CONDITIONING**

**Recommended Grade Level:** 10, 11, 12

**Prerequisites:** PE I & PE II: Weight Lifting or Teacher Recommendation

Students must meet the metrics outlined by BHS PE teachers. Metrics are still to be determined as of 01/07/21.

- Credits: A one semester/one credit course, maximum of 8 credits can be earned
- Open to all students.
- Counts as a PE Elective for all Diplomas & BHS Elective Health/PE credit
- 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.

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

## **LIFE SCIENCES**

### **BIOLOGY I**

**Grade Level:** 8, 9, 10, 11, 12

**Prerequisites:** None

- Credits: A two semester course/one credit per semester
- Required for Graduation
- Fulfills the Biology requirement for all Diplomas

“Biology I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Biology topics. Disciplinary Core Ideas for this course include From Molecules to Organisms, Ecosystems, Heredity and Biological Evolution. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.”

During the course, students will address the following topics:

1. Cellular Chemistry
2. Cellular Structure
3. Molecular Basis of Heredity
4. Cellular Reproduction
5. Genetics
6. Evolution
7. Ecology

### **APPLIED BIOLOGY I**

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Four units maximum
- Counts as a Science Requirement or Elective for the Certificate of Completion

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

### **ADV SCI ST: MARINE SCIENCE**

**Grade Levels:** 9, 10, 11, 12

**Prerequisites:** Biology I

- Credits: A one or two semester course/one credit per semester, with students being able to start with either semester one or two as the material is not cumulative.
- Counts as an Elective for all Diplomas
- Fulfills a science requirement for all Diplomas

“Advanced Science, Special Topics is any science course that is grounded in extended laboratory, field, and literature investigations in one or more specialized science disciplines, such as anatomy/physiology, astronomy, biochemistry, botany, ecology, electromagnetism, genetics, geology, nuclear physics, organic chemistry, etc. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student’s course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities.”

Marine science can be taken as a one semester course or a two-semester course. Each semester is independent of one another although students could take it for a full year. In this course students will learn about marine life, the properties of water, plate tectonics, the sea floor, and marine conservation. These major topics will be broken down into the following units per semester.

### Semester 1:

- The Foundation of Life in the Ocean
  - Origins of Life, Ocean Zones and Lifestyles
  - The Energy of Life, Energy Flow Through the Biosphere
  - Survey of Marine Organisms from Prokaryotes through Marine Invertebrates
- The Motion of the Ocean
  - Air-Sea Interactions, Solar and Wind Connections
  - Ocean Currents
  - Waves and Tides
- Marine Resources
  - Renewable vs Nonrenewable Ocean Resources
  - Biology Resources- Marine Mammals, Algae, Aquaculture, and Medicine
  - The State of the World's Fisheries
  - Biodiversity and the Future

### Semester 2:

- The Foundation of Life in the Ocean:
  - Survey of Life from Fish to Marine Mammals
- Principles of Water:
  - Chemistry and Physics of Water
  - Chemical and Physics Factors that Affect Marine Life
- Voyage to the Bottom of the Sea:
  - Plate tectonics, Sediments in the Sea, and Coastlines
- The Present and Future of the Marine Environment
  - Pollution and Health of the Ocean
  - Management, Research, and the Future of an Ocean Planet

## BIOLOGY II: ZOOLOGY

**Grade Levels:** 9, 10, 11, 12

**Prerequisites:** Biology I

- Credits: A two semester course/one credit per semester
- Counts as an Elective for all diplomas
- Fulfills a science course requirement for all Diplomas

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

During the course, students will address the following topics:

2. Define basic anatomical terminology associated with the study of animals.
3. Distinguish among the acoelomate, pseudocoelomate, and coelomate body plans.
4. Identify the body symmetry of animals as radial, bilateral, or asymmetrical.
5. Use taxonomic groupings to differentiate the structure and physiology of invertebrates with dichotomous keys.

6. Use taxonomic groupings to differentiate structure and physiology of vertebrates with dichotomous keys.
7. Identify factors used to distinguish species, including behavioral differences and reproductive isolation.
8. Explain how species adapt to changing environments to enhance survival and reproductive success, including changes in structure, behavior, or physiology.
9. Differentiate among organisms that are threatened, endangered, and extinct.
10. Analyze a field study of animal behavior patterns to determine the relationship of these patterns to an animal's niche.

## **ENVIRONMENTAL SCIENCE/ECOLOGY**

**Grade Levels:** 9, 10, 11, 12

**Prerequisites:** Biology I

- Credits: A two semester course/one credit per semester
- Counts as an Elective for all Diplomas
- Fulfills a science (life) course requirement for all Diplomas

“Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.”

During the course, students will address the following topics:

1. Introduction to Ecology & Ecosystem Services
2. Individuals: Behaviors, Niches, & Natural Selection
3. Populations: Growth & Regulation
4. Communities: Species Interactions, Food Webs, Community Dynamics, & Landscape Ecology
5. Ecosystems: Cycling of Energy & Matter, Ecological Succession & Biomes
6. Biodiversity & Conservation
7. Invasive Species
8. Nutrient Inputs & Pollution
9. Climate Change
10. Sustainability: Challenges to Cooperative Behavior, Design & Technology

## ANIMAL SCIENCE, IVY TECH AGRI 103 (Dual Credit)

**Grade Level:** 10, 11, 12

**Prerequisites:** Principles of Agriculture & complete required DE registration

- Credits: A two-semester course/two semesters required, one credit per semester, with 3 college credits earned
- Fulfills a science credit for all Diplomas.
- Counts as a Directed Elective or Elective for all diploma types.
- Counts as a Career Technical Education (CTE) Course for technical honors and for Graduation Pathways box 3

Animal Science 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. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: Anatomy and physiology, genetics, reproduction; nutrition, aquaculture, careers in animal science, common diseases and parasites, social and political issues related to the industry, and management practices for the care and maintenance of animals.

## ADVANCED LIFE SCIENCE: ANIMALS, IVY TECH AGRI 107 (Dual Credit)

**Suggested Grade Level:** 11, 12

**Required Prerequisites:** Animal Science & complete required DE registration

**Recommend Prerequisites:** Introduction to Ag, Completion of Biology, Chemistry or ICP

- Credits: A two-semester course/one credit per semester, with 3 college credits earned
- Fulfills a Core 40 Science requirement for all diplomas
- Counts as an Elective or Directed Elective for all diplomas
- Qualifies as a Quantitative Reasoning Course
- This course is not approved for NCAA eligibility
- In order to obtain college credit, the institution awarding college credit may require other credentials
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 3

Advanced Life Science, Animals 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 animal-based laboratory and field investigations as an essential course component. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory and fieldwork, they recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture.

## BIOLOGY II: IVY TECH BIOL 101 (DUAL CREDIT) \*ICC

**Required Grade Level:** 11, 12

**Prerequisites:** Algebra I & II, & Chemistry I, Pass testing requirements & complete required DE registration

- Credits: A one semester course/one credit and 3 college credits per semester
- Counts as a Science Course for all diplomas
- In order to obtain college credit, the institution awarding college credit may require other credentials.
- Counts as a dual credit course for Graduation Pathways box 3

“Introduces the basic concepts of life. Includes discussion of cellular and organismal biology, genetics, evolution, ecology, and interaction among all living organisms. Addresses applications of biology to society. Includes lab.”

During the course, students will address the following topics in 9 modules:

1. The Scientific Method & Chemistry Principles
2. Cellular Structure & Function

3. Cell Cycle & Mechanisms of Molecular Genetics
4. Genetics
5. Biotechnology
6. Natural Selection, Evolution & Phylogeny
7. Plant Biology
8. Animal Biology
9. Ecology

### **APPLIED LIFE SCIENCE**

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Two units maximum
- Counts as a Science Requirement or Elective for the Certificate of Completion

*“Applied 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 all living organisms, general concepts of genetics, and the relationships of living organisms to each other and to the environment as a whole.”

## **PROJECT LEAD THE WAY – Health Sciences**

### **PRINCIPLES OF THE BIOMEDICAL SCIENCES (See IUPUI details below: BIOL 10011)**

**Grade Levels:** 9, 10, 11, 12

**Prerequisites:** Biology I or concurrent enrollment in Biology I is required

- Credits: A two semester course/two semesters required, one credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Core 40 Science requirement for all diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathway box 3

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

"Analyze the evidence found at a crime scene and help the medical examiner uncover clues left on a body to solve a mystery. Question, diagnose, and propose treatment and care for patients in a family medical practice. Track down the source of a mysterious outbreak at a local hospital. Access and stabilize a patient during an emergency and prepare for medical surge and mobile medical care. Collaborate with professionals in other fields to innovate and design solutions to local and global medical problems. Whether seeking a career in medicine or healthcare or simply looking to for the challenge of real-world problems, students in Principles of Biomedical Science will practice how to think creatively and critically to innovate in science and will gain practical experience with experimental design and the design process."

*At the end of the school year, students will take an End Of course Assessment test (EOC). Based on the performance on the test, students may have the option of acquiring 3 cost reduced hours of credit through IUPUI that may or may not be transferable to the college/university of choice.*

### **HUMAN BODY SYSTEMS/ANATOMY & PHYSIOLOGY**

**Grade Level:** 10, 11, 12

**Recommended Prerequisites:** Principles of Biomedical Sciences

- Credits: A two semester course/two semesters required, one credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Core 40 Science requirement for all diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathway box 3

Human Body Systems is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions. NOTE: This course aligns with the PLTW Human Body Systems curriculum. Use of the PLTW Curriculum may require additional training and membership in the PLTW network.

“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, integumentary, skeletal, 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. In addition to the above, the circulatory, respiratory, digestive and reproductive systems are explored. The senses are studied, and students learn about pregnancy, growth, and development. Dissections include the heart, the eye, and the fetal pig.”

Anatomy and Physiology can be taken as a one semester course or a two-semester course. Each semester is independent of one another although students could take it for a full year. In this course students will learn about human anatomy and physiology and the treatment of disease. The major topics will be broken down into the following units per semester.

