MT. VERNON HIGH SCHOOL

COURSE SCHEDULING HANDBOOK

2024-2025

Educate, Engage, and Empower

Today's Students to Seize Tomorrow's Opportunities

INTRODUCTION

The teachers, counselors, and administration at Mt. Vernon High School are excited to present this Course Scheduling Handbook to you and your families to help you plan your high school courses and curriculum.

In this guide you can find detailed information about Indiana's graduation requirements and the many course offerings and opportunities available here at Mt. Vernon. These four years are your chance to explore the many college and career options available to you and to develop the skills necessary to meet your future goals with success. Your counselors and teachers are ready to help guide and assist you as you plan your future courses.

We encourage you to plan a program which challenges you appropriately, sets realistic goals, and enables you to take advantage of the diversified offerings which are available. Thoughtful and thorough planning between you, your parents and guardians, and your counselors and teachers is essential to prepare yourself for a challenging and rewarding high school experience and future success in your college and career goals. The offering outlined in this handbook will prepare you for a wide variety of postsecondary options available today, whether those involve college, career and technical training, the military, or the workforce. We look forward to helping you plan and meet your future goals!

SCHOOL ADMINISTRATORS AND STAFF

ADMINISTRATION, MT. VERNON HIGH SCHOOL

Brooke Tharp	Principal
Stan Wilkison	Assistant Principal, Grades 11 and 12
Anita Glaze	Assistant Principal, Grades 9 and 10
Brad King	Dean of Students
Brandon Ecker	Athletic Director
Julie Shelton	Assistant Athletic Director
Michaela Bova	Athletic Secretary
Jennifer Hohnbaum	Main Office Secretary
Treasure Coonce	Attendance Secretary
Lisa Tappy	Treasurer
Misty Staton	School Nurse

COUNSELING DEPARTMENT, MT. VERNON HIGH SCHOOL

Kacie Grimm	Director of Counseling, Students R
Lindsey Crow	Counselor, Students A-Dunn
Kit Wilhelm	Counselor, Students Dup-J
Nicole Johnson	Counselor, Students K-Q
Jamie Beaver	Counselor, Students S-Z
Cyndi Roach	Counseling Secretary
Kelly Fleming	Registrar

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You may find more detailed information about the following topics and a description of all course offerings organized by department at the page numbers listed below. You may click on the "Document Outline" icon on the left of the Google Doc to skip to each Department section.

GRADUATION PATHWAYS REQUIREMENTS

In order to graduate from Mt. Vernon High School and participate in commencement, students must successfully fulfill all of the requirements of the Graduation Pathways outlined on the following pages. You can find more information about the Graduation Pathways on the Indiana Department of Education's website here: https://www.in.gov/doe/students/graduation-pathways/

Mt. Vernon High School Graduation Pathways Checklist

Students must statisfy **all three** of the following Graduation Pathway Requirements by completing **at least one** of the associated Graduation Pathway Options.

Graduation Pathway Requirements	Graduation Pathway Options
① **High School Diploma**	☐ Meet the statutorily defined diploma credit and curricular requirements General _____ Core 40_____ Core 40 w/ AH_____ Core 40 w/ TH_____
② **Learn and Demonstrate Employability Skills** Students must complete *at least one* of the Graduation Pathway Options *See Google Docs for more info on specific experience examples*	☐ **Project-Based Learning Experience:** Working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make work public by explaining, displaying, and/or presenting it to people beyond the classroom. *This can include completion of a research project, completion of a course capstone, an AP Capstone Assessment, or another experience as approved by the State Board of Education.* Description: _____ Verification:_____ ☐ **Service-Based Learning Experience:** Integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility, and strength communities. *This can include participation in a meaningful volunteer or civic engagement experience, engagement in a school-based activity, such as a co-curricular or extracurricular activity or sport for at least one academic year, or another experience approved by the State Board of Education.* Description: _____ Verification:_____ ☐ **Work-Based Learning Experience:** Reinforces academic, techincal, and social skills learned in the classroom through collaborative activities with employer partners, allowing students to apply classroom theories to practical problems, explore career options, and pursue personal and professional goals. *This can include completion of a course capstone, completion of an internship, obtaining the Governor's Work Ethic Certificate, employment outside of the school day, JAG, or another experience as approved by the State Board of Education.* Description: _____ Verification:_____
③ **Postsecondary-Ready Compentencies** Students must complete *at least one* of the Graduation Pathway Options	☐ **Honors Diploma** AH_____ TH_____ GPA_____ Credits_____ ☐ **ACT Benchmarks** English (18) _____ **or** Reading (22) _____ **AND** Math (22) _____ **or** Science (23) _____ ☐ **SAT Benchmarks** EBRW (480) _____ Math (530) _____ ☐ **ASVAB** (minimum 31) AFQT score _____ ☐ **State & Industry Recognized Credential or Certification** _____ ☐ **CTE Concentrator** (minimum C average in at least 6 credits in career sequence) _____ _____ _____ _____ _____ _____ Average Grade _____ ☐ **AP/Dual Credit*** (minimum C average in at least 3 courses) _____ _____ _____ Average Grade _____ ☐ **CLEP Exams** (minimum score of 50 on at least 3 subject area exams with at least one being in core content) ☐ **Locally Created Pathway** _____ ☐ **Waiver Eligible** (must meet criteria for Postsecondary Readiness Competency Waiver)

*At least one AP/Dual Credit course must be in a core content area (English, math, science, or social studies). Students must take corresponding AP exams for their courses. A score of 3 or higher on an AP exam may statisfy the C requirement for a particular course.

DIPLOMA TYPES AND REQUIREMENTS

In order to earn a high school diploma, students must meet the requirements of one of the following diploma types:

- Core 40
- Core 40 with Academic Honors
- Core 40 with Technical Honors
- General Diploma - Students and parents/guardians must meet with school counselor and complete an "Opt-out Form."

Credit for a course is earned by completing the course with a grade of 60% or higher. The final course grade will become a part of the student's permanent academic record. The grade point average is computed at the end of each quarter and is cumulative throughout a student's high school career. Nine week grades in a course are not averaged together. Class rank is determined by the grade point average and, therefore, may change at the end of each quarter.

CORE 40 DIPLOMA (45 CREDITS)

English: (8 credits total)
English 9, English 10, English 11, & English 12

Math: (6 credits total)
Algebra I, Geometry, Algebra II
*****Students must take 3 years of math credits between 9th-12th grade. *****
*****Students must take a math or quantitative reasoning course each year of high school.*****
*****See Math Department page for list of quantitative reasoning courses offered at Mt. Vernon.*****

Science: (6 credits total)
Biology I
Chemistry I, Physics I or Integrated Chemistry/Physics
One additional Core 40 science course

Social Studies: (6 credits total)
Geography/History of the World or World History/Civilization
U.S. History
U.S. Government and Economics

Physical Education: (2 credits total) PE I & PE II

Health: (1 credit total) Health

Business: (1 credit total) Personal Finance or Adult Roles

Directed Electives: 5 credits
Can be 5 credits in World Languages, Fine Arts, Career and Tech Ed, ICE, or in one of the NLPS Pathways.

Electives: Elective credits to equal a total of 45 credits.

HONORS DIPLOMAS

The purpose of the Honors Diplomas is to encourage and reward students who pursue a rigorous, advanced course of study during the high school years. Earning either of these diplomas requires a total of 47 credits.

CORE 40 WITH ACADEMIC HONORS (47 CREDITS)

- Complete all Core 40 requirements (Some electives are replaced with additional classes below)
- Earn 2 additional Core 40 Math credits
- Earn 1 credit in Speech
- Earn 6-8 credits in World Language (6 credits in one language or 4 credits in each of two separate
- languages for a total of 8 language credits)
- Earn 2 Core 40 Fine Arts credits
- Earn a grade of C (73%) or better in all courses that count towards the diploma
- Have a GPA of 3.0 (B average) or better
- Complete one of the following:
  A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  B. Earn 6 verifiable transcripted college credits in dual credit courses from the approved list.
  C. Earn two of the following:
     1. A minimum of 3 verifiable transcripted college credits from 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 1250 or higher on the SAT and a minimum of 560 on math and 590 on evidence-based reading and writing sections
  E. Earn an ACT composite score of 26 or higher and complete written section
  F. Earn 5 credits in IB courses and take corresponding IB exams

CORE 40 WITH TECHNICAL HONORS (47 CREDITS)

- Complete all Core 40 requirements(Some electives are replaced with additional classes below)
- Earn 1 credit in Speech
- Earn a grade of C (73%) or better in all courses that count towards the diploma
- Have a GPA of 3.0 (B average) or better
- 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 transcripted college credits
- Complete one of the following,
  A. Any one of the options (A – F) of the Core 40 with Academic Honors diploma
  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.

***Diploma Requirements are subject to required changes from the Indiana Department of Education.**

GRADUATION PATHWAYS WAIVER

Students may receive a Graduation Pathways Postsecondary-Readiness Competency Waiver

1. if

a. the student was unsuccessful in completing a postsecondary readiness competency requirement by the conclusion of the student's senior year, including a student who was in the process of completing a competency at one school that was not offered by the school to which the student transferred; **and**

b. the student attempted to achieve at least three separate postsecondary readiness competencies; **or**

2. if a student transfers to as school during the senior year from a non-accredited nonpublic school or an out-of-state school and the student:

a. attempted to achieve at least one postsecondary readiness competency requirement; and

b. was unsuccessful in completing the attempted postsecondary readiness competency.

To receive a waiver, the student must:

1. attempt at least three separate post-secondary readiness competencies by the end of the senior year; and

2. maintain at least a "C" average, or its equivalent, throughout the student's high school career in courses comprising credits required for the student to graduate; and

3. maintain a school attendance rate of at least 95% with excused absences not counting against the student's attendance; and

4. satisfy all other state and local graduation requirements beyond the postsecondary readiness competency requirements; and

5. demonstrate postsecondary planning, including:

a. college acceptance;

b. acceptance in an occupational training program;

c. workforce entry; or

d. military enlistment;

that is approved by the principal of the high school.

MT. VERNON CLUBS & ACTIVITIES

Students are strongly encouraged to get involved in activities, clubs, and extracurriculars that interest them. Participation can be a wonderful and valuable part of a student's high school experience. These activities are excellent ways to build new relationships, learn new skills, discover new talents and interests, develop leadership skills, and gain experiences students can draw on in future college and career opportunities. Mt. Vernon has a wide variety of clubs and extracurricular opportunities, and more are created every year!

- ACADEMIC TEAMS
  - English Super Bowl
  - Fine Arts Super Bowl
  - Math Super Bowl
  - Science Super Bowl
  - Social Studies Super Bowl
  - Quiz Bowl
  - Spell Bowl
  - Science Olympiad Team
- AfriCAN CLUB
- ART CLUB
- ASIAN STUDENT UNION
- BAND ACTIVITIES
  - Concert Band
  - Indoor Percussion
  - Fall and/or Winter Guard
  - Jazz Band
  - Marching Band
  - Pep Band
  - Pit Orchestra
  - Solo Ensemble
  - Steel Pan Ensemble
- BATTLE OF THE BOOKS TEAM
- BEST BUDDIES
- BLACK STUDENT UNION (BSU)
- BOOK CLUB
- BOWLING CLUB
- BRING CHANGE 2 MIND
- CHOIR ACTIVITIES
  - MV Singers
  - Women's Choir
  - Chamber Singers
  - A Capella
- COMMUNITY SERVICE CLUB
- FALL/SPRING MUSICALS
- FCA (Fellowship of Christian Athletes)
- FCCLA (Family, Career, Community Leaders of America)
- FFA (Future Farmers of America)
- MARAUDER MENTORS
- MARAUDER MOB (SPIRIT)
- MARAUDER RADIO
- MATH CLUB (Future Problem Solvers)
- MV CURRENT (school newspaper)
- MVTV
- NATIONAL ART HONOR SOCIETY
- NATIONAL HONOR SOCIETY
- NEWSPAPER
- PROM COMMITTEE
- SMALL SMILES CLUB
- SKILLS USA
- STUDENT GOVERNMENT
- TABLETOP GAMES CLUB
- TECH CREW (Theatre Productions)
- TRAP CLUB
- VOICE (Anti-Tobacco)
- WORLD LANGUAGES & CULTURES
  - ASL Club
  - French Club
  - German Club
  - Spanish Club
- YEARBOOK COMMITTEE

SCHEDULING REQUIREMENTS and CONSIDERATIONS

Certain courses need to be scheduled during specific years. A minimum of 45 credits are needed for the Core 40 diploma. These scheduling requirements are listed below.

FRESHMAN YEAR

Math	2 quarters
English 9	2 quarters
Science	2 quarters
Social Studies	2 quarters (see choices below)

a) Geography and History of the World (2 credits) **or**
b) World History and Civilization (2 credits)

PE I	1 quarter
PE II	1 quarter (Can be taken sophomore year or during summer school)

PE Waivers:

One PE waiver may be granted if a student accrues 30 hours of playing time in a Mt. Vernon sport, marching band, or dance team. Students are responsible for obtaining the waiver form and getting the required signatures. Once signatures have been obtained, the form should be turned in to the Counseling Office so that a grade can be placed on the transcript. Please note that the form must be turned in within two weeks of the end of the season, and retroactive grades cannot be given.

SOPHOMORE YEAR

Math	2 quarters
English 10	2 quarters
Science	2 quarters
Health	1 quarter
Social Studies	2 quarters, only if Geography or World History was not taken in 9th grade

JUNIOR YEAR

Math	2 quarters
English 11	2 quarters
Science	2 quarters
U.S. History	2 quarters
Business	1 quarter (see choices below-can be taken in 12th grade or summer school)

a) Personal Financial Responsibility (1 credit) **or**
b) Adult Roles & Responsibilities (1 credit)

SENIOR YEAR

English 12	2 quarters
Government	1 quarter
Economics	1 quarter

Math and/or Quantitative Reasoning course, 2 quarters (see QR list in math courses)

COURSE RECOMMENDATIONS

Most colleges and universities encourage prospective students to take math and science every year as well as a minimum 2 years of World Language. The state of Indiana requires that a Math or Quantitative Reasoning course must be taken during the junior and senior year.

MID-YEAR or EARLY GRADUATION

Students are encouraged to complete four full years of high school. However, it is possible to meet graduation requirements in less than four years. Students who wish to be an early graduate must fill out an Early Grad application when choosing classes for the junior or senior year. Applications will not be accepted after the first five days of the school year. To graduate in less than four years, a student must have earned the required credits and met all three requirements of the Graduation Pathways.

Students graduating at mid-term **DO NOT** receive a high school diploma until the scheduled date of graduation. A mid-year graduate may still participate in end-of-year senior activities, senior prom, and graduation exercises.

REPEATING A COURSE FOR ACADEMIC/TECH HONORS DIPLOMAS

While repeating a course already passed is not recommended nor encouraged, it is sometimes permitted to raise a score to the standard needed for the Honors Diploma. Both passing scores will show on the transcript, but only the first grade will receive credit and be calculated in the GPA.

COURSES FAILED

Required courses failed must be repeated. Failure of courses is very disruptive to a student's academic planning. Your best course of action is, of course, to pass each course. Grades for courses failed always remain on the transcript and are always calculated in the GPA.

