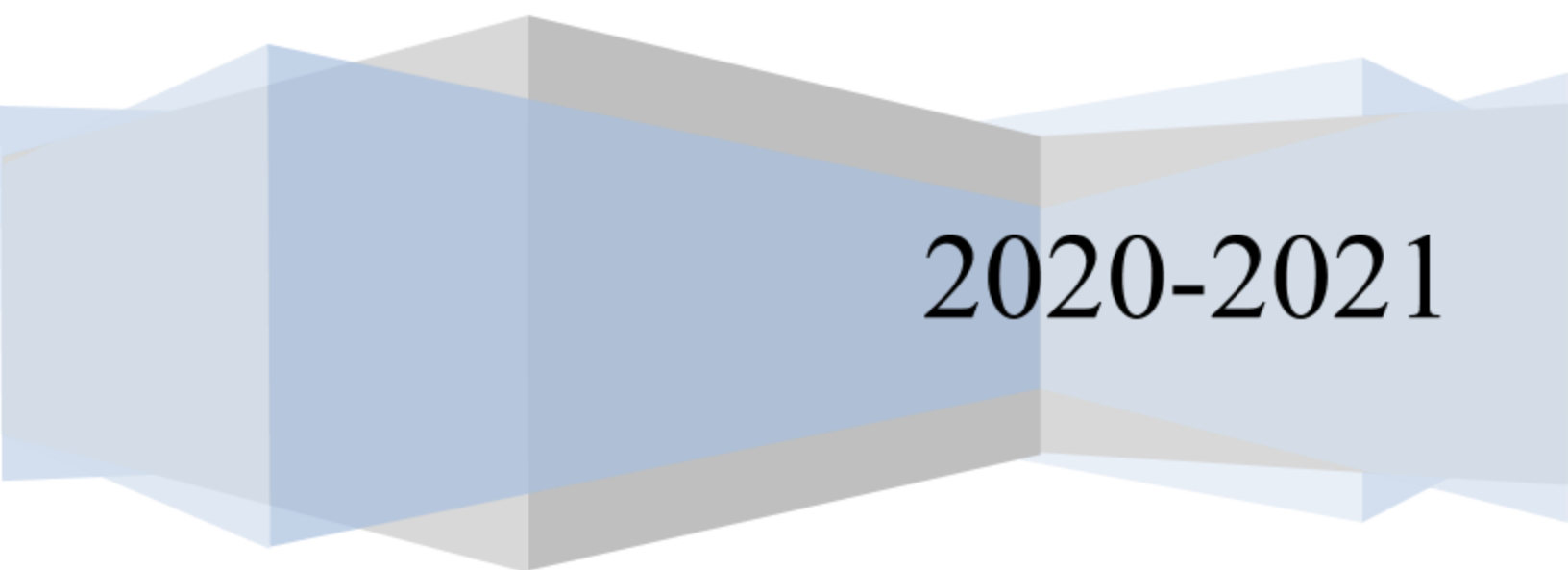


MVHS COUNSELING DEPARTMENT

Mt. Vernon High School

Course Scheduling Handbook



2020-2021

INTRODUCTION

The faculty and administration are happy to present this course planning guide to you and your parents. It provides a complete overview of the courses which will be offered at Mt. Vernon High School and will be extremely helpful in planning your educational experiences. Selecting a sound academic program for your high school experience is becoming increasingly complicated, but our comprehensive curriculum is designed to prepare you for your current needs, higher education, or entry into the world of work. We cannot stress strongly enough the need for careful and intelligent planning between you, your parents, and your counselor.

This guide will help you to think, to plan, and to act to your best advantage as you move from freshman through senior year at Mt. Vernon High School. Be aware that we have a wide variety of electives from which you may choose; on the other hand, we also have a number of requirements for graduation which must be kept in mind throughout all stages of your planning. Your counselor and your teachers stand ready to help guide and assist you when questions arise as you plan your future courses.

Above all, please plan a program which challenges you appropriately, sets realistic goals, and enables you to take advantage of the diversified offerings which are available. Plan your course selections with alternatives since this is the only flexible way to ensure that you receive a sound education in today's constantly changing environment.

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SCHOOL ADMINISTRATORS AND STAFF

ADMINISTRATION, MT. VERNON COMMUNITY SCHOOL CORPORATION

Dr. Jack Parker, Superintendent
 Chris Smedley, Assistant Superintendent
 Gwen Scrogam, Administrative Assistant
 Greg Elkins, Chief Financial Officer
 Rachel Lanteigne, Treasurer
 Gretchen Sitton, Payroll & Benefits
 Maria Bond, Director of Community Relations
 Scott Shipley, Director of Curriculum
 Doris Johnson, Food Services Director
 Nina Murzyn, Food Services Assistant Director
 Tracy Furnas, School Corporation Nurse
 Derek Shelton, Director of Operations
 Rita Osborn, Transportation Assistant
 Laura Durig, Director of Special Education
 Lindsay Tomamichel, Assistant Director of Special Education
 Greg Rollo, Director of Technology
 Brandon Hayes, District Network Administrator
 Kathy Reed, District Data Steward