#### **Semester 1:**

- Skeletal System—anatomy and physiology of bone, study of fracture identification, anatomy and physiology of joints, forensic anthropology lab
- Muscular System—anatomy and physiology of muscles
- Respiratory System—anatomy and physiology of the respiratory system, including practicing intubation and inflating lungs
- Cardiovascular System—anatomy and physiology of the cardiovascular system including learning about the path of blood flow through the heart
- Digestive System—anatomy and physiology of the digestive system
- Dissections: Heart

#### **Semester 2:**

- Nervous System—anatomy and physiology of the nervous system including anatomy and physiology of the brain and learning about the anatomy and physiology of neurons and the generation of action potentials
- Senses—anatomy and physiology of the eye and ear and other senses such as touch, temperature, smell, taste, and pain
- Integumentary System—anatomy and physiology of skin
- Urinary System—anatomy and physiology of the urinary system including an in depth look at nephron structure and function; urinalysis and dialysis will also be studied along with organ donation and practicing suturing techniques
- Reproduction System—anatomy and physiology of the male and female reproductive system
- Dissections: Eye and Kidney

### **MEDICAL INTERVENTIONS**

**Grade Level:** 11, 12

**Prerequisites:** Principles of Biomedical Sciences

- Credits: A two semester course/two semesters required, one credit per semester
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Core 40 Science requirement for all diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathway box 3

Medical Interventions is a course that studies medical practices, including interventions, to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions. Lessons will cover the history of organ transplants and gene

therapy with additional readings from current scientific literature addressing cutting edge developments. NOTE: This course aligns with the PLTW Medical Interventions curriculum. Use of the PLTW Curriculum may require additional training and membership in the PLTW network.

**Biomedical Sciences & Technology NLPS Concentrator Sequence & Technical Honors Route**

<b>Biomedical Sciences &amp; Technology</b>	5218	Principles of Biomedical Sciences	N/A
	5216	Human Body Systems	N/A
	5276	Ivy Tech Anatomy & Physiology	APHY 101 & APHY 102
	5216	Medical Interventions	N/A
	5974	WBL Capstone: Health Sciences	N/A

## **PHYSICAL SCIENCES**

### **CHEMISTRY I**

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** Biology I and Algebra I

- Credits: A two semester course/one credit per semester
- Fulfills a science (physical) requirement for all diplomas
- Counts as an Elective for all diplomas
- Qualifies as a Quantitative Reasoning Course for the all diplomas

“Chemistry I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Chemistry topics. Disciplinary Core Ideas for this course include Matter and its Interactions and Energy. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.”

### **AP CHEMISTRY - \*ICC (qualifying dual credit possible)**

**Grade Level:** 10, 11, 12

**Prerequisites:** Chemistry I, Algebra II

- Credits: A two semester course/one credit per semester
- Counts as a Science Course for all diplomas
- Qualifies as a Quantitative Reasoning Course for all diplomas

“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: gasses, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.”

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students are required to complete the AP exam in the spring.

### **PHYSICS I – (Hybrid – IU High School Online)**

**Grade Level:** 10, 11, 12

**Prerequisites:** Algebra I and Geometry I and Biology I, Concurrent enrollment in Algebra II recommended

- Credits: A two semester course/one credit per semester
- Fulfills the physical science requirement for the General diploma.
- Fulfills the 2-credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

“Physics I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Physics topics. Disciplinary Core Ideas for this course include Forces and Interactions, Energy, Wave Properties, and Electromagnetic Radiation. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.”

### **HEALTHCARE FUNDAMENTALS: MEDICAL TERMINOLOGY, IVY TECH HLHS 101 (DUAL CREDIT)**

**Required Grade Level:** 10, 11,12

**Prerequisites:** Pass Knowledge Assessment or meet other testing requirements

- Credits: A one credit/one semester course and 3 college credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- In order to obtain college credit, the institution awarding college credit may require

other credentials.

- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 3.

Medical Terminology addresses basic terminology required of the allied health professional and provides a basic knowledge of anatomy and physiology, pathology, special procedures, laboratory procedures, and pharmacology. Greek and Latin prefixes, suffixes, word roots, and combining forms are presented. Emphasis is on forming a foundation for a medical vocabulary including meaning, spelling, and pronunciation. Medical abbreviations, signs, and symbols are included.

### PRINCIPLES OF HEALTHCARE, IVY TECH HLHS 100 (DUAL CREDIT) - NEW COURSE -

**Required Grade Level:** 10, 11,12

**Prerequisites:** Interest in healthcare

- Credits: A one credit/one semester course and 3 college credits
- Counts as an elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- In order to obtain college credit, the institution awarding college credit may require other credentials.
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 3.

Principles of Healthcare content examines skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, and an introduction to healthcare systems. Lab experiences are organized and planned around the activities associated with the student's career objectives.

### ANATOMY AND PHYSIOLOGY I, IVY TECH APHY 101 (DUAL CREDIT)

**Required Grade Level:** 11, 12

**Prerequisites:** Pass Knowledge Assessment or meet other testing requirements

- Credits: A one semester course/one credit and 3 college credits
- Counts as a Science elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- In order to obtain college credit, the institution awarding college credit may require other credentials.
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 3.

Anatomy and Physiology develops a comprehensive understanding of the close inter-relationship between anatomy and physiology as seen in the human organism. 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.

### ANATOMY AND PHYSIOLOGY II, IVY TECH APHY 102 (DUAL CREDIT)

**Required Grade Level:** 11, 12

**Prerequisites:** APHY 101 & Pass Knowledge Assessment or meet other testing requirements

- Credits: A one semester course/one credit and 3 college credits
- Counts as a Science elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- In order to obtain college credit, the institution awarding college credit may require other credentials.
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 3

Continues the study of the inter-relationships of the systems of the human body. Introduces students to the study of the endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems.

### PHYSICAL SCIENCE, IVY TECH SCIN 111 (DUAL ENROLLMENT) \*ICC


**Approximate Course Cost:** Ivy Tech textbook fee

**Required Grade Level:** 11, 12

**Prerequisites:** Pass Knowledge Assessment or meet other testing requirements

- Credits: A one semester course/one credit and 3 college credits
- Counts as a Science elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- In order to obtain college credit, the institution awarding college credit may require other credentials.
- ITCC Crosswalks course as Physics II
- Counts as a dual credit course for Graduation Pathways box 3

Introduces physical concepts and theories pertaining to current applications and trends in physics. Basic concepts in chemistry, earth science and astronomy will be illustrated. Emphasizes concepts and applications. Includes lab.

**EARTH SCIENCE, IVY TECH SCIN 100 (DUAL ENROLLMENT) \*ICC** 

**Approximate Course Cost:** Ivy Tech textbook fee

**Required Grade Level:** 11, 12

**Prerequisites:** Pass Knowledge Assessment or meet other testing requirements

- Credits: A one semester course/one credit and 4 college credits
- Counts as a Science elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- In order to obtain college credit, the institution awarding college credit may require other credentials.
- ITCC Crosswalks course as Earth and Space Science II
- Counts as a dual credit course for Graduation Pathways box 3

Introduces physical concepts and theories pertaining to current applications and trends in earth science. Basic concepts in geology, meteorology, oceanography, and astronomy will be illustrated.

**APPLIED EARTH AND SPACE SCIENCE I**

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Four units maximum
- Counts as a Science Requirement or Elective for the Certificate of Completion

*Applied Earth and Space Science I* is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and 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 and experimentation by conducting investigations and evaluating and communicating the results of those investigations. Course may include a variety of learning experiences and tools support the process of investigation, data collection and analysis.

**Pre-Nursing (CNA) NLPS Concentrator Sequence & Technical Honors Route**

<b>Pre-Nursing (C N A)</b>	<b>7168</b>	<b>Principles of Healthcare</b>	<b>HLHS 100</b>
	<b>5274</b>	<b>Medical Terminology</b>	<b>HLHS 101</b>
	<b>5276</b>	<b>Anatomy &amp; Physiology</b>	<b>BHS or APHY 101/102</b>
	<b>7166</b>	<b>Healthcare Specialist: C N A</b>	<b>HLHS 107</b>
	<b>5974</b>	<b>WBL Capstone: C N A</b>	<b>N/A</b>

## Pre-Nursing (CCMA) NLPS Concentrator Sequence & Technical Honors Route

<b>Pre-Nursing (CCMA)</b>	7168	Principles of Healthcare	HLHS 100
	5274	Medical Terminology	HLHS 101
	5276	Anatomy & Physiology	APHY 101/102
	7255	Healthcare Specialist Capstone	HLHS 105
	7164	CCMA Workforce & Development Prep	MEAS 225
<i>This is added to allow for 4 blocks of CCMA Prep</i>	7255	Healthcare Specialist Capstone	N/A

# SOCIAL STUDIES

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## WORLD HISTORY AND CIVILIZATION

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

- Credits: A two semester course/one credit per semester
- Fulfills the Geography/World Civ. requirement for all diplomas
- Counts as an Elective for all diplomas

World History and Civilization provides for a study of selected world cultures, past and present. The content of this course provides a basis for students to compare and analyze patterns of culture, emphasizing both the diversity and commonality of human experience and behavior. This course emphasizes the interaction of local cultures with the natural environment, as well as the connections among civilizations from earliest times to the present. This course may be designed to focus on: (1) prehistory; (2) early world civilizations, including the rise of civilizations of the Middle East, Africa, and Asia; (3) the classical civilizations of Europe, Asia, and Latin America; and (4) the development of modern societies. This course might also trace important themes in human history or be designed to focus on a comparative study of two or more selected societies.

## UNITED STATES HISTORY

**Grade Level:** 11, 12

**Prerequisites:** None

- Credits: A two semester course/one credit per semester
- Fulfills the US History requirement for all diplomas

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

## APPLIED UNITED STATES HISTORY

**Grade Level:** None

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Four units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion

Applied United States History is a course that builds upon concepts of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand specific topics or the cause for changes in the nation over time.

## UNITED STATES GOVERNMENT

**Grade Level:** 12

**Prerequisites:** None

- Credits: A one semester course/one credit
- Fulfills the Government requirement for all Diplomas
- Students are required to take the naturalization test for citizenship per SEA 132 (New 2019-2020).