COLLEGE ADMISSION REQUIREMENTS

Most colleges consider 6 key items: GPA, Class Rank, SAT/ACT scores, Strength of Schedule (Have you chosen classes that are challenging? i.e. Honors, AP, World Language, Math, and Science courses), Community Service, and Extracurricular Activities (particularly if you have demonstrated leadership in your extra-curricular activities).

ATHLETIC ELIGIBILITY

1. A student who is or shall be twenty (20) years of age prior to or on the scheduled date of the IHSAA state finals in a sport, shall be ineligible for interscholastic competition in that sport; a student who is nineteen (19) years of age on the scheduled date of the IHSAA state finals shall be eligible as to age for interscholastic competition in that sport.

2. To be eligible scholastically, students must have received passing grades at the end of the last grading period in at least five (5) full credit subjects or the equivalent, which will be three (3) full credit subjects or the equivalent of the courses taken under Block Four scheduling. Courses passed but being repeated DO NOT count toward athletic eligibility.

3. To be eligible scholastically, the athlete must be enrolled in at least five (5) full credit subjects or the equivalent, which will be three (3) full credit subjects or the equivalent under Block Four scheduling, during the time of interscholastic participation. This may include the above mentioned state required physical education courses, PE I and PE II. A course passed but being repeated does not count toward athletic eligibility.

COURSE HANDBOOK EXPLANATIONS

This handbook is intended to provide a brief description of each course available to MVHS students. More detailed information will usually be necessary before the best decisions can be made. That information is available from teachers and counselors and should be requested early in the scheduling process. This handbook provides recommendations, prerequisites and advice. However, the student and

his/her parents/guardians are major partners in the decision-making process. We advocate extensive dialogue to ensure the best choices. Courses listed in the handbook are subject to change based upon enrollment numbers, staff availability, and guidance from the Indiana Department of Education. Please list several alternate courses for elective courses chosen when completing your scheduling form.

Detailed scheduling information, scheduling forms, and applications for specific programs can be found by going to the Counseling Department section of the high school webpage. All courses listed in the course handbook count towards all diploma types unless stated otherwise in the course description.

SCHEDULE REQUEST POLICY

Students must carefully consider all course requests prior to meeting with their school counselor to plan for the upcoming school year. Students must complete a course request sheet signed by both the student and parent**.**

SCHEDULE CHANGE POLICY *

Students should plan for no schedule changes. Course requests must be submitted during the scheduling window to allow for planning and staffing. Changes are not permitted, but consideration will be given to extenuating circumstances such as adjusting for a failed course, dropping courses due to lack of demand, and accommodating an injury, extended illness, or other emergency (see below).

Schedule changes after the first five days of a grading period, must be requested and approved by an administrator, counselor, and/or through the case conference committee process. Consideration will be given for the following circumstances:

- need to meet high school graduation requirements
- need to meet college entrance requirements
- need to balance class sizes
- an error in computer entry
- late staff changes
- need to make up a failed required class
- documented physical or mental health condition requiring a modification to the schedule
- IEP, 504, and ILP considerations
- student is academically misplaced
- administrative discretion

*****Schedule changes for courses taught in conjunction with a college/university will be made based on the college/university policy.

Students may not change their schedules due to instructor preference or the order of classes. (Approval of all schedule change requests is subject to consideration involving maximum and minimum class size.) Year-long and semester classes are included in this policy. Students enrolled in dual credit courses in which college credit may be granted, must research and consider the application of credit at other universities carefully prior to scheduling. Changes in college entrance status will not be considered in granting schedule change requests.

TESTING ACCOMMODATIONS

- **State and District Testing (NWEA) -** MVHS follows IEP, 504, and ILP accommodations.
- **Federal Testing (SAT, PSAT, AP, and ACT) -** Accommodation requests must be made separately through the College Board (SAT,AP, PSAT) and ACT even if a student has an IEP, 504, and ILP. Requests should be made a minimum of twelve weeks prior to the test date. Contact the school counselor who will direct parents and students to the school's Services for Students with Disabilities Coordinator. The College Board and ACT approve and/or deny requests, not MVHS.

TRANSFERRING CREDITS

Credits for High School Courses Taken Prior to High School - Students are strongly encouraged to take high school courses at the high school level. Incoming freshmen who took a high school course for high school credit at the middle school/junior high level must do the following for the course to be taken into consideration for MVHS credit:

- Grades and credits for the course must be included on the student's high school transcript and will be factored into the student's cumulative GPA and class rank.
- Students will be required to accept or decline all credits for a course prior to the start of the freshman year.
- Grades transferred from other districts will be unweighted and based on the previous school's grading scale and letter grade. Transferred grades are not converted to the MVHS grading scale.
- Accepted courses must be IDOE approved.

Transfer Credit from Other Districts

- Grades transferred from other districts will be unweighted and based on the previous school's grading scale and letter grade. Transferred grades are not converted to the MVHS grading scale.
- Grades and credits for the course must be included on the student's high school transcript and will be factored into the student's cumulative GPA and class rank. Verification of transcripted grades will be required.

SUMMER SCHOOL

Summer school information and registration will be available in April/May. Online summer school courses must be completed by the end of summer school. Traditionally summer school runs through the month of June. Please plan your schedule to include summer school if you desire.

TEACHER and OFFICE ASSISTANTS

Teacher and office assistant positions offer students the opportunity to work with teachers, office personnel and students at MVHS. The positions require an application, parent and teacher signature, and approval from administration. Only juniors and seniors may apply to be TAs, and they must have a minimum 2.8 GPA, no significant disciplinary history, good attendance, and must be on track to graduate. Students may not TA during a teacher's prep period, may TA for no more than 2 quarters per year, and may only TA for high school teachers.

GRADING SCALE

Grade	Percent	GPA Points
A+	100	4.0
A	95-99	4.0
A-	90-94	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

WEIGHTED GRADES

The Mt. Vernon Community Schools' Board of Trustees believes in recognizing the greater academic effort put forth by students who select to take courses that are more academically challenging than our typical courses. Therefore, weighted grades are given for Advanced Placement and Dual Credit, Honors and 3rd year world language courses. Courses within the MV curriculum and taught by MV staff will be eligible for grade adjustment and weighted grade status. Other approved courses will be eligible for weighted grade status.

The weighted grades are used in determining grade point average and class rank.
Course work makes up 80% of a student's overall quarterly course grade. The final exam is 20% of the student's final course grade. Weights vary and fall into the three following levels, depending on the course taken and grade earned:

- **Level 3** (+1.0) All qualifying Advanced Placement and Dual Credit Courses with a C or higher will be increased by 1.0 GPA points
- **Level 2** (+.50) All MV Honors courses with a C or higher will be increased by .5 GPA points (Includes: English 9 Honors, English 10 Honors, Algebra I Honors, Geometry Honors, Algebra II Honors, Pre-Calculus/Trigonometry Honors, and Biology I Honors)
- **Level 1** (+.25) 3rd Year World Language courses taken at MV with a C or higher will be increased by .25 GPA points

Standard 4.0 Scale		Level One +.025	Level Two +.50	Level Three +1.0
A+	4.00	4.25	4.50	5.00
A	4.00	4.25	4.50	5.00
A-	3.70	3.95	4.20	4.70
B+	3.30	3.55	3.80	4.30
B	3.00	3.25	3.50	4.00
B-	2.70	2.95	3.20	3.70
C+	2.30	2.55	2.80	3.30
C	2.00	2.25	2.50	3.00
C-	1.70	1.70	1.70	1.70
D+	1.30	1.30	1.30	1.30
D	1.00	1.00	1.00	1.00
D-	.700	.700	.700	.700

NEXT LEVEL PROGRAMS OF STUDY

The Governor's Next Level Agenda for the State of Indiana puts a priority on developing a skilled and ready workforce. As part of that agenda, the Governor's Workforce Cabinet (GWC) has developed Next Level Programs of Study (NLPS) that equip high school students with the skills, and in many cases the credentials or certifications, they will need in future careers. Students interested in exploring and gaining valuable career skills should consider a Next Level Program of Study. **Completing a Next Level Program of Study with a C average or better fulfills the Post-Secondary Ready competency for the Graduation Pathways requirements.**

A Next Level Program of Study requires completion of three specific courses in a career area. Listed below are the NLPS courses that will be available next year (or are in development for subsequent years) at Mt. Vernon. All of the courses listed below are semester-long classes available or in development at Mt. Vernon. Additional NLPS programs can be taken through half-day Career and Technical Education (CTE) programs in which multiple courses can be taken concurrently. For descriptions of the courses and programs currently available, please visit the department pages in this Course Scheduling Handbook and the NLPS Guide on the MVHS Counseling Department Website. Talk to your counselor for more information or to enroll in an NLPS course for next year. **Course offerings are subject to change based on enrollment numbers, teacher availability, and guidance from the Indiana Department of Education.**

AGRICULTURE

Agriscience: Plants or Animals

- Principles of Agriculture
- Animal Science **OR** Plant and Soil Science
- Advanced Animal Science **OR** Advanced Plant and Soil Science
- Agriculture Biotechnology, Agriculture Research, **OR** Agribusiness Capstone**

COMPUTER SCIENCE/ INFORMATION TECHNOLOGY

Software Development

- Principles of Computing
- Website and Database Development
- Software Development
- Software Development Capstone**

BUSINESS

Accounting

- Principles of Business Management
- Accounting Fundamentals
- Advanced Accounting
- Accounting Capstone**

Business Administration

- Principles of Business Management
- Marketing Fundamentals
- Accounting Fundamentals
- Business Administration Capstone**

****Courses in development**

ENGINEERING & TECHNOLOGY

Radio and Television Broadcasting
- Principles of Broadcasting
- Audio and Video Production Essentials
- Mass Media Production
- Radio & TV Broadcasting Capstone**

Digital Design
- Principles of Digital Design
- Digital Design Graphics
- Interactive Media Design
- Digital Design Capstone**

Engineering
- Introduction to Engineering Design
- Principles of Engineering
- Civil Engineering & Architecture
- Engineering Design and Development**

FAMILY & CONSUMER SCIENCE

Education Careers
- Principles of Teaching
- Child and Adolescent Development
- Teaching and Learning
- Education Professions Capstone**

Culinary Arts
- Principles of Culinary and Hospitality
- Nutrition
- Culinary Arts
- Culinary Capstone**

Human and Social Services
- Principles of Human Services
- Understanding Diversity
- Relationships and Emotions
- Human Services Capstone**

****Courses in development**

ADVANCED PLACEMENT (AP) CLASSES

Due to the difficulty level of AP courses, students and parents will be asked to sign an AP Contract. These contracts will be distributed the first week of the course.

AP courses are equivalent to introductory college-level courses and have a challenging level of expectations and requirements, which include preparing for and taking the AP exam. Some AP courses have required assignments that must be completed prior to the start of the course. This could mean summer assignments for fall courses or fall assignments for courses that begin in January. AP courses may require 2-3 hours of daily preparation per class. Therefore, students and parents need to carefully consider all factors before making a commitment to an AP course. AP teachers reserve the right to remove students from the class if academic performance does not meet the standard for AP coursework.

*The College Board recommends a student take no more than 4 AP classes per year.

General Information

- AP Exams will be given between May 1st and May 20th.
- Exams include both multiple choice and essay questions.
- A score of 3 or higher (range of 1-5) is the usual credit cutoff for most colleges or universities. Each college or university has specific requirements.
- The cost for taking the AP exam is approximately $100 (Partial fee waivers are available for students who qualify). The state of Indiana currently pays for all math and science exams for juniors and seniors (up to 3 exams).
- The average number of credits awarded by the university is 3-8 college credits per exam with a score of 3 or more. Credit awarded and scores required are at the discretion of the college or university.
- Grades are reported to students, high schools, and universities in mid-July.

AP classes offered include:

- Art and Design (choose 2D or 3D Design Portfolio)
- English Language and Composition (12)*
- English Literature and Composition (11)*
- Psychology
- Physics 1
- Spanish
- Statistics
- World History*

*Denotes year-long class, offered every other day. All other classes are one semester, offered every day.

AP = Denotes AP class in Course Handbook

DUAL CREDIT COURSES

What is Dual Credit?
Dual credit is the term given to courses in which high school students have the opportunity to earn both high school and college credits. Dual credit courses are taught by regular high school faculty or by college faculty either at the high school, at the college or university, or sometimes through online courses or distance education.

How much do Dual Credit courses cost?
Most, but not all, of the Dual Credit Courses taught on-site at MVHS are offered at no cost to students. If you choose to take a college-level course through an online program, or at a local college, the university determines the cost. Mt. Vernon School Corporation does pay tuition for the students to attend the Walker Career Center and D26 Career Center in Anderson. Students are responsible for transportation and any materials or tools that are required for those programs. You must see a counselor to help you set up any dual credit course not offered at MVHS.

What are the benefits of Dual Credit courses?
Dual Credit courses allow you to take one class and get both high school and college credit for that course. Dual Credit courses are weighted in a similar way as AP courses. Unlike AP, there is not a test at the end of the course that determines if you get college credit. College credit is determined by your overall grade in the course. For certain dual credit courses, you must earn a specific grade before being granted actual college credit. Certain dual credit courses may also help you meet the requirements of the Academic or Technical Honors Diplomas and give you a head start on college. Please note however, that individual colleges and universities determine how college credits earned in high school are applied to degree programs. In many cases, dual credits earned in high school are counted as elective (sometimes called "undistributed") credits at universities, not as required credits for graduation. Questions about how dual credits will be applied at a given university should be directed to the admissions office of that school.

How do I take Dual Credit courses?
The easiest and most common way to earn dual credit is to sign up for a dual credit class taught by an MVHS teacher. These are listed in this handbook. Talk to your counselor about choosing appropriate courses for your high school, college, and career goals. <u>If you decide to take a course for dual credit, you will need to complete a Mt.Vernon enrollment form and an application from the credit-granting college (your teacher will give you these forms in the first week of class).</u> You will also need to fulfill any additional requirements as laid out by the credit-granting institution. Some courses involve a fee as well. You may also work with your counselor to sign up for a college or university class offered either online or through a local post-secondary institution. Many courses offered at the college level can also count as dual credit for your high school transcript.

Dual credit courses taken through **Ivy Tech** require students to submit qualifying score(s) before they are deemed "college-ready." Depending on the course, this college-ready score could be:

- A qualifying PSAT 10 score, SAT score, or ACT score
- A cumulative GPA of 2.6 or higher for juniors and seniors (<u>*NOTE*</u>*: GPA alone will not qualify students for: MATH 135, 136, 137, 201, 211, 212, CHEM 101, PHYS 101, or SDEV 140*.)

If you do not have previous college credit, an ACT, SAT or PSAT score, or a cumulative high school GPA that satisfies the assessment requirement, you will need to complete the Knowledge Assessment. The Knowledge Assessment assesses your level in reading, writing, and mathematics. Your dual credit teacher will work with you to take this assessment, if needed.

Who can take Dual Credit courses? Mt. Vernon typically recommends that students be a Junior or Senior before taking Dual Credit Courses, though some are available to underclassmen. Again, your counselor will be able to help you determine when to take dual credit courses.

What Dual Credit courses are available? See the list below for dual credit courses offered at Mt. Vernon High School. More detailed descriptions are included throughout the Course Scheduling Handbook. In addition, several CTE programs are offered at Mt. Vernon, Walker Career Center, and Anderson Career Center. Those programs are listed on the next page, and more detailed descriptions of each program can be found on their websites. Applications for the MV, Walker, and Anderson programs are available online or in the counseling center.