BOARD OF EDUCATION, MT. VERNON COMMUNITY SCHOOL CORPORATION

Shannon Walls, President
 Kellie Freeman, First Vice President
 Tony May, Second Vice President
 Beth Smith, Secretary
 Mike McCarty, Assistant Secretary

ADMINISTRATION, MT. VERNON HIGH SCHOOL

Casey Dodd, Principal
 Brooke Tharp, Assistant Principal
 Stan Wilkison, Assistant Principal
 Brandon Ecker, Athletic Director
 Lisa Tappy, Treasurer
 Treasure Coonce, Attendance Secretary
 Misty Staton, Nurse
 Andy Williams, Secretary

COUNSELING DEPARTMENT, MT. VERNON HIGH SCHOOL

Jamie Beaver, Director and Counselor, Students T-Z
 Lindsey Crow, Counselor, Students A-D
 Lee Larkins, Counselor, Students E-J
 Nicole Johnson, Counselor, Students K-O
 Kacie Grimm, Students P-S
 Kelly Fleming, Registrar
 Cyndi Roach, Counseling Secretary

GRADUATION REQUIREMENTS

In order to graduate from Mt. Vernon High School, students must meet the following requirements:

Students must receive one of the following diploma types:

Core 40 with Academic Honors

Core 40 with Technical Honors

Core 40

General Diploma - Must 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.

The Mt. Vernon High School grading scale is as follows:

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

In order to graduate from Mt. Vernon High School and participate in commencement, students must successfully meet the minimum graduation requirements.

GRADUATION REQUIREMENTS

In order to graduate and participate in commencement, students must successfully meet the following requirements for the diploma type desired as set forth by the Indiana Department of Education and the Mt. Vernon Community School Corporation.

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 below 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 (Take one only in 9th or 10th grade)

U.S. History (11th grade)

U.S. Government and Economics (12th grade)

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

Health: (1 credit total) Health

Business: (1 credit total) Personal Finance or Adult Roles (11th or 12th grade)

Directed Electives: 5 credits

Can be 5 credits in World Languages, Fine Arts, Career and Tech Ed, ICE, or in one of the College and Career Pathways. See clusters here: <http://www.doe.in.gov/cte/indiana-college-career-pathways>

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

Quantitative Reasoning Courses offered at MVHS

AP

*AP Physics 1

*AP Physics 2

*AP Microeconomics

ACP

*ACP Chemistry

*ACP Biology

Science

*Chemistry I

*Physics I

*Integrated Chemistry-Physics

Social Studies

*Economics

Agriculture

*Agribusiness Management

*Advanced Life Science,

Animals

Business

*Business Math

*Personal Financial

Responsibility

*Advanced Accounting

Engineering and Technology

*Principles of Engineering

*Computer Science I

*Computer Science II:

Databases, Informatics, or

Programming

*HVAC II

HONORS DIPLOMA

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 transcribed college credits in dual credit courses from the approved list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed 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 transcribed 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.

ADDITIONAL GRADUATION REQUIREMENTS FOR THE CLASSES OF 2021 AND 2022

Reading, writing and math are essential life skills, and students must demonstrate a basic understanding of English/language arts and mathematics as part of the requirements for graduation. The ASSESSMENT requirement for graduation can be met in several ways:

1. Pass ISTEP+ 10 (English/Language Arts and Math).

2. Fulfill the requirements of the GQE Evidence-based waiver:

- Take the ISTEP+ 10 in each subject area in which you did not achieve a passing score at least one time every school year after the school year in which you first took the ISTEP 10+.
- Complete any extra help sessions offered each year by the school to prepare for the ISTEP 10+ retests.
- Maintain a school attendance rate of 95 percent or better over the course of your high school experience (excused absences are not counted against your attendance rate).
- Have at least a "C" average, over the course of your high school career, in the courses required for graduation.
- Satisfy any other state and local graduation requirements.
- Get a written recommendation from the teacher(s) in the subject area(s) not passed, as well as one from the school principal, and show proof that the academic standards have been met, whether through other tests or classroom work.

3. Fulfill the requirements of the GQE Work-readiness waiver:

- Take the ISTEP 10+ in each subject area in which you did not achieve a passing score at least one time every school year after the school year in which you first took the ISTEP 10+.
- Complete any extra help sessions offered each year by the school to prepare for the ISTEP 10+ retests.
- Maintain a school attendance rate of 95 percent or better over the course of your high school experience (excused absences are not counted against your attendance rate).
- Have at least a "C" average, over the course of your high school career, in the courses required for graduation.
- Satisfy any other state and local graduation requirements.
- Complete the course and credit requirements for a general diploma, including the career academic sequence; a workforce readiness assessment; and, at least one industry certification that appears on the state board's approved industry certification list, which must be updated annually with recommendations from the department of workforce development established by IC 22-4.1-2-1.