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

## APPLIED UNITED STATES GOVERNMENT

**Grade Level:** 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Two units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion

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

## UNITED STATES GOVERNMENT, CC IVY TECH POLS 101 (DUAL CREDIT) \*ICC

**Required Grade Level:** 12

**Prerequisites:** Pass testing requirements & complete required DE registration

- Credits: A one semester course/one credit, and 3 college credits
- A Required Core 40 and AHD course in lieu of U.S. Government (non dual credit)
- Counts as a Dual Credit Course for Graduation Pathway box 3

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

## ECONOMICS

**Grade Level:** 12

**Prerequisites:** None

**Corequisite:** Personal Financial Responsibility

- Credits: A one semester course/two credits
- Fulfills the Economics requirement for all Diplomas
- Qualifies as a quantitative reasoning course
- Starting with the Class of 2026, Students will have a hybrid curriculum of Economics and Personal Financial Responsibility, a separate grade and credit will be earned for each course.

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade.

## PERSONAL FINANCIAL RESPONSIBILITY

**Grade Level:** 12

**Prerequisites:** None

**Corequisite:** Economics

- Credits: A one semester course/one credit
- Fulfills the Personal Finance requirement for all Diplomas
- Qualifies as a quantitative reasoning course
- Starting with the Class of 2028, Students will have a hybrid curriculum of Economics and Personal Finance, one credit will be awarded for each subject

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

## APPLIED ECONOMICS

**Grade Level:** 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Two units maximum
- Counts as an Elective, Employability or Social Studies Requirement for the Certificate of Completion

Applied Economics investigates the specific economic effect of market forces and government policies on individuals and major institutional groups, such as business and labor, in the economy. Special attention is given to economic concepts and principles used by consumers, producers, and voters. Learning experiences, such as projects, field trips, and computer applications, are strongly encouraged as ways to demonstrate practical applications of economic concepts.

**Approximate Course Cost:** Ivy Tech textbook fee

**Required Grade Level:** 11, 12

**Prerequisites:** PSYC 101 & ENGL 111 & complete required DE registration

- ❑ Credits: A one semester/one credit course and 3 college credits
- ❑ Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ❑ Counts as a Dual Credit Course for Graduation Pathway box 3

Examines theories and research related to abnormal behavior with primary emphasis on symptoms, etiology, and treatment of psychological disorders.

**INTRODUCTION TO PSYCHOLOGY, IVY TECH PSYC 101 (DUAL ENROLLMENT) \*ICC** 

**Approximate Course Cost:** Ivy Tech textbook fee

**Required Grade Level:** 11, 12

**Prerequisites:** Pass testing requirements & complete required DE registration

- ❑ Credits: A one semester/one credit course and 3 college credits
- ❑ Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ❑ Counts as a Dual Credit Course for Graduation Pathway box 3

Psychology surveys behavior and cognitive processes as they affect the individual. The Course focuses on biological foundations, learning processes, research methodologies, personality, human development and abnormal and social psychology.

**INTERPERSONAL COMMUNICATION, IVY TECH COMM 102 (DUAL ENROLLMENT) \*ICC** 

**Approximate Course Cost:** Ivy Tech textbook fee

**Required Grade Level:** 11, 12

**Prerequisites:** Pass testing requirements & complete required DE registration

- ❑ Credits: A one semester/one credit course and 3 college credits
- ❑ Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ❑ Counts as a Dual Credit Course for Graduation Pathway box 3

Focuses on the process of interpersonal communication as a dynamic and complex system of interactions. Provides theory, actual practice, and criticism for examining and changing human interactions in work, family, and social contexts. Includes topics such as perception, self-concept, language, message encoding and decoding, feedback, listening skills, conflict management, and other elements affecting interpersonal communication in various world contexts.

**INTRODUCTION TO PHILOSOPHY, ADV SOC CC, IVY TECH PHIL 101 (DUAL ENROLLMENT) \*ICC** 

**Approximate Course Cost:** Ivy Tech textbook fee

**Required Grade Level:** 11, 12

**Prerequisites:** Pass Knowledge Assessment or meet other testing requirements

- ❑ Credits: A 8-week course/one credit and 3 college credits
- ❑ Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ❑ In order to obtain college credit, the institution awarding college credit may require other credentials.
- ❑ Counts as a Dual Credit Course for Graduation Pathway box 3

Introduces the student to recurring ideas and thought systems represented in the literature and lives of great thinkers and examines philosophical principles such as foundations of morality, skepticism, the nature of knowledge, the nature of mind, free will and determinism, and the existence of God. Emphasizes evaluation of arguments and analysis of concepts.

**INTRODUCTION TO ETHICS, ADV SOC CC, IVY TECH PHIL 102 (DUAL ENROLLMENT) \*ICC** 

**Approximate Course Cost:** Ivy Tech textbook fee

**Required Grade Level:** 11, 12

**Prerequisites:** Pass Knowledge Assessment or meet other testing requirements

- Credits: A 8-week course/one credit and 3 college credits
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- In order to obtain college credit, the institution awarding college credit may require other credentials.
- Counts as a Dual Credit Course for Graduation Pathway box 3

Introduces the student to the ethical domain as a field of philosophy by examining major concepts such as happiness, virtues and rules and applies them to practical moral problems.

## **ETHNIC STUDIES**

**Recommended Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

- Credits: A one semester course/one credit
- Counts as an Elective for all Diplomas

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

## **INDIANA STUDIES**

**Recommended Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

- Credits: A one semester course/one credit
- Counts as an Elective for all diplomas

*Indiana Studies* is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

## **APPLIED INDIANA STUDIES**

**Grade Level:** None

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Two units maximum
- Counts as a Social Studies Requirement or Elective for the Certificate of Completion

*Applied 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. Examination of individual leaders (state or local) and their roles in a democratic society will be included. Student will examine the participation of citizens in the political process to understand their role. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

## WORLD LANGUAGES

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### **SPANISH**

#### **SPANISH I**

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** None

- Credits: A two semester course/one credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas
- Native Spanish speakers may start in Spanish II with teacher recommendation**

Spanish I provides instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. Within this context, the course provides students with opportunities to respond to and give oral directions and commands and to make routine requests in the classroom and in public places; understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events; ask and answer simple questions and participate in brief guided conversations related to their needs and interests; read isolated words and phrases in a situational context, such as menus, signs, and schedules; comprehend brief written directions and information; read short narrative texts on simple topics; and write familiar words and phrases in appropriate contexts and respond in writing to various stimuli. Additionally, students learn about nonverbal communication, such as gestures and body language; about awareness of current events in the cultures; the major holidays and geographical features of the countries being studied; greeting and leave taking behaviors in a variety of social situations: the appropriate way to respond to introductions and use courtesy behaviors; and appropriate etiquette in a variety of social settings.

#### **SPANISH II**

**Grade:** 9, 10, 11, 12

**Prerequisites:** Spanish 1, or beginning level for those whose home language is Spanish

- Credits: A two semester course/one credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

Spanish II enables students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. Students are able to ask questions regarding routine activities; participate in conversations on a variety of topics; relate a simple narrative about a personal experience or event; interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life; understand main ideas and facts from simple texts over familiar topics; read aloud with appropriate intonation and pronunciation; and write briefly in response to given situations, for example postcards, personal notes, phone messages, and directions, as well as write letters using culturally appropriate format and style. Additionally, students become familiar with major geographical features, historical events, and political structures of the country(ies) being studied; familiar with different aspects of the culture, including the visual arts, architecture, literature and music, using the foreign language where appropriate; able to extend and respond to hospitality as a host or a guest; and aware of time expectations, such as arriving for appointments and social engagements.

### SPANISH III

**Grade Level:** 10, 11, 12

**Prerequisites:** Spanish II

- Credits: A two semester course/one credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

Spanish III provides instruction using authentic resources to give cultural context to the topics covered, and to allow students to see real-world use of the language. These resources will include authentic news articles, short stories, songs, and videos. Students will study the music, film, food, and holidays of Spanish-speaking countries, and practice communicating about these topics in Spanish. Students will converse in Spanish daily with the teacher and other students, and will be given opportunities to speak Spanish in the community. Spanish III provides instruction, enabling students to understand and appreciate other cultures by comparing social behaviors and values of people using the languages being learned. Students are willing to initiate and participate in discussions concerning these cultures. In addition, students are able to respond to factual and interpretive questions and interact in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases; read for comprehension from a variety of authentic materials, such as advertisements in newspapers and magazines and cartoons and personal correspondence; read short literary selections of poetry, plays, and short stories; complete authentic forms and documents and take notes that require familiar vocabulary and structures; write paraphrases, summaries, and brief compositions; describe different aspects of the culture, using the foreign language where appropriate, including: (1) major historical events, (2) political structures, (3) value systems, (4) visual arts, (5) architecture, (6) literature, and (7) music; and seek help in a crisis situation and participate appropriately at special family occasions, such as birthdays, weddings, funerals, and anniversaries.

### AP SPANISH LANGUAGE & CULTURE \*ICC (Qualifying dual credit possible)

**Grade Level:** 11, 12

**Prerequisites:** Spanish I, II and III

- Credits: A two semester course/one credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

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

# AMERICAN SIGN LANGUAGE

## AMERICAN SIGN LANGUAGE I

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** N/A

- Credits: A two semester course/one credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

American Sign Language I is a course that introduces students to American Sign Language (ASL) and the Deaf community. The course focuses on frequently used signs through a functional notional approach, and discusses cultural features of the Deaf community. Emphasis is placed on development of receptive and expressive language skills. Through this course, students are given the opportunity to develop visual acuity; follow brief verbal instructions; understand short statements, questions, and dialogues; develop short descriptions with guidance; begin to understand the current GLOSSING system used to write ASL; and examine other methods developed to write ASL, including Sign Writing. Students also learn to recognize the difference between the pathological and psychological definitions of deafness, recognize the widespread use of ASL throughout the United States, and develop an understanding of the relationship between languages and cultures as a whole. It's important to note that students will be expected to record videos in various projects throughout this course.