Agriculture

- Principles of Agriculture (Ivy Tech - AGRI 100)
- Animal Science (Ivy Tech - AGRI 103)
- Adv. Life Science (Ivy Tech - AGRI 109)

Career and Technical Education

These are half-day, year-long courses offered at Mt. Vernon High School. College credit is offered through Ivy Tech (Criminal Justice is Vincennes University).

- Aviation Technology
- Computer Science I (classes meet at Eastern Hancock HS)
- Construction Trades (classes meet at New Palestine HS)
- Criminal Justice I and II
- EMS (location TBD)
- HVAC I and II (classes meet at Greenfield-Central HS)
- Health Science I and II
- Vet Careers (classes meet at Eastern Hancock HS)
- Welding Technology I and II

Engineering and Technology Education

- Introduction to Engineering Design - PLTW 1 (Ivy Tech - DESN 101)
- Principles of Engineering - PLTW 2 (Ivy Tech - DESN 104)
- Civil Engineering & Architecture - PLTW 3 (Ivy Tech - DESN 105)

English Department

- English Composition (Ivy Tech - ENG 111)
- ACP Speech (Indiana University)

Family & Consumer Science Courses

- Principles of Teaching (Ivy Tech - EDUC 101)
- Child & Adolescent Development (Ivy Tech - EDUC 121)
- Teaching & Learning (Ivy Tech - EDUC 201)

Math Department

- College Algebra (Ivy Tech - MATH 136)
- Quantitative Reasoning (Ivy Tech - MATH 123)
- ACP Calculus (Indiana University)

Science Department

- ACP Chemistry (Indiana University)
- Introductory Biology (Ivy Tech - BIO 101)

Social Studies Department

- ACP US History (Indiana University)
- Introduction to American Government and Politics (Ivy Tech - POLS 101)

World Language Department

- Chinese III (Butler - TBD)
- Spanish III (Ivy Tech - SPAN 101 & 102)
- French III (Ivy Tech - FREN 101 & 102)

DC = Denotes Dual Credit course in Course Handbook

CAREER & TECHNICAL EDUCATION (CTE)

In addition to the Career and Technical Education opportunities offered at Mt. Vernon, which are listed on the next pages, students at Mt. Vernon High School have the opportunity to apply for Career and Technical Education classes through the District 26 Career and Technical Education program at various locations on the Anderson Career Campus and Walker Career Center at Warren Central High School.

These courses are primarily two year programs. Students will only be at Mt. Vernon for a portion of the day. Students must be in good academic standing and on track to graduate, and they are eligible for vocational programs starting their junior year. Dual credit earned in these programs can be applied towards an Academic or Technical Honors diploma. Many of these programs may also meet the Postsecondary Readiness requirement of the Graduation Pathways.

Like other MVHS students, CTE students should plan for no schedule changes. Choosing a vocational program is at a minimum year long commitment. Before students are fully accepted into the vocational program, both the student and their parents will sign a contract. This contract states that if the student is withdrawn or drops out of the program, the family will be responsible for the tuition that Mt. Vernon has paid for the student to attend the vocational program.

Mt. Vernon School Corporation does pay tuition for the students to attend these programs. Students are responsible for transportation and any materials or tools that are required for the program. In addition please be aware that Anderson, Walker, and Mt. Vernon school calendars may not be the same. Students attending one of these CTE schools must follow the attendance and school days of both schools.

Anderson Career Center	Walker Career Center	
• Advanced Manufacturing • Automotive Collision • Automotive Service • Construction Trades • Criminal Justice • Culinary Arts & Hospitality • Dental Careers • Early Childhood Education • Education Professions • Emergency Medical Services (EMS) • Fire & Rescue • Health Science: CNA • Human & Social Services • Veterinary Careers • Welding Technology	• Accounting • Architecture • Auto Collision Repair • Auto Service Technology • Banking Finance • Biomedical Sciences-PLTW • Business Administration • Computer Science • Construction Trades • Cosmetology • Criminal Justice	• Culinary Arts • Dental Careers • Digital Design • Early Childhood Education • Education Professions • Engineering - PLTW • Fashion & Textiles • Human & Social Services • Marketing • Medical Assisting • Precision Machine • Radio • Video Broadcasting • Welding

CAREER & TECHNICAL EDUCATION at MT. VERNON

7214 / 7217 / 7207 AVIATION MANAGEMENT DC
Prerequisite: None
Eligibility: 11-12
4 quarters, 6 credits (This is a year-long course)
7214 Principles of Aviation Management provides the student the opportunity to develop an understanding of various aspects of the aviation industry to include general regulations and laws associated with the field. Included is an overview of the aviation field and all employment opportunities. Areas of study include aerodynamics, aircraft systems, performance, weight and balance, physiology, regulations, cross country planning, weather, and decision-making skills. Students will also learn of the departments associated with an airport and their impact on the industry as a whole. 7217 Private Pilot Theory will provide students with ground school knowledge required for certification as a private pilot with an airplane single engine land rating. Areas of study include aerodynamics, aircraft systems, performance, weight and balance, physiology, regulations, cross country planning, weather, and decision-making skills. 7207 Aviation Safety and Operations provides an overview of general aviation operations, including the operation and management of the Fixed Base Operation (FBO). It introduces the challenges and complexity of aviation security faced by aviation professionals across the industry and traces the evolution of current security approaches and explores technologies and processes targeting threat mitigation and improved operational efficiency. Emphasis will be placed on financial and operational considerations as well as on regulatory requirements and constraints.

- **Dual Credit offered through Ivy Tech**

807183 / 807351 / 807352 COMPUTER SCIENCE I DC
Prerequisite: None
Eligibility: 11-12
4 quarters, 6 credits (This is a year-long course held at Eastern Hancock High School)
Computer Science provides students the opportunity to investigate emerging disciplines within the field of computer science. Areas of study will include data science, artificial intelligence, app/game development, and security. Students will explore how computers can be used in a wide variety of settings and utilize knowledge related to these areas and programming skills to develop solutions to authentic problems. There will be an introduction to the historical and social context of computing and overview of computer science as a discipline. 7351 Topics in Computer Science is designed for students to investigate emerging disciplines within the field of computer science. Students will use foundational knowledge from 7183 Principles of Computing to study the areas of data science, artificial intelligence, app/game development, and security. 7352 Computer Science introduces the fundamental concepts of procedural programming. Topics include data types, control structures, functions, arrays, files, and the mechanics of running, testing, and debugging. The course also offers an introduction to the historical and social context of computing and an overview of computer science as a discipline.

- **Dual Credit offered through Ivy Tech**

807130 / 807123 / 807122 CONSTRUCTION TRADES DC
Prerequisite: None
Eligibility: 11-12
4 quarters, 6 credits (This is a year-long course held at New Palestine High School)
7130 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. 7123 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 226 Indiana Department of Education High School Course Titles and Descriptions: 2024-2025 principles of roof framing, and basic stair layout. 7122 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.

- **Dual Credit offered through Ivy Tech**

7193 / 7191 / 7188 CRIMINAL JUSTICE I DC
Prerequisite: None
Eligibility: 10-12
4 quarters, 6 credits (This is a year-long course)
Criminal Justice I Introduces specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss prevention services, and homeland security. This course provides an introduction to the purposes, functions, and history of the three primary parts of the criminal justice system as well as an introduction to the investigative process. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. NLPS credits are earned in courses 7193 Principles of Criminal Justice, 7191 Law Enforcement Fundamentals, and 7188 Corrections and Cultural Awareness.

- **Dual Credit offered through Vincennes**

7231 CRIMINAL JUSTICE II (Criminal Justice Capstone) DC
Prerequisite: Criminal Justice I
Eligibility: 11-12
4 quarters, 6 credits (This is a year-long course)
Criminal Justice II introduces students to concepts and practices in traffic control as well as forensic investigation at crime scenes. Students will have opportunities to use mathematical skills in crash reconstruction and analysis activities requiring measurements and performance of speed/acceleration calculations. Additional activities simulating criminal investigations will be used to teach scientific knowledge related to anatomy, biology, and chemistry as well as collection of evidence, developing and questioning suspects, and protecting the integrity of physical evidence found at the scene and while in transit to a forensic science laboratory. Procedures for the use and control of informants, inquiries keyed to basic leads, and other information-gathering activities and chain of custody procedures will also be reviewed. Current trends in criminal justice and law enforcement will also be covered.

- **Dual Credit offered through Vincennes**

807168 / 805274 / 807165 / 807229 EMERGENCY MEDICAL SERVICES DC
Prerequisite: None
Eligibility: 11-12
4 quarters, 6 credits (This is a year-long course held at TBD)
7168 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. 5274 Medical Terminology prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings, all taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information in the healthcare industry. Students have the opportunity to acquire essential skills for accurate and logical communication, and interpretation of medical records. Emphasis is on forming a foundation of a medical vocabulary including appropriate and accurate meaning, spelling, and pronunciation of medical terms, abbreviations, signs, and symbols. 7165 The Emergency Medical Technician (EMT) course is based on the training program developed by the Department of Transportation and the Emergency Medical Services Commission of Indiana. It covers theories, techniques, and operational aspects of pre-hospital emergency care within the scope and responsibility of the emergency medical technician (EMT). It requires laboratory practice and clinical observation in a hospital emergency room and ambulance. Successful completion of the course meets national requirements to test for certification as an NREMT. 7229 Fire and Rescue Capstone will prepare students to earn the EMT certification.

- **Dual Credit offered through Ivy Tech**

7168 / 5274 / 7166 HEALTHCARE SPECIALIST I DC
Prerequisite: None
Eligibility: 11-12
4 quarters, 6 credits (This is a year-long course)
Healthcare Specialist I is a course designed to provide a foundation of skills development to specific health careers including; patient care, nursing care, dental care, animal care, medical laboratory, and public health. Students will also receive an introduction to healthcare systems, anatomy, physiology, and medical terminology. Laboratory experiences with industry applications are organized and planned around the activities associated with the student's career objectives. Job seeking and job maintenance skills, personal management skills, self- analysis to aid in career selection and completion of the application process for admission into a post-secondary program of their choice are also included in this course. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service. NLPS credits are earned in courses 7168 Principles of Health Care, 5274 Medical Terminology, and 7166 Healthcare Specialist: CNA.

- **Dual Credit offered through Ivy Tech**

7255 HEALTHCARE SPECIALIST II (Healthcare Specialist Capstone) DC
Prerequisite: Healthcare Specialist I
Eligibility: 12
4 quarters, 6 credits (This is a year-long course)
Healthcare Specialist II is an extended laboratory experience designed to provide students with the opportunity to assume the role of nurse assistant. Students have the opportunity to learn, and then to practice those technical skills previously learned in the classroom at qualified clinical sites while under the direction of licensed nurses. These sites may include extended care facilities, hospitals and home health agencies. Throughout the course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels of the healthcare field; an overview of the healthcare delivery systems, healthcare teams and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for providing basic care in a variety of healthcare settings. Additionally, students will build their essential job related skills such as providing appropriate personal care to patients; reporting necessary information to nursing staff; operating and monitoring medical equipment; teaching and assisting patients and families with the management of their illness or injury; and performing general health screenings. This course provides students with the knowledge, attitudes, and skills needed to make the transition from high school, to post-secondary opportunities, and to work in a variety of health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post-secondary program are also areas of focus. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.

- **Dual Credit offered through Ivy Tech**

807131 / 807125 HVAC I DC
Prerequisite: None
Eligibility: 11-12
4 quarters, 4 credits (This is a year-long course held at Greenfield Central High School)
Construction Technology: HVAC I includes classroom and laboratory experiences focused on heat generation, ventilation, and cooling/refrigeration systems. This course introduces scientific and mathematical principles applicable in the installation, operation, and maintenance of HVAC systems. Types of units, parts, basic controls, functions, and applications will be covered. Additional topics include tool and meter use, temperature measurement, heat flow, the combustion process, and pipe installation practices. This course also emphasizes health, safety, and welfare standards and codes as mandated by professional and governmental agencies. NLPS credits are earned in courses 7131 Principles of Heating, Ventilation, and Air Conditioning (HVAC) and 7125 HVAC Fundamentals.

- **Dual Credit offered through Ivy Tech**

807244 HVAC II (HVAC Capstone) DC
Prerequisite: HVAC I
Eligibility: 12
4 quarters, 4 credits (This is a year-long course held at Greenfield Central High School)
Construction Technology: HVAC II builds on concepts introduced in HVAC I. This course will emphasize reading blueprints and other technical documents, as well as troubleshooting common mechanical and electrical problems encountered when servicing HVAC systems. Additional topics include: combustion testing, venting and air requirements, electrical control systems, and electrical motor basics. Students will hone their science and math skills in HVAC system installation, maintenance, or repair projects.

- **Dual Credit offered through Ivy Tech**

807280 / 807281 / 805070 VET CAREERS DC
Prerequisite: None
Eligibility: 11-12
4 quarters, 6 credits (This is a year-long course held at Eastern Hancock High School)
7280 Principles of Veterinary Science provides students with an overview of the small and large animal veterinary industry which includes companion, food, and exotic animals. Principles of Veterinary Science provides students with an overview of common veterinary careers, including: veterinary assistant, veterinary technician, and veterinarian. Students will learn the foundational knowledge necessary for a career working with either large or small animals. Students will also begin developing practical lab skills and an understanding of common veterinary office practices. 7281 Veterinary Science provides students with opportunities to participate in a variety of activities including laboratory work. Students will explore concepts including: medical terminology, laboratory procedures, clinical examination procedures, and the principles of animal diseases. Students will be introduced to issues associated with working in a veterinary clinic, veterinary clinic management, and veterinary law and ethics. 5070 Advanced Life Science: Animals provides students with opportunities to participate in a variety of activities including laboratory work. Students will explore concepts related to history and trends in animal agriculture as related to animal welfare, husbandry, diseases and parasites, laws and practices relating to handling, housing, environmental impact, global sustainable practices of animal agriculture, genetics, breeding practices, biotechnology uses, and comparative knowledge of anatomy and physiology of animals used in animal agriculture.

- **Dual Credit offered through Ivy Tech**

7110 / 7111 / 7101 WELDING TECHNOLOGY I DC
Prerequisite: None
Eligibility: 11-12
4 quarters, 6 credits (This is a year-long course)
Welding Technology I includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Shielded Metal Arc welding. This course is designed for individuals who intend to make a career as a Welder, Technician, Sales, Designer, Researcher or Engineer. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success. NLPS credits are earned in courses 7110 Principles of Welding, 7111 Shielding Metal Arc Welding, and 7101 Gas Welding Processes.

- **Dual Credit offered through Ivy Tech**

7226 WELDING TECHNOLOGY II (Welding Technology Capstone) DC
Prerequisite: Welding Technology I
Eligibility: 12
4 quarters, 6 credits (This is a year-long course)
Welding Technology II builds on the skills covered in Welding Technology I. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.

- **Dual Credit offered through Ivy Tech**

AGRICULTURE

7117 PRINCIPLES OF AGRICULTURE DC
Prerequisite: None
Eligibility: 9-11
2 quarters, 2 credits
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 of the role of agriculture in the United States and globally. Students will explore Agriculture, Food, and Natural Resource (AFNR) systems related to the production of food, fiber and fuel and the associated health, safety and environmental management systems. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, and agribusiness. Participation in FFA and Supervised Agricultural Experiences (SAE) will be an integral part of this course in order to develop leadership and career ready skills.

5008 ANIMAL SCIENCE DC
Prerequisite: Principles of Agriculture
Eligibility: 10-12
2 quarters, 2 credits
Fulfills a Core 40 Science requirement for all diplomas.
Animal Science is a two semester 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, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science.

5170 PLANT AND SOIL SCIENCE DC
Prerequisite: Principles of Agriculture
Eligibility: 10-12
2 quarters, 2 credits
Fulfills a Core 40 Science requirement for all diplomas.
Animal Science is a two semester 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, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science.

5074 ADVANCED LIFE SCIENCE, PLANTS AND SOILS DC
Prerequisite: Principles of Agriculture
Eligibility: 10-12
2 quarters, 2 credits
Fulfills a Core 40 Science requirement for all diplomas. Also qualifies as a quantitative reasoning course.
Advanced Life Science: Plants and Soils is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students study concepts, principles, and theories associated with plants and soils. Knowledge gained enables them to better understand the workings of agricultural and horticultural practices. They recognize how plants are classified, grow, function, and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in

ecology. Students investigate, through laboratories and fieldwork, how plants function and how soil influences plant life.

5070 ADVANCED LIFE SCIENCE, ANIMALS (*not offered in 2024-25; will alternate with Adv Plants)*
Prerequisite: Principles of Agriculture
Eligibility: 11-12
2 quarters, 2 credits
Fulfills a Core 40 Science requirement for all diplomas. Also qualifies as a quantitative reasoning course.
Advanced Life Science: Animals is a two-semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students will explore concepts related to history and trends in animal agriculture as related to animal welfare, husbandry, diseases and parasites, laws and practices relating to handling, housing, environmental impact, global sustainable practices of animal agriculture, genetics, breeding practices, biotechnology uses, and comparative knowledge of anatomy and physiology of animals used in animal agriculture.

FFA

Students involved in agriculture education courses are eligible to join FFA; a national youth organization directed at developing student's potential for premier leadership, personal growth, and career success through agricultural education.

The FFA is the leadership student organization that is an integral part of the instruction and operation of a total agricultural education program. As an intra-curricular organization and essential component of the total program, the local agricultural education teacher(s) serve as the FFA chapter advisors. The many activities of the FFA parallel the methodology of the instructional program and are directly related to the occupational goals and objectives. 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 aptitudes they have acquired through the agricultural science and agricultural business program(s). 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 by the agricultural science and agriculture business education students as an integral part of an agricultural education course of instruction and, therefore, may be considered an appropriate use and amount of the allotted instructional time.

VISUAL ARTS

All Visual Arts courses work to meet the Indiana State Standards. In each of the courses students are engaged in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. These classes lead to the creation of portfolio quality works. We encourage all students to participate in an art class. **Students should not feel they have to be gifted artistically** to take an art class; the classes are designed to build skills and technique regardless of starting ability. However, **all art classes are demanding and require consistent hard work**. Courses have some "outside" work, including outside reading, research, and sketchbooks. Courses are structured and paced to produce quality pieces that students can be proud of and possibly use in portfolios.

Some of the courses in the art department are 1 quarter - 9 week classes receiving one credit, and some courses are 2 quarters- 18 week classes receiving 2 credits. Below is a list of the courses that are either nine weeks or 18 weeks. If a student is thinking of taking several art courses, then they have to start with **Introduction to 2 & 3 Dimensional Art**, as this course is the **prerequisite** for all others and is what is called a **foundations** course.

4000/4002 INTRODUCTION TO 2 AND 3 DIMENSIONAL ART
Prerequisite: None
Eligibility: 9-12
2 quarters, 2 credits
This basic two-phase course is a prerequisite for ALL studio classes. In this course, students are exposed to a sample of all art courses offered at Mt. Vernon H. S. The elements and principles of art are emphasized as fundamentals of producing, understanding, enjoying art, and making historical connections. The basic rules of design theory are practiced in a variety of two and three dimensional mediums with an emphasis on technique, craftsmanship, and the use of tools.

4040 CERAMICS 1 & 2
Prerequisite: Intro to 2D and 3D Art
Eligibility: 10-12
2 quarters, 2 credits
This course gives students the opportunity to learn basic skills using clay and glazing materials while fostering and developing those skills into creative thinking. Hand building techniques, practice on the potter's wheel and working with a variety of clay surface designs will be explored. Students will determine the difference between functional and decorative pottery, and explore cultural and historical connections.

40402 CERAMICS 3 & 4
Prerequisite: Intro to 2D and 3D Art and Ceramics 1 & 2
Eligibility: 11-12
2 quarters, 2 credits
Ceramics 3 & 4 will involve an advanced experience, designed to build on methods learned in Ceramics 1 & 2. An emphasis will be placed on developing and defining personal style and direction, refining of technical ability and skill in handling glazes. Students will learn more about clay bodies, glazing, loading and firing of the kiln. Students will also create functional forms through learned techniques using the potter's wheel.

4060 DRAWING 1
Prerequisite: Intro to 2D and 3D Art
Eligibility: 10 -12
1 quarter, 1 credit
This course encourages the development of drawing skills through still life, portrait, and perspective exercises. Various techniques such as sketching, contour, rendering, and gesture are explored as the student experiences a variety of drawing media. Technique and skill building are essential aspects of this class. Perceptual awareness and the application of design fundamentals are also stressed.

40602 DRAWING 2
Prerequisite: Intro to 2D and 3D Art and Drawing 1
Eligibility: 10 -12
1 quarter, 1 credit
This course is a continuation of skills learned in Drawing 1 to produce creative, original, thematic works. Students will solve specific visual problems through applying media, techniques, and processes with sufficient skill to communicate intended meaning. Students' should create portfolio quality work that will demonstrate a sincere desire to explore a variety of ideas and problems. Students will learn about mounting, matting, and displaying their artwork.

4064 PAINTING 1 & 2
Prerequisite: Intro to 2D and 3D Art
Eligibility: 10-12

2 quarters, 2 credits
This course is designed to give students experience using a variety of painting materials such as; acrylic, oil, and watercolor. Students will create realistic and abstract paintings that focus on visual problem solving through composition and technique. They will engage in advanced study of color theory and the use of values to create space with the various painting media. Subject matter will include landscape, still life, collage, and others.

4062 PHOTOGRAPHY
Prerequisite, Intro to 2D and 3D Art
Eligibility: 10-12
1 quarters, 1 credit
Photography students will use a digital camera and Adobe Photoshop to learn traditional photography techniques and current digital techniques for manipulating images. Projects will focus on the examination of composition and the elements and principles of art. Stop-action, studio lighting, depth-of-field, and other conventional methods of capturing images will be studied. Photoshop will be used to create non-traditional photographs involving layered images, merged images, and collaged images. There will be a significant amount of outside the class work in the form of shooting assignments.***Students must provide their own smartphone or digital camera and 2GB flash drive.***

4086 VISUAL COMMUNICATIONS
Prerequisite, Intro to 2D and 3D Art
Eligibility: 10-12
1 quarters, 1 credit
Visual Communication is a course based on the Indiana Academic Standards for Visual Art. Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

4050 (2-D DESIGN PORTFOLIO), or 4052 (3-D DESIGN PORTFOLIO) ART AND DESIGN, ADVANCED PLACEMENT AP
Prerequisite, Intro to 2D and 3D Art and 2 or more credits in area of concentration
Eligibility: 12 and teacher recommendation
2 quarters, 2 credits
Students in the AP Art and Design course are expected to meet the performance standards of a first year university art program. There are three areas in which students may submit a portfolio; Drawing, 2-D Design, and 3-D Design. The AP Art and Design course culminates in a portfolio exam consisting of two sections requiring students to demonstrate their understanding of media, style, subject, and their articulating ideas through visual evidence. Students in the AP Art and Design course will learn to communicate themes, ideas, and meaning through problem solving in their artwork. The course also focuses on analyzing, evaluating, and critiquing their work and the work of other artists. Interested students should contact Mrs. Evans and/or Mr. Wheeler for a recommendation and have successfully completed other art courses with quality work and consistently meeting deadlines.

BUSINESS & COMPUTER SCIENCE

7154 PRINCIPLES OF ENTREPRENEURSHIP
Prerequisite: None
Eligibility: 9-11
2 quarters, 2 credits
Principles of Entrepreneurship focuses on students learning about their own strengths, character and skills and how their unique abilities can apply to entrepreneurship, as well as how an entrepreneurial mindset can serve them regardless of their career path. Students will learn about the local, regional and state resources and will begin to understand and apply the entrepreneurial process. The course helps students to identify and evaluate business ideas while learning the steps and competencies required to launch a successful new venture. 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

4562 PRINCIPLES OF BUSINESS MANAGEMENT
Prerequisites: None
Eligibility: 9-11
2 quarters, 2 credits
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.
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4524 ACCOUNTING FUNDAMENTALS
Prerequisites: Principles of Business Management
Eligibility: 10-12
2 quarters, 2 credits
Introduction to Accounting introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making.

5914 MARKETING FUNDAMENTALS
Prerequisites: Principles of Business Management
Eligibility: 11-12
2 quarters, 2 credits
Marketing Fundamentals provides a basic introduction to the scope and importance of marketing in the global economy. Course topics include the seven functions of marketing: promotion, channel management, pricing, product/service management, market planning, marketing information management, and professional selling skills. Emphasis is marketing content but will involve use of oral and written communications, mathematical applications, problem-solving, and critical thinking skills through the development of an integrated marketing plan and other projects.

4522 ADVANCED ACCOUNTING
Prerequisite: Principles of Business Management and Accounting Fundamentals

Eligibility: 11-12
2 quarters, 2 credits
Qualifies as a quantitative reasoning course
Advanced Accounting expands on the Generally Accepted Accounting Principles (GAAP) and procedures for various forms of business ownership using double-entry accounting covered in Accounting Fundamentals, including an emphasis on payroll accounting. Topics covered include calculating gross pay, withholdings, net pay, direct deposits, journalizing payroll transactions and preparing individual earnings records and payroll registers. Emphasis is placed on applying Generally Accepted Accounting Principles through hands-on practice with popular commercial accounting software packages that are currently used in business.

4512 BUSINESS MATH
Prerequisites: Algebra I
Eligibility: 11-12
2 quarters, 2 credits
Fulfills a Math requirement for the General Diploma only
Qualifies as a quantitative reasoning course
Business Math is a business 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 math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

4540 PERSONAL FINANCIAL RESPONSIBILITY
Prerequisites: None
Eligibility: 11-12
1 quarter, 1 credit
Qualifies as a quantitative reasoning course
Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

7183 PRINCIPLES OF COMPUTING
Prerequisites: None
Eligibility: 9-11
2 quarters, 2 credits
Principles of Computing provides students the opportunity to explore how computers can be used in a wide variety of settings. The course will begin by exploring trends of computing and the necessary skills to implement information systems. Topics include operating systems, database technology, cybersecurity, cloud implementations and other concepts associated with applying the principles of good information management to the organization. Students will also have the opportunity to utilize basic programming skills to develop scripts designed to solve problems. Students will learn about algorithms, logic development and flowcharting.

7184 SOFTWARE DEVELOPMENT
Prerequisites: Principles of Computing

Eligibility: 10-12
2 quarters, 2 credits
Software Development introduces students to concepts and practices of programming languages and software development. Students are introduced to algorithms and development tools used to document/implement computer logic. Discusses the history of software development, the different types of programming such as real time processing, web/database applications, and different program development environments. Concepts will be applied using different programming languages, and students will develop and test working programs in an integrated system.

7185 WEBSITE AND DATABASE DEVELOPMENT
Prerequisite: Principles of Computing
Eligibility: 11-12
2 quarters, 2 credits
Website and Database Development will provide students a basic understanding of the essential Web and Database skills and business practices that directly relate to Internet technologies used in Web site and Database design and development. Students will learn to develop Web sites using Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Additionally students will be introduced to the basic concepts of databases including types of databases, general database environments, database design, normalization and development of tables, queries, reports, and applications. Students will be familiarized with the use of ANSI Standard Structured Query Language. Students will be introduced to data concepts such as data warehousing, data mining, and BIG Data. Students will develop a business application using database software such as Microsoft Access.

6162 (AM) or 6163 (PM) COOPERATIVE EDUCATION (ICE)
Prerequisites Recommended: A minimum of 4 credits in a logical sequence of courses from program areas related to the student's career pathway
Recommended Prerequisites: Preparing for College and Careers, two credits in a career and technical education course
Eligibility: 12 and an Application Process
4 quarters, 6 credits per year
Cooperative Education is an approach to employment training that spans all career and technical education program areas through school-based instruction and on-the-job training. Time allocations are a minimum of fifteen hours per week of on-the-job training and approximately five hours per week of school-based instruction, focused on employability skills development. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. Students will attend school part of the day and work part of the day. Students will be expected to provide their own transportation to work. **Applications will be taken for this program and acceptance will be based on GPA, attendance, and teacher recommendation.**

000509 JOBS FOR AMERICA'S GRADUATES (JAG)
Prerequisites: none
Eligibility: 11-12
2 semesters, 2 credits (may be taken both junior and senior year for 4 maximum credits)
Jobs for America's Graduates (JAG) is a state-based, national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. JAG's mission is to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities or to enroll in a postsecondary institution that leads to a rewarding career. JAG students receive adult mentoring while in school and one year of follow-up counseling after graduation. The JAG program is funded through grants provided by the Indiana Department of Workforce Development.

ENGINEERING & TECHNOLOGY

4792 INTRO TO CONSTRUCTION
Prerequisite: None
Eligibility: 9-10
1 quarter, 1 credit
Intro to Construction is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

4796 INTRODUCTION TO ADVANCED MANUFACTURING & LOGISTICS
Prerequisite: None
Eligibility: 9-10
1 quarter, 1 credit
Introduction to Advanced Manufacturing and Logistics introduces students to the field of advanced manufacturing and logistics and it explores the field's relationship to society, individuals, and the environment. Students learn to apply modern manufacturing processes in order to obtain resources and change them into industrial materials, industrial products, and consumer products. Students investigate the properties of engineered materials. Students study six major types of material processes: casting and molding, forming, separating, conditioning, finishing, and assembling. After gaining a working knowledge of these processes, students are introduced to the logistical and business principles utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, Material Safety Data Sheets (MSDS), chart and graph reading, and other Manufacturing Skill Standards Council (MSSC) concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors.

7140 PRINCIPLES OF DIGITAL DESIGN (CAD 1)
Prerequisite: None
Eligibility: 9-11
2 quarters, 2 credits
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.