## AMERICAN SIGN LANGUAGE II

**Grade Level:** 10, 11, 12

**Prerequisites:** American Sign Language I

- Credits: A two semester course/one credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

*American Sign Language II* is a course that continues the focus on frequently used signs through a functional-notional approach and the discussion of the cultural features of the Deaf community. Emphasis is placed on further development of receptive and expressive communication skills in American Sign Language (ASL). Through this course, students are given the opportunity to watch and understand short stories, dialogues and poetry in ASL; continue to develop visual discrimination skills; begin to understand various dialects of ASL by interacting with ASL users within the Deaf community; begin to use classifiers appropriately; continue the mastery of the current GLOSSING system used in texts to write ASL; and begin to write in GLOSS their own simple dialogues, poetry and translations. Students will also learn to examine some of the political issues associated with the Deaf community, and will further develop an understanding of the relationship between languages and cultures as a whole. It's important to note that students will be expected to record videos in various projects throughout this course.

## AMERICAN SIGN LANGUAGE III

**Grade Level:** 11, 12

**Prerequisites:** American Sign Language I & II

- Credits: A two semester course/one credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

*American Sign Language III* is a course that continues to focus on the students' non-verbal communication skills at advanced levels of competency. American Sign Language is used exclusively in the class as students communicate using more complex structures of the language on a variety of topics, moving from concrete to more abstract concepts. This course provides opportunities for

students to learn to express themselves in advanced situations, using more sophisticated vocabulary and structure; apply advanced grammatical features, such as descriptors, classifier use and various numbering systems; and develop the ability to discuss topics related to historical and contemporary events and issues within the hearing-impaired community. Students will also build on narrative skills and learn to relay information they've read or heard through explanation of more complex ideas. This course further emphasizes the development of spontaneous language responsive behaviors through activities designed for this purpose. It's important to note that students will be expected to record videos in various projects throughout this course.

## **AMERICAN SIGN LANGUAGE IV**

**Grade Level:** 12

**Prerequisites:** American Sign Language I, II & III

- Credits: A two semester course/one credit per semester
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for all diplomas

*American Sign Language IV* is a course based on Indiana Academic Standards for World Languages, is a course that continues to focus on the students' non-verbal communication skills at advanced levels of competency. American Sign Language is used exclusively in the class as students communicate using more complex structures of the language on a variety of topics, moving from concrete to more abstract concepts. It's important to note that students will be expected to record videos in various projects throughout this course.

## INDIVIDUALIZED STUDENT OPPORTUNITIES

### Ivy Tech Pathway Programs:



- SOFTWARE DEVELOPMENT

- ADVANCED MANUFACTURING AND ENGINEERING

- HEALTH CAREERS: Certified Nursing Assistant (CNA) & Certified Clinical Medical Assistance (CCMA)

**(DUAL ENROLLMENT Courses included with these programs)**

**Approximate Course Cost:** Ivy Tech textbook fee

**Grade Level:** 11, 12

**Required Prerequisites:** Interest in pathway

- Credits: One credit per block
- Manufacturing & Software are full year pathways
- CNA and CCMA are one semester pathways
- Counts as an Elective or Directed Elective for all Diplomas
- In order to obtain college credit, the institution awarding college credit may require other credentials.
- Possibility to count as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 2 and 3

**IVY TECH SOFTWARE APPLICATION DEVELOPER CERTIFICATE**

**ATC ANDROID DEVELOPER CERTIFICATION**

**Approximate Course Cost:** Ivy Tech textbook fee

**Grade Level:** 11, 12

**Prerequisites:** Pass testing requirements & complete required DE registration

Students have the opportunity to earn certificate from Ivy Tech in Software Application Development by completing the corresponding course work listed below in the recommended sequence.

#### Software Development NLPS Concentrator Sequence & Technical Honors Route

<b>Software Development</b>	7183	Principles of Computer Science	N/A
	7183	Computing Logic	SDEV 120
	7185	Website Development	SDEV 153
	7184	Database Design & Mgt.	DBMS 110
	5974	WBL: IT Support	N/A

#### Industrial Maintenance Electrical NLPS Concentrator Sequence & Technical Honors Route

<b>Industrial Automation &amp; Robotics</b>	7220	Principles of Industry 4.0 - Smart Manuf.	SMDI 110
	4728	Robotics Design & Innovation	SMDI 111
	7103	Adv. Manuf. Technology	INDT 113
	7224	Industrial Automation & Robotics Capstone	INDT 104
	5974	WBL Capstone: Manufacturing COOP	N/A

## **CAREER READY ACADEMY** (BHS Alternative School)

**Grade Level:** 11, 12

### **Prerequisites:** SCHOOL RECOMMENDATION ONLY & APPLICATION PROCESS

The Career Ready Academy, also known as the BHS Alternative School, is available to students during their junior & senior year of high school. The Academy allows students who meet the criteria to earn their high school diploma requirements through a more hands-on approach by splitting class time with career tasks, community service and working after school hours, and/or attendance at the career center to gain an increased level of employable skills.

## **PREPARING FOR COLLEGE & CAREERS** (PCC)

**Grade Level:** 9

### **Prerequisites:** SCHOOL PLACEMENT ONLY

- Credits: One or two semesters, one credit per semester, two credits max
- Part of Freshman Seminar requirement beginning with the Class of 2028
- Counts as a directed elective for all diplomas

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be 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-world experiences is recommended. Prepared for success in college, career, and life. The focus of the course is the impact of today's choices on

## **CAREER EXPLORATION & INFORMATION - IVYT 106 (DUAL CREDIT)**

**Grade Level:** 9

### **Prerequisites:** SCHOOL PLACEMENT ONLY

- Credits: One semester course, one credit per semester, six credits max
- Part of Freshman Seminar requirement beginning with the Class of 2028
- Counts as a directed elective or elective for all diplomas
- Counts as a required course for Ivy Tech CTs, TCs, and Associates Degrees.

Career Information and Exploration provides students with opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students.

## **Eligibility to Work Based Learning/Teaching Experiences:**

**WBL Capstone:** Enrollment in or completion of a CTE course, application required and job site must directly relate to the CTE subject area.

**WBL: ENG 12 – Tech Comm:** Completed six dual credits or scheduled for completion of a CT or TC

**Double Cadet Teaching:** Teaching must be part of post-secondary plans & two or more dual credit courses.

***\*\*Students enrolled in any of the above course titles are expected to earn a 70% or above to continue on with successive semesters in any of the courses.***

## **CAREER EXPLORATION INTERNSHIP (AKA Mentorship)**

**Grade Level:** 11, 12

**Required Pre/Co-requisites:** Interest in exploring a work-based learning opportunity

- Credits: One credit per semester, 1-3 credits per semester, six credits max
- Counts as an Elective for all diplomas
- If students leave the building for this experience they must provide and maintain their own transportation.
- When offered as applied: 4 units maximum; counts as an employability applied unit for alternate diploma
- A minimum of 75 hours of workplace and classroom activities are required for one credit; 150 hours are required for the two credits. Of the 75 or 150 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction. Schools on block schedules may proportionately adjust the total number of hours per week to meet the local standard, provided that students spend at least one hour a week in classroom activities.

The Career Exploration Internship course consists of a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interests. Unlike the work-based Learning capstone course in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace Indiana Department of Education High School Course Titles and Descriptions: 2024-2025 learning activities, students participate in (1) regularly scheduled meetings with their classroom teacher, or (2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

## **CAREER EXPLORATION INTERNSHIP: ENTREPRENEURSHIP VENTURE **\*\*NEW COURSE\*\*****

**Grade Level:** 11, 12

**Required Prerequisite:** Interest in starting your own business, APPLICATION REQUIRED

- Credits: One credit per semester, 1-3 credits per semester, six credits max
- Counts as an Elective for all diplomas
- If students leave the building for this experience they must provide and maintain their own transportation.
- When offered as applied: 4 units maximum; counts as an employability applied unit for alternate diploma
- A minimum of 75 hours of workplace and classroom activities are required for one credit; 150 hours are required for the two credits. Of the 75 or 150 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction. Schools on block schedules may proportionately adjust the total number of hours per week to meet the local standard, provided that students spend at least one hour a week in classroom activities.

The Career Exploration Internship course consists of a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interests. Unlike the

work-based Learning capstone course in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace Indiana Department of Education High School Course Titles and Descriptions: 2024-2025 learning activities, students participate in (1) regularly scheduled meetings with their classroom teacher, or (2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

### INTRO PUB SERV: MILITARY EXPLORATION **\*\*NEW COURSE\*\***

**Grade Level:** 11, 12

**Required Prerequisites:** Interest in exploring careers in the Armed Forces

- Credits: Two semester course, one credit per semester, two credits max
- Counts as an Elective for all diplomas

Introduction to Public Service offers a comprehensive overview of public service, focusing on both military and non-military avenues. Students will explore the multifaceted benefits of military service, including personal and professional development, leadership skills, and community impact. A historical overview of U.S. military history and the history of non-military public service will provide context for the evolution of public service and its significance in shaping national identity. Key components of this course include an introduction to military customs and courtesies, instruction on ethical behavior and decision-making, development of leadership and analytical reasoning skills, an introduction to career paths (and their entrance requirements) available within public service, incentives for public service, and the significance of public service.

### CAREER EXPLORATION INTERNSHIP – MMH MENTORSHIP

**Grade Level:** 11, 12

**Required Pre/Co-requisites:** Anatomy & Physiology and/or additional Medical Science courses

- Credits: One or two semesters, one credit per semester, two credits max
- Counts as an Elective for all diplomas
- If students leave the building for this experience they must provide and maintain their own transportation.
- In order to be considered, students must complete an application process during the prior year scheduling season. Applications can be picked up in guidance during scheduling season. These are distributed to students directly from the BHS Guidance Office.**
- To qualify, students must demonstrate a strong record of attendance, behavior, academic performance, and a desire to work in the medical field.

Counts as Graduation Pathways box 2 The Career Exploration Internship course consists of a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interests. Unlike the work-based Learning capstone course in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace Indiana Department of Education High School Course Titles and Descriptions: 2024-2025 learning activities, students participate in (1) regularly scheduled meetings with their classroom teacher, or (2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

### WORK BASED LEARNING CAPSTONE (AKA Mentorship)

**Grade Level:** 12

**Required Pre/Co-requisites:** Enrollment or completion of one advanced CTE course related to WBL. Job site placement must be directly related to post-secondary plans with opportunity for certification in field.