7141 DIGITAL DESIGN GRAPHICS (CAD 2)
Prerequisite: Principles of Digital Design (CAD 1)
Eligibility: 10-12
2 quarters, 2 credits
Computers in Design and Production Systems is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills. The content and activities should be developed locally in accordance with available advanced technologies in

the school. Course content should address major technological content related to topics such as: design documentation using CAD systems; assignments involving the interface of CAD, CAM and CIM technologies; computer simulations of products and systems; animation and related multimedia applications; control technologies; and automation in the modern workplace**.**

7138 INTERACTIVE MEDIA (CAD 3)
Prerequisite: Principles of Digital Design (CAD 1), Digital Design Graphics (CAD 2)
Eligibility: 10-12
2 quarters, 2 credits
Computers in Design and Production Systems is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills. The content and activities should be developed locally in accordance with available advanced technologies in the school. Course content should address major technological content related to topics such as: design documentation using CAD systems; assignments involving the interface of CAD, CAM and CIM technologies; computer simulations of products and systems; animation and related multimedia applications; control technologies; and automation in the modern workplace**.**

4802 INTRODUCTION TO ENGINEERING DESIGN (PLTW 1) DC
Prerequisite: None
Eligibility: 9-12
2 quarters, 2 credits
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. The student 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, is state of the art and is 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. **Can be Dual Credit (Info will come in class).**

5644 PRINCIPLES OF ENGINEERING (PLTW 2) DC
Prerequisite: Introduction to Engineering Design
Eligibility: 10-12
2 quarters, 2 credits
Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems.
***Can be used as a Quantitative Reasoning Course. **Can be Dual Credit (Info will come in class).**

5650 CIVIL ENGINEERING & ARCHITECTURE (PLTW 3) DC
Prerequisite: Introduction to Engineering Design, Principles of Engineering
Eligibility: 10-12
2 quarters, 2 credits
Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues.

Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design.
***Can be used as a Quantitative Reasoning Course. **Can be Dual Credit (Info will come in class).**

7139 PRINCIPLES OF BROADCASTING
Prerequisite: None
Eligibility: 9-11
2 quarters, 2 credits
The purpose of the Principles of Broadcasting course is to provide entry-level fundamental skills for students who wish to seek or pursue opportunities in the field of broadcasting or mass media. Students will explore the technical aspects of audio and sound design for radio production and distribution, as well as, the technical aspects of video production and distribution.

7306 AUDIO & VIDEO PRODUCTION ESSENTIALS
Prerequisite: Principles of Broadcasting
Eligibility: 10-12
2 quarters, 2 credits
Audio and Video Production Essentials provides an in-depth study on audio and video production techniques for radio, television, and digital technologies. Students will learn skills necessary for audio production and on-air work used in radio and other digital formats. Additionally, experience will be gained in the development of the video production process; including skills in message development, directing, camera, video switcher, and character generator operations.

7307 MASS MEDIA PRODUCTION
Prerequisite: Principles of Broadcasting, Audio & Video Production Essentials
Eligibility: 10-12
2 quarters, 2 credits
Mass Media Production will focus on the study of theory and practice in the voice and visual aspects of radio and television performance. In addition, this course introduces the skills used to acquire and deliver news stories in a digital media format. Students will learn how to research issues and events, interview news sources, interact with law enforcement and government officials, along with learning to write in a comprehensive news style.

ENGLISH/LANGUAGE ARTS

010482/010101 ENGLISH 9 (YEAR)
Prerequisite: This class is available only to students who meet specific identification criteria.
Eligibility: 9
4 quarters, 2 credits + 2 lab credits
This class will be required for any freshman who meets the identification criteria.
Themes: This class will focus on improving reading comprehension. Students will examine themes in writing to help them better understand literature. As part of this class, students will use software to help with reading comprehension. Students will also use skill development workbooks. A variety of fiction and nonfiction works will be read, including technical documents, such as business letters, in order to prepare students for the "real world."
Composition: This class will focus on improving writing skills. Students will explore the writing process: drafting, peer editing, revision, and teacher review. Students will also study essay structure, including writing thesis statements and topic sentences, putting paragraphs together, and following five-paragraph essay structure. Additionally, students learn research skills to aid in the writing of a research paper using the MLA style. As part of this class, students may use software to teach grammar and mechanics as well as to improve writing. These two classes equal one full block of study and will be a year-long class.

10022 ENGLISH 9

Prerequisite: none
Eligibility: 9-12
2 quarters, 2 credits
Students will receive instruction in literature, composition, grammar, and oral communication. Students practice identifying, analyzing, and composing with different elements, structures, and genres of written language. Students will read and comprehend a broad variety of literature, applying appropriate reading strategies to enhance reading skills and literary appreciation. Students will write for various audiences and purposes while strengthening skills in essay writing. This course includes instruction of the writing process with an emphasis on revision. Additionally, students learn research skills to aid in the writing of a research paper using the MLA style. Students will enhance their speaking abilities by giving a variety of oral presentations. They will also strengthen their vocabularies through a variety of activities. Students will discuss literature and practice critical listening skills. Students also will learn to keep a notebook.

10021 ENGLISH 9 HONORS
Prerequisite: none
Eligibility: 9
2 quarters, 2 credits
This class is reserved for **highly motivated** students who wish to receive intensive instruction in literature, composition, grammar, and oral communication. Students will read and comprehend a broad variety of fiction and informational text, applying appropriate reading strategies to enhance comprehension and literary appreciation. Students will write for various audiences and purposes while strengthening skills in essay writing. This course includes instruction of the writing process with an emphasis on revision. Additionally, students learn research skills to aid in the writing of a research paper using the MLA style. Students will discuss literature and practice critical listening skills through Socratic seminars and other activities. This class also focuses on the development of cultural literacy and vocabulary. Although this course is not a prerequisite for students wishing to enroll in AP English courses at the 11th and 12th grade levels, be aware that the specific focus of skills in English 9 Honors and English 10 Honors is necessary for success in AP English courses.
*****Summer reading/assignments will be required**.

010481/010104 ENGLISH 10 (YEAR)
Prerequisite: This class is available only to students who meet specific identification criteria.
Eligibility: 10
4 quarters, 2 credits + 2 lab credits
This class will be required for any sophomore who meets the identification criteria.
Themes: This class will focus on improving reading comprehension. Students will examine themes in writing to help them better understand literature. As part of this class, students will use software to help with reading comprehension. Students will also use skill development workbooks. A variety of fiction and nonfiction works will be read, including technical documents, such as business letters, in order to prepare students for the "real world."
Composition: This class will focus on improving writing skills. Students will explore the writing process: drafting, peer editing, revision, and teacher review. Students will also study essay structure, including writing thesis statements and topic sentences, putting paragraphs together, and following five-paragraph essay structure. Additionally, students learn research skills to aid in the writing of a research paper using the MLA style. As part of this class, students may use software to teach grammar and mechanics as well as to improve writing. These two classes equal one full block of study and will be a year-long class.

10042 ENGLISH 10
Prerequisite: none
Eligibility: 10-12
2 quarters, 2 credits
English 10 reinforces English 9, adding increased focus on comprehension and writing strategies. Instruction focuses on opportunities to practice distinguishing among the different types of content and purpose language can hold. Moreover, students practice using language for different purposes. The composition component of the class provides students with opportunities to write for various audiences and purposes. Students will do a research paper using MLA style, as well as

other benchmark papers and various other writings. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing.

10041 ENGLISH 10 HONORS
Prerequisite: None
Eligibility: 10
2 quarters, 2 credits
This class continues work begun in English 9 Honors. The focus remains on intensive instruction in literature, composition, grammar, and oral communication. Students apply writing skills, with a focus on the use of the writing process, including expository, persuasive, narrative, and descriptive modes of discourse. Also, this class continues the development of cultural literacy and vocabulary begun in English 9 Honors. Students will write a research paper using MLA style, as well as using research as support in various assignments. Students will participate in Socratic seminars to discuss literature and develop critical thinking skills, as well as making connections between literature and life. This class is both accelerated and enriched, offering a differentiated curriculum for highly motivated students**.** Although this course is not a prerequisite for students wishing to enroll in AP English courses at the 11th and 12th grade levels, be aware that the specific focus of skills in English 9 Honors and English 10 Honors is necessary for success in AP English courses.
*****Summer reading/assignments will be required**.

1076 SPEECH
Prerequisite: English 9
Eligibility: 10-12
1 quarter, 1 credit
Counts as an English elective for all diploma types. Is required for the Academic Honors Diploma.
The course provides the study of and practice in the basic principles and techniques of effective oral communication. Students have opportunities to deliver different types of oral presentations which may include personal speeches, impromptu, demonstration, informative, persuasive, motivational, oral interpretation, interview, and debate. This course emphasizes research using technology and careful organization and preparation. Students also practice and develop critical listening skills.

1077 ADVANCED COLLEGE PROJECT (ACP) SPEECH DC
Prerequisite: Speech (if grade 11); none if grade 12
Eligibility: 11 (if student has already taken regular Speech) or 12
1 quarter, 1 credit
- **This course is capped at 24 students.**
- **There is a $42.00 charge for the eBook *Public Oral Communication* by John Arthos--billed through the Bursar office. All students are required to pay this charge for the eBook.**
- **You must have a 2.70 cumulative GPA or higher to take this course.**

This course prepares students to communicate effectively with public audiences. The course emphasizes oral communication as practiced in public contexts: how to advance reasoned claims in public; how to adapt public oral presentations to particular audiences; how to listen to, interpret, and evaluate public discourse; and how to formulate a clear response. Students may choose to take this course for college credit and earn 3 credit hours.

1020 AMERICAN LITERATURE
Prerequisite: none
Eligibility: 11
1 quarter, 1 credit
Course is tied with Composition (1090).
This course provides a survey of the literature produced in the United States from pre-Revolutionary times to the present. It includes a study of the representative works of various literary genres that reflect American culture. Students study a variety of literary genres. Influences of classical literature can be experienced in the historical, literary, and cultural contexts. Quality works of various ethnic and cultural minorities, such as African American writers, women writers, and Native American writers are included, as are the works of contemporary writers. Written and oral exercises require students to analyze and explain how their readings of literature, history, and culture are interconnected and distinctly American.

1090 COMPOSITION
Prerequisite: none
Eligibility: 11
1 quarter, 1 credit
Course is tied with American Literature (1020).
Composition, 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 and application of the rhetorical (effective) writing strategies of narration, description, exposition, and persuasion. 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. Additionally, students learn research skills to aid in the writing of a research paper using the MLA style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature.

1124 ENGLISH COMPOSITION DC
Prerequisite: none
Eligibility: 11 or 12
2 quarters, 2 credits
English Composition is designed to develop students' abilities to think, organize, and express their ideas clearly and effectively in writing. This course incorporates reading, research, and critical thinking. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison, analysis, persuasion, and argumentation. A research paper is required. Numerous in-class writing activities are required in addition to extended essays written outside of class. This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites and requirements to qualify for Ivy Tech dual credit for ENG 111.

1058 ADVANCED PLACEMENT LITERATURE/COMPOSITION AP
Prerequisite: It is recommended that students have a 90% or higher in previous English classes and a strong foundation in language arts.
Eligibility: 11
4 quarters, 2 credits (This is a year-long class that meets every other day)
The content of this course is established by the College Board. Students enrolled in this class will critically analyze the structure, style, and themes of representative literature from various genres and periods. Students will also describe the use of elements of language and write well-developed and organized essays that are clear, coherent, and persuasive in nature in preparation for the AP exam. Course materials are those normally covered in a college class. Students enrolled in this course are required to take the AP Literature and Composition test in May.
*****Summer reading/assignments will be required**.

1056 ADVANCED PLACEMENT ENGLISH LANGUAGE/COMPOSITION AP
Prerequisite: It is recommended that students have a 90% or higher in previous English classes and a strong foundation in language arts.
Eligibility: 12
4 quarters, 2 credits (This is a year-long class that meets every other day)
The content of this course is established by the College Board and involves the intensive accelerated study of literary classics, speeches, and essays in relationship to their historical context. Writing focuses on expository, analytical, and argumentative writing skills necessary for college and to prepare students for the AP exam. Students will analyze the use of literary strategies/devices in relationship to audience and purpose and write coherent essays on a variety of topics. Course materials are those normally covered in a college class. Students enrolled in this course are required to take the AP Language and Composition test in May.
*****Summer reading/assignments will be required**.

1028 DRAMATIC LITERATURE
Prerequisite: none
Eligibility: 12
1 quarter, 1 credit
Course is tied with Adv. Composition (1098).
This course 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.

1034 FILM LITERATURE
Prerequisite: none
Eligibility: 12
1 quarter, 1 credit
Course is tied with Adv. Composition (1098).
This course 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 human condition, the ways in which the roles of men and women and various ethnic minorities are portrayed, visual interpretations of literary techniques, a history of film as a medium of literary interpretation, and 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 present projects. Students also have frequent writing assignments in which they explore and analyze issues of interpretation, production, and cross-genre adaptation.

10483 THEMES IN LITERATURE: SPORTS
Prerequisite: none
Eligibility: 12
1 quarter, 1 credit
Course is tied with Adv. Composition (1098).
This course examines sports themes expressed in fiction, nonfiction, and poetry, with special emphasis on themes that can be compared with real sports experiences. These themes may include heroes in American sports, youth and aging in sports, racism, sexism, violence in sports, the individual vs. the community (team) in sports, and humor. Students will also be reading and discussing the role of the media and sports columnists.

1098 ADVANCED COMPOSITION
Prerequisite: none
Eligibility: 12
1 quarter, 1 credit
Course is tied with one of the following: Dramatic Lit, Film Lit, or Sports Lit).
Advanced Composition, 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 and application of the rhetorical (effective) writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports. Additionally, students learn research skills to aid in the writing of a research paper using the MLA style.

1092 CREATIVE WRITING
Prerequisite: English 9
Eligibility: 10-12
1 quarter, 1 credit
Counts as an English elective for all diploma types
This course provides students with opportunities to create original writing in a variety of genre. Students will learn strategies for evaluating and responding to their own writing and the writing of others in peer-sharing writing workshops. The course focuses on all stages of the writing process, with an emphasis on revision. Additionally,

students become familiar with standard literary elements and grammatical conventions through the reading and study of published prose and poetry and are taught to use those elements in their own writing. Students will also use their knowledge of literary elements to write critically and analytically about published works, both classic and contemporary. Students will share their writing and make oral presentations.

1070 DEBATE
Prerequisite: Speech
Eligibility: 11-12
1 quarter, 1 credit
Debate, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking).

4242 DRAMA
Prerequisite: None
Eligibility: 9-12
2 quarters, 2 credit
Theater Arts is based on the Indiana Academic Standards for Theater. Students enrolled in Theater Arts read and analyze plays, create scripts and theater pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theater history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theater, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theater patrons in their community.

1060 ETYMOLOGY
Prerequisite: English 9
Eligibility: 10-12
1 quarter, 1 credit
Counts as an English elective for all diploma types
This course provides instruction in the derivation of English words and word families, primarily from their Latin and Greek roots. Students build a strong vocabulary by the intensive study of words, their usage, and their connotative and denotative meanings. Vocabulary study is helpful in preparing students to perform well on tests such as the SAT and ACT. Students also develop skills to help identify the meanings of unfamiliar words in future reading. By studying roots, words, prefixes, and suffixes, students learn to dissect and define unfamiliar vocabulary. Study also includes the use of context clues in text. Students will conduct research and apply their vocabulary study to several written pieces, including essays, reflections, research papers, and multimedia presentations.

1080 JOURNALISM
Prerequisite: none
Eligibility: 9-12
2 quarters, 2 credits
Counts as an English elective for all diploma types
This is a writing-based course that provides an overview of mass media. Units of study include history, laws, and ethics of the press, with a focus on high school media. Writing consists of news, features, sports, and in-depth and editorial writing using journalistic style. Students will also read a variety of journalistic publications. Students will design and produce publications using computers. Students will also study coverage of news, advertising design, public relations, and photographic compositions to complete the course.

1086 STUDENT PUBLICATIONS/Yearbook
Prerequisite: application and teacher recommendation
Eligibility: 9-12
4 quarters, 1 credit (This is a year-long SRT class)
Counts as an English elective for all diploma types
Student Publications/Yearbook is a course based on the High School Journalism Standards and the Student Publications Standards. It is the continuation of the study of journalism. Students demonstrate their ability to do

journalistic writing and design for high school publications such as yearbooks and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

10861 STUDENT PUBLICATIONS/Newspaper
Prerequisite: application and teacher recommendation
Eligibility: 9-12
4 quarters, 1 credit (This is a year-long SRT class)
Counts as an English elective for all diploma types
Student Publications/Newspaper is a course based on the High School Journalism Standards and the Student Publications Standards. It is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications such as newspapers and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

FAMILY & CONSUMER SCIENCES

CTE: Family and Consumer Sciences has roots in both academic and career/technical (vocational) education and reaches beyond the education system into the community as it focuses on the needs of individuals and families

Students involved in family and consumer sciences courses are eligible to join **FCCLA** (Family, Career, Community Leaders of America) a national, state, district, and local technical organization for students. Family, Career & Community Leaders of America is the official student organization for Family and Consumer Sciences Education in Indiana and across the country. The FCCLA organization helps students develop leadership and citizenship skills while synthesizing and applying Family and Consumer Sciences content and skills in family, workplace, and community settings. As a teaching/learning approach, FCCLA offers teacher-developed and student-tested strategies and materials that center the responsibility for achieving FACS standards on students through in-class and co-curricular chapter programs and projects. Students have the opportunity to take projects created in their FACS classes to the State FCCLA Conference in March and compete for scholarship opportunities. www.infccla.org

Family & Consumer Science NLPS PATHWAYS Courses

7173 PRINCIPLES OF CULINARY AND HOSPITALITY
Prerequisite: None
Eligibility: 9-11
2 quarters, 2 credits
Principles of Culinary and Hospitality is designed to develop an understanding of the hospitality industry and career opportunities, and responsibilities in the food service and lodging industry. Introduces procedures for decision making which affects operation management, products, labor, and revenue. Additionally, students will learn the fundamentals of food preparation, basic principles of sanitation, service procedures, and safety practices in the food service industry including proper operation techniques for equipment.

7171 NUTRITION
Prerequisite: Principles of Culinary and Hospitality
Eligibility: 10-12
2 quarters, 2 credits
Nutrition students will learn the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs throughout the life cycle and to apply those principles to menu planning and food preparation. This course will engage students in hands-on learning of nutritional concepts such as preparing nutrient dense meals or examining nutritional needs of student athletes.

7169 CULINARY ARTS
Prerequisite: Principles of Culinary and Hospitality, Nutrition
Eligibility: 10-12
2 quarters, 2 credits
Culinary Arts teaches students how to prepare the four major stocks, the five mother sauces (in addition to smaller sauces) and various soups. Additional emphasis is placed on the further development of the classical cooking methods. This course will also present the fundamentals of baking science including terminology, ingredients, weights and measures, and proper use and care of equipment. Students will produce yeast goods, pies, cakes, cookies and quick breads.

7161 PRINCIPLES OF TEACHING DC
Prerequisites: None
Eligibility: 9-11
2 quarters, 2 credits
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.
***Dual Credit** is offered for students that meet the Ivy Tech dual credit requirements. The Ivy Tech Knowledge Assessment test is required for dual credit and must be taken the first 2 weeks of the class.

7157 CHILD AND ADOLESCENT DEVELOPMENT DC
Prerequisite: Principles of Teaching
Eligibility: 10-11
2 quarters, 2 credits
Child and Adolescent Development examines the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence with a focus on the middle years through adolescence. Basic theories of child development, biological and environmental foundations of development, and the study of children through observations and interviewing techniques are explored. The influence of parents, peers, the school environment, culture and the media are discussed. An observation experience up to 20 hours may be required for completion of this course.

7162 TEACHING AND LEARNING DC
Prerequisite: Principles of Teaching, Child and Adolescent Development
Eligibility: 10-12
2 quarters, 2 credits
Teaching and Learning provides students the opportunity to apply many of the concepts that they have learned throughout the Education Professions pathway. In addition to a focus on best practices, this course will provide an introduction to the role that technology plays in the modern classroom. Through hands-on experience with educational software, utility packages, and commonly used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management.

7176 PRINCIPLES OF HUMAN SERVICES
Prerequisites: None
Eligibility: 9-11
2 quarters, 2 credits
Principles of Human Services explores the history of human services, career opportunities, and the role of the human service worker. Focuses on target populations and community agencies designed to meet the needs of various populations. The course includes a required job shadowing project in a Human Services setting (a suggested four-hour minimum to meet Ivy Tech requirements). This course will also encourage cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

7174 UNDERSTANDING DIVERSITY
Prerequisite:Principles of Human Services
Eligibility:10-12
2 quarters, 2 credits
Understanding Diversity encourages cultural awareness and appreciation of diversity. Focusses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

7177 RELATIONSHIPS AND EMOTIONS
Prerequisite:Principles of Human Services
Eligibility:10-12
2 quarters, 2 credits
Relationship & Emotions examines the key elements of healthy relationships. Explores the main problems that damage relationships. Presents research findings on successful and unsuccessful relationships, and emotional connections. Explores the impact of one's emotional and relationship history on current and future romantic relationships. Presents practical, scientific-based skills for improving relationships. This course offers practical and useful information for people who have experienced loss. Students have the opportunity to evaluate their own experiences and attitudes toward loss and grief.

Family & Consumer Sciences NON-PATHWAY Courses

5330 ADULT ROLES & RESPONSIBILITIES
Prerequisite: None
Eligibility: 11-12
1 quarter, 1 credit
This project-based course is focused on becoming independent, contributing and being responsible participants in family, community, and career settings. **Course meets personal finance standard requirements**. Students will continue to develop career plans and higher education plans. This is a great course to learn how to begin living on your own. Topics include: personal finance; independent living, family formation, analysis of personal standards, needs, aptitudes, and goals; integration of family, community, and career responsibilities; consumer choices and decision making and purchasing power related to nutrition and wellness, clothing, housing, and transportation; financial management; relationships of technology and environmental issues to family and consumer resources; and community roles and responsibilities of families and individuals.

7132 PRINCIPLES OF HOUSING & INTERIOR DESIGN
Prerequisite: None
Eligibility: 9-12
2 quarters, 2 credits
Principles of Housing & Interior Design introduces students to fundamental design theory and color dynamics as applied to compositional design. Investigations into design theory and color dynamics will provide experiences in applying design theory to three-dimensional concepts, human factors and the psychology and social influences of space. These experiences will develop student's skills in creative problem solving, peer evaluation, and presentation skills.

7301 PRINCIPLES OF FASHION & TEXTILES
Prerequisite: None
Eligibility: 9-12
2 quarters, 2 credits
Principles of Fashion and Textiles prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students for all aspects of the fashion creation process. Major topics include: Basic clothing construction techniques, pattern alterations, and use of commercial patterns.

MATHEMATICS

The MVHS Mathematics Department is committed to teaching students the fundamental skills necessary in math to help secure their future in the job market and in everyday life. The department will help students understand how math relates to the real world and explore its applications. The goal of the Mathematics Department is to help students develop critical thinking skills along with technical, job, and consumer skills.

Indiana Math Requirements

Core 40 diploma: Algebra 1, Geometry, and Algebra 2
Core 40 w/ Academic Honors: Algebra 1, Geometry, Algebra 2, & 2 credits in an advanced math course
Core 40 W/ Technical Honors: Algebra 1, Geometry, Algebra 2

-earn six math credits in the high school years. Mathematics credits earned prior to grade 9 may meet specific course requirements and may count towards the credit requirements for a diploma, but six math credits must be earned while in high school.

-must be enrolled in a mathematics or quantitative math reasoning course each year the student is in high school if going for any kind of Core 40 diploma.

-Academic Honors students need to earn 8 credits of math, including if a math course was taken in 8th grade. They must still take three years of math in the high school years. Then the fourth year can be a math credit or a quantitative reasoning course.

Quantitative Reasoning Courses offered at MVHS

Agriculture
*Advanced Life Science, Animals
*Advanced Life Science, Plants & Soils
Business
*Business Math
*Personal Financial Responsibility
*Advanced Accounting
*Computer Science I
Engineering and Technology
*Principles of Engineering
*Engineering Design & Development
*Civil Engineering & Architecture
*HVAC II
Science
*Integrated Chemistry-Physics
*Chemistry I
*ACP Chemistry
*Physics I
*Physics II
*AP Physics 1
Social Studies
*Economics

Recommended Math Courses for the following diplomas:

Core 40 w/ Academic Honors	Core 40	General (2 Possibilities)
Algebra I or Algebra I Honors	Algebra I	Algebra I & Business Math
Geometry or Geometry Honors	Geometry	or
Algebra II or Algebra II Honors	Algebra II	Algebra I taken with Algebra I Enrichment & Business Math
Pre-Calculus/Trig or Pre-Calc/Trig Honors	Pre-Calculus/Trig	
Prob & Stats/ Quantitative Reasoning	Prob & Stats/ Quantitative Reasoning	
AP Statistics		
ACP Calculus		
***See State Mathematics Requirements for the minimum courses required.**		

2520 ALGEBRA 1
Prerequisite: None
2 quarters, 2 credits
Algebra 1 provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations.

25202 ALGEBRA 1 HONORS
Prerequisite: Placement is based on grades, test scores, and teacher placement
2 quarters, 2 credits
Honors Algebra I is an intensive, accelerated, and enriched version of Algebra I. This course is offered to students recommended as most able in mathematics. Additional topics may include radical and rational functions along with statistics and probability.

2532 GEOMETRY
Prerequisite: Algebra 1
2 quarters, 2 credits
Geometry students examine the properties of two and three dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals,

triangles, right triangles; (3) circles, and (4) polyhedral and other solids. Use of drawing programs is encouraged, including computer drawing programs.

2503 GEOMETRY HONORS
Prerequisite: Algebra 1, Placement is based on grades, test scores, and teacher recommendations.
2 quarters, 2 credits
This course is designed to provide students with a deeper understanding of the axiomatic structure of mathematics and to develop a more sophisticated level of logical reasoning. This is achieved with a heavy emphasis on the study of mathematical proof. The course concentrates on the traditional elements of plane Euclidean geometry, although several aspects of solid geometry are introduced. Particular topics studied include basic definitions, postulates and theorems about angles, perpendicular lines, parallel lines, and triangles. Other topics studied include polygons, circles, areas, and volumes.

2522 ALGEBRA II
Prerequisite: Algebra 1 and Geometry
2 quarters, 2 credits
Algebra 2 is a course that extends the content of Algebra 1 and provides further development of the concept of a function. Topics include: (1) relations, functions, equations, and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principle and probability

25221 ALGEBRA II HONORS
Prerequisite: Algebra 1 and Honors Geometry. Placement is based on grades, test scores, and teacher recommendations.
2 quarters, 2 credits
Honors Algebra 2 is an intensive, accelerated, and enriched version of Algebra 2. This course is offered to students recommended as most able in mathematics. Additional topics may include determinants, linear programming, matrices, and an introduction to trigonometry.

2524 ANALYTICAL ALGEBRA II
Prerequisite: Algebra 1 and Geometry
2 quarters, 2 credits
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 will be included throughout the course, as students collect and use univariate and bivariate data to create and interpret mathematical models. Additionally, Analytical Algebra II will 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. This course fulfills the Algebra II requirement for all diplomas. If students use this course to fulfill Algebra II credit for their diploma, the parent and student must sign a consent form notifying the parent and 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 post-secondary educational institution because Analytical Algebra II may not align with academic requirements established by the post-secondary educational institution. This course is not recommended for students interested in pursuing a STEM degree at a four-year institution, and does not prepare students for Pre-Calculus: Algebra / Pre-Calculus Trigonometry.

2564 PRE-CALCULUS / TRIGONOMETRY
Prerequisite: Algebra I, Geometry, and Algebra II.
2 quarters, 2 credits
Pre Calculus/Trigonometry is an accelerated course that blends the concepts and skills that must be mastered before enrollment in a college level calculus course. The course includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) trigonometry in triangles, (4) trigonometric functions, (5) trigonometric identities and equations, (6) polar coordinates and complex numbers, (7) sequences and series, and (8) data analysis. **A graphing calculator such as TI-84 Plus is highly recommended and encouraged for course success. **

25644 PRE-CALCULUS/TRIGONOMETRY HONORS
Prerequisite: Recommended "A-" or above in Geometry and Algebra II or "B-" or above in Honors Geometry and Honors Algebra II
2 quarters, 2 credits
The topics covered will be those presented in the regular Trigonometry/ Pre-Calculus course but with more in-depth study and a faster pace. The course continues to blend algebra, geometry, and the fundamentals of trigonometry as the concepts of distance, slope, lines, circles, graphs of functions and their inverses, trigonometric equations, triangle solutions and applications, complex numbers, polar coordinates and graphs, vectors and their applications, and conics, their applications and their projections into three-dimensions in space coordinates and surfaces.

2544 COLLEGE ALGEBRA DC
Prerequisite: Algebra I, Geometry, and Algebra II
2 quarters, 2 credits
This is a two-credit course that provides students a more in-depth study of the algebraic properties of expressions, and a variety of functions. Students will explore algebraic properties, variation, quadratic equations, systems of equations, inequalities, exponential, logarithmic, and polynomial functions. This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit for MATH 136. This course will count as the Pre–Calculus requirement for admission to Indiana University.

2546 PROBABILITY / STATISTICS (must be taken with Quantitative Reasoning)
Prerequisite: Algebra I, Geometry, and Algebra II
Recommended Prerequisite: Pre-Calculus/Trigonometry
1 quarter, 1 credit
Probability and statistics includes the concepts and skills needed to apply statistical techniques in the decision making process. Topics include; (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments on surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged.
**A graphing calculator such as TI-84 Plus is highly recommended and encouraged for course success. **

2550 QUANTITATIVE REASONING (must be taken with Probability/Statistics) DC
Prerequisite: Algebra I, Geometry, and Algebra II
Recommended Prerequisite: Pre-Calculus/Trigonometry
1 quarter, 1 credit
Students will learn to identify pertinent information, ask suitable questions, and support conclusions using persuasive quantitative reasoning. This course will further develop algebraic skills using real world applications of statistics and finance through the use of technology. Students will use a variety of measurement scales, collect data, select appropriate formulas, evaluate precision, interpret probability and ratios, and develop fundamental financial literacy using persuasive quantitative reasoning. This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit for MATH 123.

2570 STATISTICS, ADVANCED PLACEMENT AP
Prerequisite: Algebra I, Geometry, and Algebra II
Recommended Grade Level: Grades 11 or 12
2 quarters, 2 credits
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 graphing calculator such as TI-84 Plus is highly recommended and encouraged for course success. **

25640 ADVANCED COLLEGE PROJECT (ACP) CALCULUS DC
Prerequisite: Pre-Calculus/Trigonometry
2 quarters, 2 credits
Eligibility: 11-12

- **You must have a 2.70 cumulative GPA or higher to take this course.**
- **The cost of the course is $125.00.**

ACP Calculus is a course that provides students with the content established by Indiana University. This is a rigorous college level course that covers both differential and integral calculus. The goal of this course is to prepare the student to be successful at the second level of university calculus. Students can choose to receive IU M211 credit.