- Credits: Two semesters required, one credit per semester per block, max of six credits
- Counts as an Elective for all diplomas
- If students leave the building for this experience they must provide and maintain their own transportation.
- To qualify, students must demonstrate a strong record of attendance, & behavior,
- Counts as Graduation Pathways box 2

Work Based Learning Capstone is a stand-alone course that prepares students for college and career. Work-Based Learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. Work Based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's work-based experiences and assist in evaluating achievement and performance. Related Instruction shall be organized and planned around the activities associated with the student's individual job and career objectives in a pathway and shall be taught during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies.

### **WORK BASED LEARNING CAPSTONE: SUPERVISED AGRICULTURAL EXPERIENCE**

**Grade Level:** 11 & 12

**Required Prerequisite:** Principles of Agriculture, Summer SAE, Interest, FFA

**Co-requisites:** AGRI 102 – Ivy Tech Agri Business Management

- Credits: Two semesters required, one credit per semester per block, max of six credits
- Counts as an Elective for all diplomas
- If students leave the building for this experience they must provide and maintain their own transportation.
- Students enrolled in SAE/WBL will also earn dual credit in AGRI 102 through the Agribusiness concepts taught in the course.
- To qualify, students must demonstrate a strong record of attendance, & behavior,
- Counts as Graduation Pathways box 2

Work Based Learning Capstone is a stand-alone course that prepares students for college and career. Work-Based Learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. Work Based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's work-based experiences and assist in evaluating achievement and performance. Related Instruction shall be organized and planned around the activities associated with the student's individual job and career objectives in a pathway and shall be taught during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies.

*Students will apply knowledge learned in the classroom, laboratory, and other training sites to real-life situations with a standards-based learning plan. Students work closely with their agriculture teacher(s), parents, and/or employers to get the most out of their SAE program. This*

*course can be offered each year as well as during the summer session. Curriculum content and competencies need to be varied so that school year and summer session experiences are not duplicative.*

### **CAREER EXPLORATION INTERNSHIP: SUPERVISED AGRICULTURAL EXPERIENCE**

**Grade Level:** 11 & 12

**Required Prerequisite:** Principles of Agriculture, Summer SAE, Interest, FFA

**Co-requisites:** AGRI 102 – Ivy Tech Agri Business Management

- Credits: Two semesters required, one credit per semester per block, max of six credits
- Counts as an Elective for all diplomas
- If students leave the building for this experience they must provide and maintain their own transportation.
- Students enrolled in SAE/WBL will also earn dual credit in AGRI 102 through the Agribusiness concepts taught in the course.
- To qualify, students must demonstrate a strong record of attendance, & behavior,
- Counts as Graduation Pathways box 2

The Career Exploration Internship course consists of a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interests. Unlike the work-based Learning capstone course in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace Indiana Department of Education High School Course Titles and Descriptions: 2024-2025 learning activities, students participate in (1) regularly scheduled meetings with their classroom teacher, or (2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

### **WORK BASED LEARNING CAPSTONE: English 12 – Technical Communications**

**Grade Level:** 12

**Required Pre/Co-requisites:** Enrollment or completion of one advanced CTE course related to WBL. Job site placement must be directly related to post-secondary plans with opportunity for certification in field.

- Credits: Two semesters required, one credit per semester per block, max of six credits
- Counts as an Elective for all diplomas
- If students leave the building for this experience they must provide and maintain their own transportation.
- To qualify, students must demonstrate a strong record of attendance, & behavior,
- Counts as Graduation Pathways box 2
- Batesville High School students in the graduating class of 2025 who have earned six graduation pathway dual credits or are scheduled for completion of a CT (Certificate) or TC (Technical Certificate) have demonstrated competency and therefore all eligible to receive two English 12 credits through a full year of classroom instruction in either Work Based Learning or Career Exploration Internship. Students will receive a credit for their work experience in addition to English credit. This is a required full year, two semester experience

Work Based Learning Capstone is a stand-alone course that prepares students for college and career. Work-Based Learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that fosters in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. Work Based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace

mentor/supervisor to guide the student's work-based experiences and assist in evaluating achievement and performance. Related Instruction shall be organized and planned around the activities associated with the student's individual job and career objectives in a pathway and shall be taught during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies.

### PRINCIPLES OF TEACHING (AKA Cadet Teaching Year 1)

**Grade Level:** 11, 12

**Pre/Co-requisites:** Interest in Teaching & enrollment in at least two dual credit courses

- Credits: Two semesters required, one credit per semester
- Counts as an Elective for all diplomas
- If students leave the building for this experience they must provide and maintain their own transportation.
- Counts as Graduation Pathways box 2

This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A minimum 20-hour classroom observation experience is required for successful completion of this course.

### TEACHING AND LEARNING (AKA Cadet Teaching Year 2)

**Grade Level:** 12

**Pre/Co-requisites:** Interest in Teaching & enrollment in at least two dual credit courses

- Credits: Two semesters required, one credit per semester
- Counts as an Elective for all diplomas
- If students leave the building for this experience they must provide and maintain their own transportation.
- Counts as Graduation Pathways box 2

Teaching and Learning provides students the opportunity to apply many of the concepts that they have learned throughout the Education Professions pathway. In addition to a focus on best practices, this course will provide an introduction to the role that technology plays in the modern classroom. Through hands-on experience with educational software, utility packages, and commonly used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management.

### INDEPENDENT STUDY

**Grade Level:** 12

**Prerequisites:** Permission of sponsoring teacher and administration

- A one or two semester course / one credit per semester
- Counts as an Elective for all diplomas

Seniors (with administrative approval) may participate in Independent Study courses in a variety of areas at the high school. Students are responsible for gaining permission of the sponsoring teacher and developing the syllabus for a new course. Contact the Guidance Office for an application and additional eligibility.

### BASIC SKILLS DEVELOPMENT

**Grade Level:** 9, 10, 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- A one or two semester course / one credit per semester, Eight credits maximum
- Counts as an Elective for all diplomas

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.

### **APPLIED BASIC SKILLS DEVELOPMENT**

**Grade Level:** 11, 12

**Prerequisites:** SCHOOL RECOMMENDATION ONLY

- Applied Units: Eight units maximum
- Counts as an Elective, Capstone, or Employability Requirement for the Certificate of Completion

*Applied 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, (9) employability skills, which are essential for high school achievement and post-secondary outcomes. Determination of the skills to be emphasized in this course is based on Indiana's standards and Content Connectors, 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 and may be applied using instructional practices related to community-based instruction.

## BATESVILLE HIGH SCHOOL INNOVATION CENTER

**Grade Level:** 10, 11, 12

**Prerequisites:** Graduation track & progress reviewed

- Credits: Awarded based on program enrollment
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Current BHS Innovation Center programs are two years in length
- The Innovation Center is made available for those students interested in specializing in a vocational/technical area.
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 2 and 3

Sophomores, Juniors and seniors are eligible to attend the Innovation Center and earn a vocational certificate. The program has articulation agreements with area two-year colleges and technical colleges in which students may earn college credit while in high school. A co-op program is offered for students who meet the eligibility requirements in the fourth semester of a two-year program. Students will earn Stick Certification in year one and MIG & TIG certifications in year two.

## PRINCIPLES OF WELDING TECHNOLOGY, WELD 100 - (Year 1, Sem 1)

**Grade Level:** 10, 11, 12

**Prerequisites:** Graduation track & progress reviewed

- Credits: one semester course, two blocks required, one credit per block, with 3 college credits earned
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 2 and 3

Principles of Welding Technology includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and basic welding. This course is designed for individuals who intend to make a career as a Welder, Technician, 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 postsecondary and career success.

## SHIELDED METAL ARC WELDING, WELD 108 - (Year 1, Sem 1)

**Grade Level:** 10, 11, 12

**Prerequisites:** Principles of welding technology

- Credits: one semester course, two blocks required, one credit per block, with 3 college credits earned
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 2 and 3

Shielded Metal Arc Welding involves the theory and application of the Shielded Metal Arc Welding process. Process theory will include basic electricity, power sources, electrode selection, and all aspects pertaining to equipment operation and maintenance. Laboratory welds will be performed in basic weld joints with a variety of electrodes in the flat, horizontal and vertical positions. Emphasis will be placed on developing the basic skills necessary to comply with AWS industry standards.

## **GAS WELDING PROCESSES, WELD 207 – (Year 1, Sem 2)**

**Grade Level:** 10, 11, 12

**Prerequisites:** Principles of welding technology

- Credits: one semester course, two blocks required, one credit per block, with 3 college credits earned
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 2 and 3

Gas Welding Processes is designed to cover the operation of Gas Metal Arc Welding (MIG) equipment. This will include all settings, adjustments and maintenance needed to weld with a wire feed system. Instruction on both short-arc and spray-arc transfer methods will be covered. Tee, lap, and open groove joints will be done in all positions with solid, fluxcore, and aluminum wire. Test plates will be made for progress evaluation. Schools may choose to offer the course as a comprehensive MIG Welding course or a combination of introductory MIG and TIG Welding operations.

## **SHIELDED METAL ARC WELDING, WELD 206 – (Year 1, Sem 2)**

**Grade Level:** 10, 11, 12

**Prerequisites:** Principles of welding technology

- Credits: one semester course, two blocks required, one credit per block, with 3 college credits earned
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 2 and 3

The Welding Technology Capstone course builds upon the knowledge and skills developed in Welding Fundamentals, Shielded Metal Arc Welding, and Gas Metal Arc Welding by developing advanced welding skills in Gas Tungsten Arc Welding (TIG), Pipe Welding, and Fabrication. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience.