MUSIC

Instrumental Courses

4142 DANCE CHOREOGRAPHY (Color Guard): BALLET, MODERN, JAZZ, OR ETHNIC-FOLK (L)
Prerequisites: Audition with color guard staff. Eligibility: 9-12
1 Quarter, 1 Credit.
One quarter fulfills requirement 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
Dance Choreography (Color Guard) meets during the first nine weeks the same block as the marching band. All responsibilities and expectations regarding performance level and outside school rehearsals and performances that apply to the marching band apply to this class. A non-licensed dance instructor may be contracted with a licensed Fine Arts teacher serving as the teacher of record. This is a Laboratory course and is only one quarter. The Dance Choreography (color guard) class is by audition only. Auditions take place in the spring prior to the fall.

4170 ADVANCED CONCERT BAND
Prerequisites: 6th, 7th, and 8th Grade Band Participation. Anyone who does not meet this prerequisite must audition with the band director prior to enrollment. Eligibility: 9-12
4 Quarters, 4 Credits.
One semester fulfills requirement of 2 Fine Arts credits for Core 40 with Academic Honors diploma
During the first nine weeks this class will meet as the marching band. After the first nine weeks any student who wishes to participate in the advanced concert band and has met all the requirements will be moved at the discretion of the director.
This course provides students with a balanced comprehensive study of music through the concert and marching 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 are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

4162 **INSTRUMENTAL ENSEMBLE**
Prerequisites: 6th, 7th, and 8th Grade Band Participation. Anyone who does not meet this prerequisite must audition with the band director prior to enrollment. Eligibility: Grades 9-12
4 Quarters, 4 Credits
One semester fulfills requirement of 2 Fine Arts credits for Core 40 with Academic Honors diploma
Instrumental Ensemble (Percussion Class) allows percussion students to receive individualized instruction ideal for developing skills on percussion instruments. This class meets during the same block as the marching band in the first

nine weeks of school. During the 2nd, 3rd, and 4th nine weeks, this class is separate from the "Advanced Concert Band" class. A non-licensed percussion instructor may be contracted with a licensed Fine Arts teacher serving as the teacher of record.
Instrumental Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skill in the psychomotor, cognitive, and affective domains. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature as pertaining to chamber ensemble and solo literature, and integration of other applicable disciplines. 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 are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

4208 MUSIC THEORY AND COMPOSITION
Prerequisite: None
Eligibility: 11-12. Grade 10 eligible with approval from the HS choir or band director
1 quarter, 1 credit
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. They 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. The class is an upper level music class. Freshmen should not be signed up for the course.

Vocal Music Courses

4182: BEGINNING MIXED CHORUS (MV Singers)
Prerequisite: None
Eligibility: All grades
4 quarters, 4 credits
One semester fulfills requirement of 2 Fine Arts credits for Core 40 with Academic Honors diploma
Beginning Choir is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Choir develop musicianship through ensemble singing, and will learn basic vocal techniques, sight-reading, listening and performance skills. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Choir classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day will be scheduled for rehearsals and performances. 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. **This is strictly a yearlong class, unless given special permission from the director.**

4186: INTERMEDIATE CHORUS (Women's Choir)
Recommended Prerequisite: Beginning Choir; audition required.
Eligibility: Grades 10, 11, and 12
4 quarters, 4 credits
One semester fulfills requirement of 2 Fine Arts credits for Core 40 with Academic Honors diploma
Intermediate Choir is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate Choir develop musicianship through ensemble singing, and will build upon previously learned skills in vocal techniques, sight-reading, listening and performance skills. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Choir classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day will be scheduled for

rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance and rehearsal opportunities outside of the school day that support and extend learning in the classroom. **This is strictly a yearlong class, unless given special permission from the director.**

4188: ADVANCED MIXED CHORUS (Chamber Singers)
Prerequisite: **Audition required.**
Eligibility: Grades 10, 11, and 12
4 quarters, 4 credits
One semester fulfills requirement of 2 Fine Arts credits for Core 40 with Academic Honors diploma
Advanced Choir is a selected group of singers who perform a wide variety of vocal music. This class stresses advanced vocal techniques, sight-reading, listening and performance skills. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Choir classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Students must participate in performance or rehearsal opportunities outside of the school day, which support and extend the learning in the classroom. **This is strictly a yearlong class, unless given special permission from the director.**

PHYSICAL EDUCATION & HEALTH

One of the goals of the Mt. Vernon High School Health and Physical Education Department is to provide the student the opportunity to develop physical skills, knowledge, and attitudes that will lead to a lifetime of fitness and sports participation. Our curriculum provides a variety of classes for all students who are interested in pursuing this opportunity. The state of Indiana requires that all students must graduate with 2 credits in Physical Education and 1 in Health and Wellness education. ***A student may take as many elective physical education classes as they want but only 8 elective credits will be awarded. Elective classes over the 8 credits will be taken for no-credit and will not count towards athletic eligibility or graduation credits.***

Realizing that in today's world, obesity is rapidly approaching the number one killer in America, we encourage our students to take a physical education class every year of their high school career. It is extremely important that our young people realize the health habits they practice today are directly related to many of the leading and preventable causes of disease, disability, and death in the United States.

In general physical education classes, students will develop physical skills in both team and individual activities. In weight lifting classes and health education classes, students will learn how to monitor what they eat, how to evaluate body mass and body fat content, and how to apply that knowledge towards achieving a healthy body for life. Also, in weightlifting classes students will learn proper lifting techniques, how to design their own individualized fitness program, set individualized fitness goals and learn how to incorporate appropriate changes in their program to help meet their fitness goal.

Active physical participation is a large part of a student's grade in all physical education classes. If for some medical reason you will be unable to physically participate, we suggest you postpone your physical education class until you are healthy. A medical excuse from a doctor will not eliminate you from the class requirement of physical participation. Students must dress daily in appropriate physical education attire or their grade will be adjusted accordingly. This attire does not include the clothes they wear to school.

In order to achieve our goals in all physical education classes, we need the understanding and cooperation of all concerned to make a student's experience a positive and rewarding one.

Please note: One credit of Physical Education may be waived if a student participates in a certain number of hours of marching band, color guard, or another Mt. Vernon-affiliated sport. Students will be responsible for getting the waiver form and having it completed and signed by their sponsor/coach and a PE teacher within two (2) weeks of the end of the activity/sport in order to qualify for the waiver. Students MUST turn in the PE waiver form to earn the Physical Education credit.

REQUIRED PHYSICAL EDUCATION CLASSES

3542 PHYSICAL EDUCATION I

Eligibility: 9-12
1 quarter, 1 credit
Physical education 1 emphasizes health-related fitness and development of skills and habits necessary for lifelong activity. Examples of activities included in this class are individual, team and dual sports, recreational games, outdoor activities, cardiovascular and muscular strength, endurance and flexibility. Assessment in both written and performance-based skill evaluations will take place as related to these activities. These classes are co-educational. PE I will be scheduled in the Fall and Spring semesters to allow for outdoor activities.

3544 PHYSICAL EDUCATION II

Eligibility: 9-12
1 quarter, 1 credit
PE II emphasizes a lifetime personal commitment to fitness and enjoyment of physical activity for life. Examples of activities include but are not limited to aerobic exercise, muscular strength, endurance, flexibility and body composition, team and dual sports, recreational games, indoor activities and other health related fitness activities. Assessment in both written and performance-based skill evaluations will take place as related to these activities. These classes are co-educational. PE II will be scheduled during the winter semesters to allow for indoor activities.

3506 HEALTH AND WELLNESS EDUCATION

Eligibility: 10-12
1 quarter, 1 credit
Health is a basic course that covers public health, mental health, nutrition, and disease. The course provides knowledge and skills to help students adopt and maintain healthy behaviors. Through a variety of strategies, the goal is for students to determine personal values that support healthy behaviors, and to develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. A variety of information is covered to promote mental and emotional health, and live a tobacco, alcohol, and other drug free lifestyle. This course provides students with skills related to health wellness core concepts, including analyzing influences, accessing information, interpersonal communication, decision making and goal setting, health enhancing behaviors, and health and wellness advocacy.

ELECTIVE PHYSICAL EDUCATION CLASSES

35605 STRENGTH & CONDITIONING

Prerequisites: None
Eligibility: 9-12
1 quarter, 1 credit.
Strength & Conditioning will concentrate on correct lifting techniques for all basic or core lifts with emphasis on flexibility. A personal record keeping system to evaluate progress will be used. The basic principles of strength training will be stressed including spotting techniques. Intended outcomes and goals of the student will determine effectiveness of each program. The basic principles of strength training will continue to be stressed including

spotting techniques. This course can be taken again and each time will build on the lifting techniques and be individualized to the student. Basic principles will be expanded to accomplish personal goals. ***A student may take as many elective physical education classes as they want but only 8 elective credits will be awarded. Elective classes over the 8 credits will be taken for no-credit and will not count towards athletic eligibility or graduation credits.***

35603 COED RECREATIONAL GAMES I (Outdoor)
Prerequisites: PE 1 & PE 2 and a "C"average recommended
Eligibility: 10-12
1 quarter, 1 credit.
This coeducational nine-week course is designed for the student who wishes to be involved in daily physical activity beyond the freshman year. This is a high activity class where participation is a requirement. Coed Recreational Games promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. The following activities may be included: team sports; dual sports activities; individual physical activities; outdoor pursuits. The emphasis is placed on lifetime leisure activities including but not limited to: Kan Jam, Frisbee golf, Spikeball, pickleball, ultimate Frisbee, tennis, soccer, hockey, and lacrosse. Cardio and weight training may also be included.
A student will be permitted to take the class only one time.

35604 COED RECREATIONAL GAMES II (Indoor)
Prerequisites: PE 1 & PE 2 and a "C"average recommended
Eligibility: 10-12
1 quarter, 1 credit.
This coeducational nine-week course is designed for the student who wishes to be involved in daily physical activity beyond the freshman year. This is a high activity class where participation is a requirement. Coed Recreational Games promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. The following activities may be included: team sports; dual sports activities; individual physical activities; outdoor pursuits. The emphasis is placed on lifetime leisure activities including but not limited to: badminton, bowling, ping pong, 9 square, volleyball, yoga, golf, basketball, handball. Cardio and weight training may also be included.
A student will be permitted to take the class only one time.

SCIENCE

Mt. Vernon Science Department Mission Statement

The Mt. Vernon Science Department is focused on cultivating scientifically literate, inquisitive, and successful lifelong learners who have an understanding of the natural world and the scientific processes that guide their problem-solving endeavors.

The Science Department offers a wide range of classes to meet the needs and interests of all Mt Vernon High School students. Through a variety of learning experiences, students are encouraged to engage in scientific inquiry; to observe scientific principles; utilize facts and observations to arrive at valid conclusions; appreciate the historical contributions of scientists; and recognize that science is more than facts and dogma, but that it is an exciting dynamic process!

The goals of the MVHS science department are that students will develop the following:

- an understanding of the fundamental laws of our universe and how these laws govern the phenomena they encounter daily;

- an understanding of how science and technology affect the quality of their lives and the environment around them;
- a foundation of knowledge necessary to make informed decisions on issues involving science, technology, and the environment;
- an understanding that science is an ever-changing and evolving discipline.
- critical-thinking and problem-solving skills that will allow them to succeed in today's ever-changing world.

3044 EARTH AND SPACE SCIENCE
Prerequisites: none
Eligibility: 9-12
2 quarters, 2 credits (1 credit per quarter)
Counts as an Elective for all diplomas
Fulfills a Core 40 science course requirement for all diplomas
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 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.

3108 INTEGRATED CHEMISTRY-PHYSICS
Eligibility: 9-12
Prerequisite: Algebra I (may be taken concurrently with this course)
Credits: 2 quarters, 2 credits (1 credit per quarter)
Counts as an Elective for all diplomas
Fulfills a Core 40 science (physical) course requirement for all diplomas
Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. 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.

3024 BIOLOGY
Prerequisites: none
Eligibility: 9-12
Credits: 2 quarters, 2 credits
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.

30241 BIOLOGY HONORS
Recommended Grade Level: 9-10
Prerequisites/Eligibility: By recommendation of middle school and high school science teachers (based on 8th grade test scores and grades)
Credits: 2 quarters, 2 credits
Biology I Honors is a course based on the same core topics as Biology I, with additional activities included to challenge the student's critical thinking and problem-solving skills. 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.

3026 INTRODUCTORY BIOLOGY DC
Prerequisite: Biology or Biology Honors and ICP or Chemistry (preferred)
Eligibility: 11-12
2 quarters, 2 credits
Introduces the basic concepts of life. Includes discussion of cellular and organismal biology, evolution, ecology, and interaction among all living organisms. Addresses applications of biology in a global community. This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit for BIO 101.

3064 CHEMISTRY 1
Prerequisites: Biology I, Algebra I
Eligibility: 10-12
Credits: 2 quarters, 2 credits
Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gasses, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

30902 ADVANCED COLLEGE PROJECT (ACP) CHEMISTRY DC
Prerequisites: Biology I or Biology I Honors and Chemistry I
Indiana University credit is earned by earning a grade of a "C" or higher in the course based on IU's Academic Policies.
Eligibility: 11-12

- **You must have a 2.70 cumulative GPA or higher to take this course.**
- **The cost of the course is $125.00.**
- **This course will transfer to most universities as a non-major's course.**

This chemistry course is the equivalent of C101 (3 credits) and C121 (2 credits) offered on IU campuses as a freshman level chemistry course for non-chemistry majors or for students wishing additional preparation for higher level chemistry courses in college. C101 is the lecture portion of the course and will cover topics such as: measurement, stoichiometry, chemical reactions, atomic structure, gasses, nuclear chemistry, electrochemistry, solutions, acid/base chemistry, chemical bonding, kinetics, equilibrium, and thermodynamics. C121 is the lab component of the course. The lab portion will include at a minimum of 12 laboratory experiments, most of which will require the submission of a formal typed lab report.

3084 PHYSICS 1
Eligibility: 9-11
Prerequisites: Algebra I
2 quarters, 2 credits
Fulfills a Core 40 Science (physical) course requirement for all diplomas
Qualifies as a quantitative reasoning requirement
Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. 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.

3086 PHYSICS II
Prerequisite: Physics 1
Recommended Prerequisite: Precalculus/Trigonometry (can be taken concurrently)
Eligibility: 11-12
2 quarters, 2 credits
Counts as a Science Course for all diplomas
Qualifies as a quantitative reasoning course
Physics II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Physics II investigate physical phenomena and the theoretical models that are useful in understanding the interacting systems of the macro- and microcosms. Students extensively explore the unifying themes of physics, including such topics and applications of physics as: energy and momentum in two dimensions; temperature and thermal energy transfer; fluids; electricity; simple and complex circuits; magnetism; electromagnetic induction; geometric optics; particle and wave nature of light; modern physics. Use of laboratory activities aimed at investigating physics questions and problems concerning personal needs and community issues related to physics are embedded within the course.