## **GAS WELDING PROCESSES, ADV - WELD 272 – (Year 2, Sem 1)**

**\*\*NEW COURSE\*\***

**Grade Level:** 11, 12

**Prerequisites:** Principles of welding technology

- Credits: one semester course, two blocks required, one credit per block, with 3 college credits earned
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 2 and 3

Gas Welding Processes is designed to cover the operation of Gas Metal Arc Welding (MIG) equipment. This will include all settings, adjustments and maintenance needed to weld with a wire feed system. Instruction on both short-arc and spray-arc transfer methods will be covered. Tee, lap, and open groove joints will be done in all positions with solid, fluxcore, and aluminum wire. Test plates will be made for progress evaluation. Schools may choose to offer the course as a comprehensive MIG Welding course or a combination of introductory MIG and TIG Welding

## **ADV CTE CC AC – WELD 210 ITCC – (Year 2, Sem 1)** **\*\*NEW COURSE\*\***

**Grade Level:** 11, 12

**Prerequisites:** WELD 108 & WELD 207

- Credits: one semester course, two blocks required, one credit per block, with 3 college credits earned

- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 2 and 3

Provides for continued practice in hands-on fabrication of welded products. Include basic equipment used in fabrication.


**MAJOR COURSE LEARNING OBJECTIVES:** Upon successful completion of this course the student will be expected to:

1. Describe equipment used in basic metal fabrication. [e,f]
2. Use measuring equipment. [e,f]
3. Prepare a bill of materials from a print chosen for the project. [e,f]
4. Prepare a list of fabrication steps necessary to fabricate this project. [e,f]
5. Layout the various tolerances, fits and allowances related to this project. [e,f]
6. Layout the assigned project. [e,f]
7. Fabricate the assigned project. [e,f]
8. Perform visual inspection of the project. [e,f]
9. Produce a detailed drawing of the project with welding symbols. [e,f]
10. Demonstrate ability to read and interpret technical documents. [b,e]
11. Demonstrate ability to use various types of software applicable to course. [a]

Note: Letters following objectives correspond to ATMAE Outcomes

**COURSE CONTENT:** Topical areas of study include -

- Usage of plumb bobs
- Usage of framing and layout squares
- Usage of bevel tools
- Usage of compasses and circle jigs
- Usage of tape measures
- Usage of micrometers
- Usage of dial calipers
- Bill of Materials
- Interpreting weld symbols
- Drawing and sketching top, front, and side views
- Write welding repair procedures

**WELD TECH CAP: GAS TUNGSTEN ARC WELDING - WELD 208 – (Year 2, Sem 2)**  **\*\*NEW COURSE\*\***

**Grade Level:** 11, 12

**Prerequisites:** Principles of welding technology, Shielded Metal Arc Welding, Gas Welding Processes

- Credits: one semester course, two blocks required, one credit per block, six credits max, with 3 college credits earned
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 2 and 3

The Welding Technology Capstone course builds upon the knowledge and skills developed in Welding Fundamentals, Shielded Metal Arc Welding, and Gas Metal Arc Welding by developing advanced welding skills in Gas Tungsten Arc Welding (TIG), Pipe Welding, and Fabrication. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience.

**WELD TECH CAP: ADV GAS TUNGSTEN ARC WELDING - WELD 273 – (Year 2, Sem 2)**  **\*\*NEW COURSE\*\***

**Grade Level:** 11, 12

**Prerequisites:** Principles of welding technology, Shielded Metal Arc Welding, Gas Welding Processes

- ❑ Credits: one semester course, two blocks required, one credit per block, six credits max, with 3 college credits earned
- ❑ Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ❑ Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 2 and 3

The Welding Technology Capstone course builds upon the knowledge and skills developed in Welding Fundamentals, Shielded Metal Arc Welding, and Gas Metal Arc Welding by developing advanced welding skills in Gas Tungsten Arc Welding (TIG), Pipe Welding, and Fabrication. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience.

### PRINCIPLES OF CONSTRUCTION TRADES – (Year 1, Sem. 1) **\*\*NEW COURSE\*\***

**Grade Level:** 10, 11, 12

**Prerequisites:** Interest in construction

- ❑ Credits: one semester course, two blocks required, one credit per block
- ❑ Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ❑ Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 2 and 3

Principles of Construction Trades provides students with the basic skills needed to continue in a construction trade field. Covered topics include an introduction to the types and uses for common hand and power tools, learning the types and basic terminology associated with construction drawings, and basic worksite safety. Additionally, students study the roles of individuals and companies within the construction industry. Emphasis is placed on the importance of mathematical and communication skills within the construction industry.

### CONSTRUCTION TRADES: GENERAL CARPENTRY – (Year 1, Sem. 1) **\*\*NEW COURSE\*\***

**Grade Level:** 10, 11, 12

**Prerequisites:** Principles of Construction Trades

- ❑ Credits: one semester course, two blocks required, one credit per block
- ❑ Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ❑ Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 2 and 3

Construction Trades: General Carpentry builds upon the skills learned in the Principles of Construction Trades and examines the basics of framing. Students learn the procedures for laying out and constructing floor systems, wall systems, and ceiling joists. Students also spend time learning the principles of roof framing, and basic stair layout. Additionally, students will be introduced to building envelope systems.

### CONSTRUCTION TRADES: FRAMING AND FINISHING – (Year 1, Sem. 2) **\*\*NEW COURSE\*\***

**Grade Level:** 10, 11, 12

**Prerequisites:** Principles of Construction Trades & General Carpentry

- ❑ Credits: one semester course, two blocks required, one credit per block
- ❑ Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ❑ Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 2 and 3

Construction Trades: Framing and Finishing prepares students with advanced framing skills along with interior and exterior finishing techniques. Covered topics include roofing applications, thermal and moisture protection, exterior finishing, cold-formed steel framing, drywall installation and finishing, doors and door hardware, suspended ceilings, window, door, floor, and ceiling trim, and cabinet installation.

**CONSTRUCTION TRADES: GENERAL CARPENTRY CAPSTONE – (Year 2, SEM. 1 & SEM. 2) \*\*NEW COURSE\*\***

**Grade Level:** 10, 11, 12

**Prerequisites:** Principles of Construction Trades, General Carpentry and Framing & Finishing

- Credits: one semester course, two blocks required, one credit per block
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 2 and 3

The Construction Trades Capstone covers the basics of electricity and working with concrete. Electrical topics include the National Electric Code, electrical safety, electrical circuits, basic electrical construction drawings, and residential electrical services. Students may also gain an understanding of concrete properties, foundations, slab-on-grades, and vertical and horizontal formwork. The course prepares students for the NCCER Carpentry Forms Level 3 and Electrical Level 1 Certificates.

# AGRICULTURE

## Ivy Tech Community College Certificate (CT) Degree in Animal Agribusiness

### Coursework

	<i>Course</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Dual Credit</i>	<i>Duration</i>	<i>Prerequisites</i>
Course 1	AGRI 102	WBL: Supervised Agriculture Experience	3	Dual Credit	Full-Year	None
Course 2	AGRI 103	Animal Science	3	Dual Credit	Full-Year	None
Course 3	AGRI 107	Advanced Animal Science	3	Dual Credit	Full-Year	None

\*Pathway is subject to change

Last Revision: 11/26/2024

# BUSINESS

## Ivy Tech Community College Certificate (CT) Degree in Business Administration

### Coursework

	<i>Course</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Dual Credit</i>	<i>Duration</i>	<i>Prerequisites</i>
Course 1	BUSN 101 and CINS 101	Principles of Business Management	3 3	Dual Credit Dual Credit	1 Semester 1 Semester	College Level English College Level Low Math
Course 2	BUSN 105 and MKTG 101	Management Fundamentals	3 3	Dual Credit	1 Semester	College Level English College Level Low Math
Course 3	ACCT 101 and BUSN 108	Accounting Fundamentals	3 3	Dual Credit	1 Semester	College Level English College Level Low Math
Course 4	ENGL 111	Composition	3	Dual Credit	1 Semester	College Level English College Level Low Math
Course 5	IVYT 111	Student Success	1	Dual Credit	8 - Weeks	College Level English
Class of 2028+	IVYT 106	Career Exploration & Information	1	Dual Credit	Freshman Sem.	None

# HEALTHCARE PATHWAYS

## Ivy Tech Community College Certificate (CT) Degree in Certified Nursing Aide or Certified Clinical Medical Assistant

### Certified Nursing Aide (CNA) - CT

<i>Junior or Senior Year - Semester 1</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Days</i>	<i>Time</i>	<i>Duration</i>	<i>Corequisites or Prerequisites</i>
Course 1	HLHS 101	Medical Terminology	3	TR	1:30-2:55 pm	8 week	College Level English
Course 2	HLHS 100	Introduction to Health Careers	3	TR	1:30-2:55 pm	8 week	None

<i>Junior or Senior Year - Semester 2</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Days</i>	<i>Time</i>	<i>Duration</i>	<i>Corequisites or Prerequisites</i>
Course 3	HLHS 107	CNA Preparation	5	WRF	11:40-2:55 pm	16 week	None

### Certified Clinical Medical Assistant (CCMA) - CT

<i>Junior Year - Semester 1</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Days</i>	<i>Time</i>	<i>Duration</i>	<i>Corequisites or Prerequisites</i>
Course 1	APHY 101	Anatomy & Physiology I	3	TR	1:30-2:55 pm	16 week	College Level English College Level Low Math

<i>Junior Year - Semester 2</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Days</i>	<i>Time</i>	<i>Duration</i>	<i>Corequisites or Prerequisites</i>
Course 2	APHY 102	Anatomy & Physiology II	3	TR	1:30-2:55 pm	16 week	APHY 101

<i>Senior Year - Semester 3</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Days</i>	<i>Time</i>	<i>Duration</i>	<i>Corequisites or Prerequisites</i>
Course 3	HLHS 100	Introduction to Health Careers	3	TR	1:30-2:55 pm	8 week	None
Course 4	HLHS 101	Medical Terminology	3	TR	1:30-2:55 pm	8 week	College Level English
Course 5	HLHS 105	Medical Law & Ethics	3	TR	1:30-2:55 pm	8 week	College Level English

<i>Senior Year - Semester 4</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Days</i>	<i>Time</i>	<i>Duration</i>	<i>Corequisites or Prerequisites</i>
Course 6	MEAS 225	CCMA Workforce Development Prep	6	WTRF	11:40 - 2:55 pm	16 week	None

\*\*Pathway subject to change

Date Revised: 1/17/24

# HEALTHCARE PATHWAYS

## Ivy Tech Community College Certificate (CT) and Technical Certificate (TC) Degree in Certified Nursing Aide or Certified Clinical Medical Assistant

### Healthcare Specialist - TC

<i>Junior and Senior Year Required Courses</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Dual Credit/Enrollment</i>	<i>Duration</i>	<i>Corequisites or Prerequisites</i>
Course 1	APHY 101	Anatomy & Physiology I	3	Dual Enrollment	16 week	College Level English College Level Low Math
Course 2	APHY 102	Anatomy & Physiology II	3	Dual Enrollment	16 week	APHY 101
Course 3	ENGL 111	English Composition	3	Dual Credit	16 week	College Level English
Course 4	HLHS 101	Medical Terminology	3	Dual Enrollment	8 week	College Level English
Course 5	HLHS 105	Medical Law & Ethics	3	Dual Enrollment	8 week	College Level English
Course 6	IVYT 111	Student Success	1	Dual Enrollment	8 week	None
Course 7	PSYC 101	Introduction to Psychology	3	Dual Credit	16 week	College Level English

	<i>Course No.</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Dual Credit/Enrollment</i>	<i>Duration</i>	<i>Corequisites or Prerequisites</i>
<i>Choose One Science Elective*</i>	BIOL 101	Introduction to Biology	3	Dual Credit	16 week	College Level English
	BIOL 201	General Microbiology	4	Dual Enrollment	16 week	APHY 101
	SCIN 111	Physical Science	3	Dual Enrollment	16 week	College Level English College Level Low Math

<i>Choose One Pathway</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Dual Credit/Enrollment</i>	<i>Duration</i>	<i>Corequisites or Prerequisites</i>
CNA	HLHS 100	Introduction to Health Careers	3	Dual Enrollment	8 week	None
	HLHS 107	CNA Preparation	5	Dual Enrollment	16 week	None

**OR**

CCMA	MEAS 225	CCMA Workforce Development Prep	6	WTRF	11:40 - 2:55 pm	16 week	None
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\*Course recommendation will be provided by school counselor and Ivy Tech

\*\*Pathway subject to change

Date Revised: 1/17/24

# INDUSTRIAL MECHANICAL PATHWAY

**Ivy Tech Community College Certificate (CT) Degree in Industrial Mechanical**  
**Certifications: OSHA-10 General Industry & Smart Automation Certification Alliance (SACA)**  
**SACA C-101 Certified Industry 4.0 Associate I - Basic Operation**  
**SACA C-102 Certified Industry 4.0 Associate - Advanced Operations**  
**SACA C-201 Electrical Systems I**  
**SACA C-202 Electric Motor Control Systems 1**

## Junior or Senior Year

Junior or Senior Year								
<i>Semester 1</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Days</i>	<i>Time</i>	<i>Internship Structure</i>	<i>Duration</i>	<i>Prerequisites</i>
Fall	SMDI 110	Intro to Industrial Internet of Things	3	TR (B3 & B4)	11:40 AM - 2:55 PM	Optional	1st 8 Week	None
Fall	INDT 113	Industrial Electrical I	3	TR (B3 & B4)	11:40 AM - 2:55 PM	Optional	2nd 8 Week	None
<i>Semester 2</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Days</i>	<i>Time</i>	<i>Internship Structure</i>	<i>Duration</i>	<i>Prerequisites or Corequisites</i>
Spring	INDT 103	Motors and Motor Control	3	TR (B3 & B4)	11:40 AM - 2:55 PM	Optional	1st 8 Week	INDT 113
Spring	SMDI 111	Technology in Smart Manufacturing and Digital Integration	3	TR (B3 & B4)	11:40 AM - 2:55 PM	Optional	2nd 8 Week	SMDI 110

\*\*Pathway is subject to change

Last revision: November 2024

# MECHANICAL AND COMPUTER-AIDED DESIGN PATHWAY

Ivy Tech Community College Certificate (CT) Degree in Mechanical Design  
 Ivy Tech Community College Certificate (CT) Degree in Computer-Aided Design

Ivy Tech Community College Technical Certificate (TC) Degree in Design Technology\*

## COMPUTER-AIDED & MECHANICAL DESIGN PATHWAY

<i>Semester 1</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Days</i>	<i>Time</i>	<i>Internship Structure</i>	<i>Duration</i>	<i>Prerequisites</i>	<i>DOE Number</i>
	DESN 195	Manufacturing Principles and Design	3	BHS	BHS	BHS	Semester	PLTW	7197 or 7202
1st 8 Weeks	DESN 217*	Design Processes & Application	3	TR (B3)	11:40 AM - 1:05 PM		8 weeks	None	5686 or 5610 or 7224 or 7266
2nd 8 Weeks	DESN 223	Parametric Solid Modeling	3	TR (B4)	1:30 - 2:55 PM		8 weeks	None	

<i>Semester 2</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Days</i>	<i>Time</i>	<i>Internship Structure</i>	<i>Duration</i>	<i>Prerequisites</i>	<i>DOE Number</i>
	DESN 220	3D Computer Aided Design	3	BHS	BHS	BHS	Semester	Successfully Completed DESN 113	7223

\*Design Technology - Technical Certificate can be earned with completion of INDT 104, MATH 1XX, ENGL 111, COMM 101, IVYT 111, PLTW (listed above) and Computer-Aided & Mechanical Design Pathway courses

Last Revision: 12/7/2024

\*\*Pathway is subject to change

# SOFTWARE APPLICATION DEVELOPER PATHWAY

## Ivy Tech Community College Certificate (CT) Degree in Software Application Developer ATC Android Developer Certification

### Fall Semester

<i>1st 8 Weeks</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Days</i>	<i>Time</i>	<i>Duration</i>	<i>Prerequisites</i>	<i>DOE Number</i>
Course 1	SDEV 120	Computing Logic	3	TWRF	11:40 - 1:05 PM	1st 8 Weeks	College Level English and College Level Low Math	4801; or 7183 (NLPS)
Course 2	SDEV 153	Website Development	3	TWRF	1:30 - 2:55 PM	1st 8 Weeks	College Level English	7185 (NLPS)
<i>2nd 8 Weeks</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Days</i>	<i>Time</i>	<i>Duration</i>	<i>Prerequisites</i>	<i>DOE Number</i>
Course 3	SDEV 140	Introduction to Software Development	3	TWRF	11:40 - 1:05 PM	2nd 8 Weeks	College Level English and College Level Low Math	5250; 7185 (NLPS); 7245 (NLPS); or 7247
Course 4	DBMS 110	Database Design & Management	3	TWRF	1:30 - 2:55 PM	2nd 8 Weeks	Successfully Completed SDEV 120	5236; or 7184 (NLPS)

### Spring Semester

<i>1st 8 Weeks</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Days</i>	<i>Time</i>	<i>Duration</i>	<i>Prerequisites</i>	<i>DOE Number</i>
Course 1	SDEV 240	Software Development Using C#	3	TWRF	11:40 - 1:05 PM	1st 8 Weeks	College Level High Math and Successfully Completed SDEV 140	
Course 2	SDEV 148	Introduction to Game Development	3	TWRF	1:30 - 2:55 PM	1st 8 Weeks	Successfully Completed SDEV 120	
<i>2nd 8 Weeks</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Credit Hours</i>	<i>Days</i>	<i>Time</i>	<i>Duration</i>	<i>Co/prerequisites</i>	<i>DOE Number</i>
Course 3	SDEV 248	Advanced Simulation and Game Design	3	TWRF	11:40 - 1:05 PM	2nd 8 Weeks	Successfully Completed SDEV 140 & SDEV 148	
Course 4	SDEV 255	Web Application Development	3	TWRF	1:30 - 2:55 PM	2nd 8 Weeks	SDEV 120, SDEV 153 & DBMS 110	

\*Pathway is subject to change

Last Revision: 11/20/2024

\*\*Max capacity 16 students



**Approximate Course Cost:** There could be additional cost due to program & college requirements

**Grade Level:** 11, 12

**Prerequisites:** Graduation track & progress reviewed

- Credits: Six credits per academic year.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Most Career Center programs are two years in length; however, some are one year in length.
- The Southeastern Career Center is made available for those students interested in specializing in a vocational/technical area.
- Counts as a Career Technical Education (CTE) Course for technical honors and Graduation Pathways box 2 and 3

Juniors and seniors are eligible to attend one or two-year programs and earn a vocational certificate. Many programs have articulation agreements with area two-year colleges and technical colleges in which students may earn college credit while in high school. A co-op program is offered for students who meet the eligibility requirements in the fourth semester of a two-year program.

### **SCC Course offerings include:**

#### Transportation

Auto Service

Diesel

Aviation **\*\*NEW COURSE\*\***

#### Computer Programs

Computer Repair & Networking

Digital Media

#### Health Services

Dental Careers

Health Science (CNA)

#### Construction Technology

Building Trades

Electrical Trades

Heavy Equipment ~ driver's license required

#### Manufacturing

Precision Machining

Welding Technology

#### Hospitality

Cosmetology

Culinary Arts & Hospitality

#### Public Safety

Criminal Justice

Fire Safety/Emergency Services

\*\* Detailed information for each program is available on the SCC website at [www.sccusa.org](http://www.sccusa.org) or you can call the Southeastern Career Center at 812-689-5253.