3080 AP PHYSICS I AP
Prerequisite: Algebra I
Eligibility: 11-12
2 quarters, 2 credits
Counts as a Science Course for all diplomas
Qualifies as a quantitative reasoning course
AP Physics 1 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. AP Physics 1: Algebra-based is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.

5276 ANATOMY AND PHYSIOLOGY
Prerequisite: Biology and ICP, Chemistry, or Physics
Eligibility: 10-12
2 quarters, 2 credits
Counts as a Directed Elective or Elective for all diplomas
Fulfills a Core 40 science course requirement for all diplomas
Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, 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.

30927 FORENSICS
Prerequisites: Biology or Biology Honors, and Geometry
Eligibility: 10-12
2 credits, 2 quarters
Fulfills a Core 40 science course requirement for all diplomas
Forensic Science is the application of science to the law. This course provides students an opportunity to learn real-life crime solving techniques and the science behind them. Students will learn how to observe, collect, analyze, and evaluate evidence found at crime scenes. Students will be able to develop their critical thinking skills while also mastering scientific knowledge.

30928 ZOOLOGY
Prerequisites: Biology or Biology Honors (recommended C or better)
Eligibility: 10, 11, 12
2 credits, 2 quarters
Fulfills a Core 40 science course requirement for all diplomas
Zoology is the scientific study of animals. This course provides students the opportunity to survey the animal phyla, studying both vertebrate and invertebrate species. Emphasis will be on comparative anatomy between the phyla and students are required to complete dissections. Students will be learning about all animal life, so those with any animal phobias (i.e. insects or spiders) should consider this beforehand. Through a variety of methods including instruction, labs, and projects students will learn more about evolutionary relationships, classification, structure, behavior, and conservation of animal life. Students will be able to improve their overall understanding of animal life on Earth.

SOCIAL STUDIES

The goal of Social Studies is to produce knowledgeable, culturally-aware, productive, and informed citizens. Social Studies is uniquely relevant to the task of shaping and informing today's students through its focus on the cultural, economic, political, environmental, historical, and geographic conditions within which people exist. The commitment of the Social Studies staff is to stimulate, motivate, and prepare the students to be able to meet the future obligations and expectations they will encounter culminating in the student's metamorphosis into informed, participative citizens.

To maximize the student's benefit of a social studies education and the integration of that education into the student's life structure, the Social Studies Department at Mt. Vernon High School has expectations of all social studies students. To that end the students will:

1. produce an essay for each class taken in the social studies
2. create, alone or as part of a group, a project utilizing technology for each class
3. demonstrate age appropriate reading skills
4. adhere to the rules and conduct expectations outlined in the student handbook and instructor's class expectations

1570 GEOGRAPHY AND HISTORY OF THE WORLD
Prerequisite: None
Eligibility: 9-12
2 quarters, 2 credits
Geography and History of the World is designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions.
Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction.
Using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

1548 WORLD HISTORY AND CIVILIZATION
Prerequisite: None
Eligibility: 9-12
2 quarters, 2 credits
World History emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as trans cultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice skills and processes of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

1518 INDIANA STUDIES
Prerequisite: None
Eligibility: 9-12
1 quarter, 1 credit
Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and students will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cult

1532 PSYCHOLOGY
Prerequisite: None
Eligibility: 10-12
1 quarter, 1 credit
This course provides students with a general overview of the science which seeks to understand and explain behavior and mental processing. Students will be introduced to many of the major contemporary theories and concepts in psychology. This course will prove interesting and useful to those students wishing to better understand human behavior and thinking. By the end of this course students will be able to to explain (1.) how humans are a product of their nature and their nurture, (2.) the biological influences on human behavior and thinking, (3.) the psychological or cognitive influences on human behavior and (4.) the social influences on human behavior. Additionally students will be able to (5.) demonstrate an understanding of basic psychological terminology and explain important features of major psychological concepts and theories, (6.) critically analyze information about human behavior and distinguish between conclusions supported by scientific evidence and conclusions based on nonscientific evidence.

1534 SOCIOLOGY
Prerequisite: None
Eligibility: 10-12
1 quarter, 1 credit
Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students will describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students will examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students will also analyze the role of individuals in the community and social problems in today's world.

1516 ETHNIC STUDIES
Prerequisite: Geography and the History of the World (1570) or World History and Civilization (1548)
Eligibility: 11-12
1 quarter, 1 credit
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.

1542 UNITED STATES HISTORY
Prerequisite: None
Eligibility: 11-12
2 quarters, 2 credits
United States History builds upon concepts developed in previous studies of U.S. History. 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. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

1540 UNITED STATES GOVERNMENT
Prerequisite: None
Eligibility: 11-12
1 quarter, 1 credit
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, political, and civic activities and the need for civic and political engagement of citizens in the United States.

1514 ECONOMICS
Prerequisite: None
Eligibility: 11-12
1 quarter, 1 credit
Counts as a Quantitative Reasoning course (NOTE: Economics will no longer be considered a quantitative reasoning course beginning with the 2025 cohort.)
Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, the role of financial institutions, economic stabilization, and trade.

1558 PSYCHOLOGY, ADVANCED PLACEMENT AP
Prerequisite: None
Eligibility: 11-12
2 quarters, 2 credits
Psychology, Advanced Placement is a course based on content established by the College Board. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes. Topics include: (1) history and approaches, (2) research methods, (3) biological bases of behavior, (4) sensation and

perception, (5) states of consciousness, (6) learning, (7) cognition, (8) motivation and emotion, (9) developmental psychology, (10) personality, (11) testing and individual differences, (12) abnormal psychology, (13) treatment of psychological disorders, and (14) social psychology. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

1612 WORLD HISTORY MODERN, ADVANCED PLACEMENT AP
Prerequisite: World History and Civilization (1548) (recommended)
Eligibility: 10-12
4 quarters, 2 credits (This is a year-long class that meets every other day)
AP World History Modern students investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

31542 ADVANCED COLLEGE PROJECT (ACP) UNITED STATES HISTORY DC
Prerequisites: World History and Civilization or Modern World Civilization Honors
Indiana University credit is earned by earning a grade of a "C" or higher in the course based on IU's Academic Policies.
Eligibility: 11-12

- **You must have a 2.70 cumulative GPA or higher to take this course.**
- **The cost of the course is $125.00.**
- **This course will transfer to most universities as a non-major's course.**

4 quarters, 2 credits (This is a year-long class that meets every other day)
ACP United States History covers the evolution of American society: political, economic, social structure; racial and ethnic groups; sex roles; Indian, inter-American, and world diplomacy of the United States; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events and their impact on American history.

1574 INTRODUCTION TO AMERICAN GOVERNMENT AND POLITICS DC
Prerequisite: None
Eligibility: 11-12
1 quarters, 1 credits
This course studies federalism, theories of the origins and purposes of government and other aspects of the American government including interest groups, political parties, and the electoral process. Emphasis is placed on constitutional backgrounds and the organization and functions of the executive, legislative, and judicial segments of the national government, civil liberties and civil rights, public opinion, media, bureaucracies, and domestic and foreign policy. This course meets the requirement for US Government for all diplomas. This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites to qualify for Ivy Tech dual credit for POLS 101.

WORLD LANGUAGE

2156 AMERICAN SIGN LANGUAGE I
Prerequisite: None
Eligibility: 9-12
2 quarters, 2 credits
American Sign Language I is a course that introduces students to ASL and the Deaf community. The course focuses on frequently used signs and discusses cultural features of the Deaf community. Emphasis is placed on development of receptive and expressive sign language skills. Through this course, students are given the opportunity to practice everyday words, phrases, sentences and questions. Basic features of Glossing, a system used to write ASL in

textbooks, will be introduced. Students will also study the history of ASL, learn about culturally appropriate behaviors, recognize basic non-manual markers, understand the difference between the pathological and cultural perspectives of deafness, appreciate the widespread use of ASL throughout the United States and develop an understanding of the relationship between languages and cultures as a whole. This course requires active participation.

2158 AMERICAN SIGN LANGUAGE II
Prerequisite: American Sign Language I
2 quarters, 2 credits
American Sign Language II is a course that continues the focus on frequently used signs 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 in ASL; continue to develop visual discrimination skills; begin to understand various dialects of ASL; recognize and demonstrate accurate ASL grammar; use classifiers appropriately and continue exposure to the Glossing system used in texts to write ASL. 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. This course requires active participation.

2162 AMERICAN SIGN LANGUAGE III
Prerequisite: American Sign Language II
2 quarters, 2 credits
American Sign Language III is a course that continues to focus on the students' signing skills at advanced levels of competency. ASL is used almost 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, classifiers and various numbering systems. Students will develop the ability to discuss topics related to historical and contemporary events and current issues within the Deaf community. Students will also build on narrative skills and learn to relay information of more complex ideas. This course further emphasizes culturally appropriate behaviors and signing with conceptual accuracy. This course requires active participation.

2000 CHINESE I
Prerequisite: None
Eligibility: 9-12
2 quarters, 2 credits
Chinese I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Chinese language learning, and to various aspects of Chinese-speaking culture. Students will study the tenets of good pronunciation, the distinction among the four tones, and the structure of written characters to establish their foundational knowledge of Mandarin Chinese. This course also encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations and write simple sentences using Chinese characters on familiar topics, such as family, likes and dislikes, countries, and food. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing letters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products and perspectives of Chinese-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Chinese language and culture outside of the classroom. This course requires active participation.

2002 CHINESE II
Prerequisite: Chinese I
2 quarters, 2 credits
Chinese II is a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Chinese language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing

opportunities to make and respond to requests and questions in expanded contexts, independent participation in brief conversations on familiar topics, and the chance to write sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess the meaning of short paragraphs and recognizing words and characters through strokes and radicals. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives of Chinese-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Chinese language and culture outside of the classroom. This course requires active participation.

2004 CHINESE III DC
Prerequisite: Chinese II
There may be a course fee for this dual credit course.*
2 quarters, 2 credits
Chinese III is a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Chinese language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; the exchange of detailed information in oral and written form; and the opportunity to write simple paragraphs using characters. This course also emphasizes the continued development of reading and listening comprehension skills, such as using radicals, stroke order, and stroke count to guess meaning. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will continue to develop an understanding of Chinese-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture and different communication styles. This course further emphasizes making connections across content areas, as well as the application of understanding Chinese language and culture outside of the classroom. This course requires active participation. This is a dual credit course through Butler University. Students must meet all Butler prerequisites and requirements to qualify for dual credit.

2020 FRENCH I
Prerequisite: None
Eligibility: 9-12
2 quarters, 2 credits
French I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning French language learning, and to various aspects of French-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of French-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom. This course requires active participation.

2022 FRENCH II
Prerequisite: French I
Eligibility: 9-12
2 quarters, 2 credits
2022 (FREN II) French II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for French language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension

skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of French-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom. This course requires active participation.

2024 FRENCH III DC
Prerequisite: French II
Eligibility: 10-12
2 quarters, 2 credits
French III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for French language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued DRAFT Indiana Department of Education High School Course Titles & Descriptions 254 development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of French-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding French language and culture outside of the classroom. This course requires active participation. This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites and requirements to qualify for Ivy Tech dual credit for FREN 101 & 102.

2120 SPANISH I
Prerequisite: None
Eligibility: 9-12
2 quarters, 2 credits
Spanish I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom. This course requires active participation.

2122 SPANISH II
Prerequisite: Spanish I
Eligibility: 9-12
2 quarters, 2 credits
Spanish II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using

contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom. This course requires active participation.

2124 SPANISH III DC
Prerequisite: Spanish II
Eligibility: 10-12
2 quarters, 2 credits
Spanish III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom. This course requires active participation. This is a dual credit course through Ivy Tech. Students must meet all Ivy Tech prerequisites and requirements to qualify for Ivy Tech dual credit for SPAN 101 & 102.

2132 AP SPANISH LANGUAGE AND CULTURE AP
Prerequisite: Spanish III
Eligibility: 10-12
2 quarters, 2 credits
Taught entirely in the target language, AP Spanish Language and Culture emphasizes exploration of the cultural products and practices of the host countries. Although important as a vehicle in developing clarity of expression, grammar plays a secondary role to effective communication strategies in these courses. Material studied is determined by six themes:

- Influences of Beauty and Art
- Factors that Impact the Quality of Life
- Families in Different Societies
- Environmental. Political, and Societal Challenges
- The Influence of Language and Culture on Identity
- How Science and Technology Affect Our Life

Thematic, or content-driven, instruction ensures a realistic and useful mix of vocabulary and structure as students engage in the interpersonal, interpretive, and presentational modes of communication, all in the target language. They should expect to do the following:

- Talk and write about their opinions relative to the course material
- Synthesize, or pull together, information from numerous authentic written and audiovisual sources
- Plan and produce written and spoken presentations
- Take the AP test in May to determine if they have integrated the skills necessary to test out of college-level world language classes

RESOURCE DEPARTMENT

The Resource Department provides collaborative, Basic Resource English, Academic and Vocational Life Skills, Developmental Reading, and Algebra Foundation courses in accordance with Individual Education Plans (IEPs) developed through the Case Conference process. Placement in these classes is dependent upon a student's IEP and/or what best meets individual student needs. Students in Life Skills classes do not earn credits. Credits earned in Basic Resource English courses taken through the resource department count toward a general diploma, not a Core 40 diploma.

5201 Peer Tutoring 1
Prerequisite: Desire to work with students with special needs.
Eligibility: Grades 10-12 and permission of Instructor through an interview process.
2 quarters, 1 credit (.5 credit per quarter)
This course provides students with an experience to assist high school students with mild and moderate challenges with their studies in a Life Skills program and with their personal growth and development. The course provides opportunities for students to develop better understanding of individual differences. Peer tutoring experiences are preplanned by the special education supervising teacher. Peer tutors will work with students to help develop communication, academic, and life skills. Throughout the course peer tutors will work on facilitation skills, decision-making skills, and teaching strategies. The course will include daily peer tutoring assignments, weekly course assignments, and a final paper. Students may only earn 2 Peer Tutoring credits while in high school.

50202 Peer Tutoring 2
Prerequisite: Desire to work with students with special needs. Peer Tutoring 1 and the recommendation of Peer Tutoring 1 instructor.
Eligibility: Grades 10-12
2 quarters, 1 credit (.5 credit per quarter)
This course will include all of the components of Peer Tutoring 1, but students will also be required to develop and teach a one-to-one activity, learn to take data and accurately record results, invent a teaching lesson to assist a Life Skills student, and experience a disability for a day and write a final paper about it. Students may only earn 2 Peer Tutoring credits while in high school.

50210 Peer Tutoring 1, Essential Skills
Prerequisite: Desire to work with students with special needs. Recommendation of Essential Skills instructor.
Eligibility: Grades 10-12
2 quarters, 2 credits
This course provides students with an experience to assist high school students with moderate to severe challenges with their studies in an Essential Skills program and with their personal growth and development. The course provides opportunities for students to develop better understanding of individual differences. Peer tutoring experiences are preplanned by the special education supervising teacher. Peer tutors will work with students to help develop communication, academic, and life skills. Throughout the course peer tutors will work on facilitation skills, decision-making skills, and teaching strategies. The course will include daily peer tutoring assignments, weekly course assignments, and a final project. Students may only earn 2 Peer Tutoring credits while in high school.