## 2025-2026 BHS Technical Honors Routes (NLPS)

Program of Study	DOE #	DOE Title	ITCC Title	BHS Credits Earned	ITCC Credits Earned
<b>Industrial Automation &amp; Robotics</b>	7220	Principles of Industry 4.0 – Smart Manuf.	SMDI 110	2	3
	4728	Robotics Design & Innovation	SMDI 111	2	3
	7103	Adv. Manuf. Technology	INDT 113	2	3
	7224	Industrial Automation & Robotics Capstone	INDT 104	2	3
	5974	WBL Capstone: Manufacturing Pathway	N/A	2	N/A
<b>Welding</b>	7110	Principles of Welding Technology	WELD 100	2	3
	7111	Shielded Metal Arc Welding	WELD 108 & 206	2	6
	7101	Gas Welding Processes	WELD 207 & 272	2	6
	7226	Welding Technology Capstone	WELD 208 & 273	2	6
	5974	WBL Capstone: Welding	N/A	2	N/A
<b>CNA</b>	7168	Principles of Healthcare	HLHS 100	1	3
	5274	HEALTH FUND: Medical Terminology	HLHS 101	1	3
	7166	Healthcare Specialist: C N A	HLHS 107	2	5
	5974	WBL Capstone: C N A	N/A	2	N/A

## 2025-2026 BHS Technical Honors Routes (NLPS)

Program of Study	DOE #	DOE Title	ITCC Title	BHS Credits Earned	ITCC Credits Earned
<b>CCMA</b>	7168	Principles of Healthcare	HLHS 100	1	3
	5274	HEALTH FUND: Medical Terminology	HLHS 101	1	3
	7164	CCMA Workforce & Dev. Prep	MEAS 225	2	5
	5974	WBL Capstone: CCMA	N/A	2	N/A
<b>Biomedical Science</b>					
	5218	Principles of Biomedical Sciences	N/A	2	N/A
	5216	Human Body Systems	N/A	2	N/A
	5276	Ivy Tech Anatomy & Physiology	APHY 101/102	2	6
	5217	Medical Interventions	N/A	2	N/A
	5974	WBL Capstone: Health Sciences	N/A	2	N/A
<b>Software Dev.</b>					
	7183	Principles of Computer Science	N/A	2	N/A
	7183	Computer Logic	SDEV 120	1	3
	7185	Website Development	SDEV 153	1	3
	7184	Database Design & Mgt.	DBMS 110	1	3
	5974	WBL: IT Support	N/A	2 to 4	N/A
<b>Agri Science</b>					

	7117	Principles of Agriculture	AGRI 100	2	3
	5008	Animal Science	AGRI 103	2	3
	5170	Plant and Soil Science	AGRI 105	2	3
	5070	Adv. Life Science: Animals	AGRI 107	2	3
<b>Ag Mech.</b>	7117	Principles of Agriculture	AGRI 100	2	3
	5008	Ag Power, Structure, and Technology	AGRI 106	2	3
	7112	Ag Structure Fabrication and Design	N/A	2	N/A
	5974	WBL Capstone: Ag Mechanics	2	2	0
<b>Engineering</b>	4802	Introduction to Engineering	DESN 101	2	3
	5644	Principles of Engineering	DESN 104	2	3
	5650	Civil Engineering & Architecture	DESN 105	2	3
	5534	Computer Integrated Manufacturing	DESN 195 & 220	2	N/A
<b>Business Admin.</b>	4562	Principles of Business Management	BHS & BUSN 101	2	3
	7143	Management Fundamentals	BUSN 105	1	3
	4524	Accounting Fundamentals	ACCT 101	1	3
	5974	WBL Capstone: Business Administration	N/A	2	0
<b>Finance &amp; Invest.</b>	4562	Principles of Business Management	BHS & BUSN 101	2	3
	7150	Personal Finance & Banking	BUSN 108	1	3
	4524	Accounting Fundamentals	ACCT 101	1	3
	5974	WBL Capstone: Finance	N/A	2	0



One Bulldog Blvd., Batesville, IN 47006 [batesville.k12.in.us/bhs](http://batesville.k12.in.us/bhs) T: 812-934-4384 F: 812-934-5964

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### For Courses Completed Before Grade 9:

Courses taught for high school credit before Grade 9 must be equivalent to an existing high school course. Grades and credits for the course must be included on the student's high school transcript and factored into the cumulative GPA/Class Rank if high school credit is awarded. To allow for a one-time transitional opportunity, Batesville High School has implemented the credit waiver policy below.

Parents/Guardians of the student taking a high school course before Grade 9 who choose **not** to include the course(s) on the high school transcript or factored into the cumulative graduation GPA/Class Rank, **must** sign and return the BHS Credit Waiver form below **prior to the first school day of their son/daughter's freshman year**. (NOTE: Students with a transcript from another high school are not eligible for this waiver.) If the BHS Credit Waiver form is not returned prior to the first school day, the grade will become a part of the student's high school transcript and will be factored into the cumulative graduation GPA/Class Rank.

Any course **not** included on the high school transcript and **not** factored into the cumulative graduation GPA/Class Rank **cannot** be used to fulfill high school graduation requirements. In instances where the grades and credits for a course taken below Grade 9 are **not** listed on the high school transcript, students must repeat the course for high school credit.

**Biology I & Algebra I:** A student who completes Biology or Algebra in Grade 8 but the credit(s) and grade(s) for the course(s) are not listed on the high school transcript, **MUST** re-take the **FULL YEAR** of Biology I and/or Algebra in the 9<sup>th</sup> grade at BHS.

**Chinese I & II:** A student who completes Chinese I & II in Grade 8 but the credits and grades for the courses are not listed on the high school transcript, will be required to take other world language options available at the high school if their goal is to obtain the Enrollment Honors Seal.

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### BHS Credit Waiver

(Due to **BHS** prior to the first school day of your son/daughter's freshman year)

Student Name: \_\_\_\_\_ Middle School: \_\_\_\_\_ BMS \_\_\_\_\_ St. Louis \_\_\_\_\_ Other \_\_\_\_\_

Course(s):    Algebra I            or            Biology I

Parent/Guardian Name: \_\_\_\_\_

I understand the above policy and choose **NOI** to include my Son/daughter's \_\_\_\_\_ Grade(s) on the high school transcript or factored into the cumulative graduation GPA/Class Rank. I understand this grade cannot be added back to the transcript for any reason.

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

believe in **better**

\*Appendix B – page 104

TABLE A is an **unofficial** list of qualifying test scores from standardized placement exams for the 2018-2019 school year. In order to qualify for certain dual credit courses, students need to have earned the cut scores listed below or higher (on any exam) in the required prerequisites subjects listed in TABLE B. If the course is not listed, there are no prerequisites.

EXAMPLE (refer to the highlighted sections): For BIOL 101, a student needs to meet the prerequisites reading, writing and lower math score. Therefore, if the student has earned at least a 25 in reading and a 26 in writing on a 2015 PSAT, and then takes the Knowledge Assessment and earns at least a 40 in elementary algebra, they will qualify to receive dual credit.

	<u>GPA</u> <small>**limitations apply</small>	<u>ACCU</u>	<u>ACT</u>	<u>PSAT</u> 2015 OR LATER	<u>SAT</u> 2016 OR LATER		<u>Knowledge Assessment</u>
<u>READING</u>	2.6	76/257	18	430/25	25	English	70
<u>WRITING</u>	2.6	80/257	17	430/26	27	STEM Math Math	7050
<u>MATH (EA)</u>	2.6	40 / 74 - 250/263	18 / 24	490 / 540	500 / 550		

TABLE B: (Prerequisites Requirements)

<u>Course ID</u>	<u>Reading</u>	<u>Writing</u>	<u>Low Math</u>	<u>High Math</u>	<u>Course</u>	<u>PreReq Course</u>
ACCT 101	✓	✓	✓			
APHY 101	✓	✓	✓			
APHY 102					✓	APHY 101
BIOL 101	✓	✓	✓			
BUSN 101	✓	✓				
BUSN 105	✓	✓				
BUSN 108	✓	✓	✓			
COMM 101	✓	✓				
CRIM 101	✓	✓				
CRIM 117	✓	✓				
DBMS 110					✓	INFM 109
DESN 101					✓	DESN 101
DESN 104					✓	DESN 101
DESN 105					✓	DESN 101 ©
DESN 113					✓	DESN 101 ©
DESN 220						
EDUC 101	✓	✓				
EDUC 121					✓	ENGL 111
EDUC 230					✓	EDUC 101 & EDUC 121
ENGL 111	✓	✓				
ENGL 206					✓	ENGL 111
HLHS 100						
HLHS 101	✓	✓				
HLHS 102	✓	✓				
HLHS 105	✓	✓				
HLHS 107						
HLHS 121						
INDT 104						
INFM 109	✓					
ITSP 135					✓	INFM 109
ITSP 136					✓	INFM 135
ITSP 165						INFM 109
ITSP 225						INFM 165
IVYT 111						
MATH 135				✓		
MATH 136				✓		
MATH 137				✓		
MATH 211					✓	MATH 136 & 137
MKTG 101	✓	✓	✓			
MTTC 101						
NETI 105	✓					
PHIL 101	✓	✓				
PHIL 102	✓	✓				
PHLB 212					✓	HLHS 101, HLHS 102 (or APHY 101 & APHY 102)
PHLB 257					✓	PHLB 212 AND HLHS 121
POLS 101	✓	✓				
PSYC 101	✓	✓				
PSYC 205					✓	PSYC 101 & ENGL 111
SCIN 100	✓	✓	✓			
SCIN 111	✓	✓	✓			
SOCI 111	✓	✓				
SVAD 121					✓	ITSP 135 AND NETI 105

# SCHEDULE CHANGE FORM

**BHS Policy:** Although course selections are made for the entire school year, a student (with parent approval) may request a course selection change for second semester under the following conditions: (These are listed in the Curriculum Guide on page 10.)

**Circle all that apply:**

- Need to meet high school graduation requirements
- Need to meet college entrance requirements
- Student is academically misplaced
- Need to balance over-crowded classes
- An error in computer entry
- Late staff changes

**Please briefly explain how your request meets the policy options above:**

\_\_\_\_\_

\_\_\_\_\_

\*\*\*\*\*

\_\_\_\_\_, in grade \_\_\_\_\_ is requesting to  
 (Student Name) (Student Grade Level)

\_\_\_\_\_

**DROP** \_\_\_\_\_ **AND**

(Course Title)

\_\_\_\_\_

**ADD** \_\_\_\_\_.

(Course Title)

\_\_\_\_\_

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

Current Diploma Track (select all that apply):

\_\_\_\_\_ Academic Honors \_\_\_\_\_ Technical Honors \_\_\_\_\_ Core 40 \_\_\_\_\_ General

\*\*\*\*\*

**NOTE: SIGNATURES MUST BE COMPLETED IN THE ORDER LISTED BELOW.**

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

Approve \_\_\_\_\_ Not Approved \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

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

Approve \_\_\_\_\_ Not Approved \_\_\_\_\_ Counselor Signature \_\_\_\_\_ Date \_\_\_\_\_

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

Approve \_\_\_\_\_ Not Approved \_\_\_\_\_ Principal Signature \_\_\_\_\_ Date \_\_\_\_\_