- Starting with students who entered high school during the 2013-14 school year (class of 2017), the requirement to complete a career exploration internship, cooperative education course OR earn a workforce credential will be replaced with, "complete at least one industry certification from the state board's approved industry certification list." Note that this list will be updated annually. This list is available at <http://www.doe.in.gov/sites/default/files/assessment/2015-industry-certs-work-readiness-waiver-5-8-2015a.pdf>

4. Fulfill the requirements of a Graduation Pathway: See information on following pages. (Required for the class of 2023 and beyond but can apply to students in the classes of 2021 and 2022.)

5. Fulfill the requirements of the Graduation Pathways Postsecondary-Readiness Competency Waiver: See information on the following pages.

ADDITIONAL GRADUATION PATHWAYS REQUIREMENTS FOR THE CLASSES OF 2023 AND BEYOND

Students in the class of 2023 and beyond must satisfy all THREE of the Graduation Pathways Requirements below by completing at least ONE of each Graduation Pathways Options.

Mt. Vernon High School Graduation Pathways Checklist

Students must satisfy 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	<input type="checkbox"/> 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	<input type="checkbox"/> 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. <i>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.</i> Description: _____ Verification: _____ <input type="checkbox"/> Service-Based Learning Experience: Integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility, and strength communities. <i>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.</i> Description: _____ Verification: _____ <input type="checkbox"/> Work-Based Learning Experience: Reinforces academic, technical, 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. <i>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.</i> Description: _____ Verification: _____
③ Postsecondary-Ready Competencies Students must complete at least one of the Graduation Pathway Options	<input type="checkbox"/> Honors Diploma AH _____ TH _____ GPA _____ Credits _____ <input type="checkbox"/> ACT Benchmarks English (18) _____ or Reading (22) _____ AND Math (22) _____ or Science (23) _____ <input type="checkbox"/> SAT Benchmarks EBRW (480) _____ Math (530) _____ <input type="checkbox"/> ASVAB (minimum 31) AFQT score _____ <input type="checkbox"/> State & Industry Recognized Credential or Certification _____ <input type="checkbox"/> CTE Concentrator (minimum C average in at least 6 credits in career sequence) _____ Average Grade _____ <input type="checkbox"/> AP/Dual Credit* (minimum C average in at least 3 courses) _____ Average Grade _____ <input type="checkbox"/> CLEP Exams (minimum score of 50 on at least 3 subject area exams with at least one being in core content) <input type="checkbox"/> Locally Created Pathway _____ <input type="checkbox"/> Waiver Eligible (must meet criteria for Postsecondary Readiness Competency Waiver)

11/26/18

*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 satisfy the C requirement for a particular course.

Students in the class of 2023 and beyond 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.

Students who are unable to make up deficiencies at Mt. Vernon High School may do so by attending summer or night schools, which have been approved by MVCSC. Those needing to take correspondence work must do so through Indiana University, Indiana Online Academy, Brigham Young University or as approved by the high school administration. A student who fails one of these required exams may choose to repeat the course or attend remediation before the next retest date. The student's counselor can help students and parents decide which would be the best option for them.

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

Career and Technical Education Opportunities

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 (765-641-2046) and Walker Career Center (317-532-6150) 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. If a student earns dual credit through one of these programs then it will count towards an Academic Honors Diploma. Some programs have a certificate that can be applied to a Technical Honors Diploma.

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 Campus	Walker Career Center
<ul style="list-style-type: none"> ● Auto Collision Repair I ● Auto Services Tech ● Advanced Manufacturing ● Business ● Construction Trades ● Cosmetology (Seniors Only) ● Criminal Justice ● Culinary Arts ● Dental Careers ● Early Childhood Education ● Education Professions (Seniors Only) ● Emergency Medical Services ● Entrepreneurship & New Ventures ● Fashion & Textiles ● Fire & Rescue ● Health Sciences I: Intro Medical ● Health Sciences II: CNA Program ● Landscaping & Agriculture ● Radio/TV ● Vet Careers ● Welding 	<p style="text-align: center;">Two Year Programs</p> <ul style="list-style-type: none"> ● Auto Collision Technology ● Auto Service Technology ● Construction Trades ● Cosmetology ● Culinary Arts ● Electronics & Computer Networking ● Graphic Design & Layout ● Health Science Education ● PC Tech Support/Network Fundamentals ● Precision Machining ● TV/Radio Production ● Welding <p style="text-align: center;">One Year Programs</p> <ul style="list-style-type: none"> ● 3D Computer Animation ● Architectural Drafting ● Aviation (Grade 12 Only/Airport) ● Dental Careers ● Early Childcare Education ● Education Professions

DUAL CREDIT

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 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 be 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. 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). 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 would also be able to count as dual credit for your high school transcript. See your counselor for more information about this.

What Dual Credit courses are available?

Most of the dual credit courses currently offered at Mt. Vernon are in the technology departments. These include Project Lead the Way courses, CAD courses, Aviation courses, Computer Science I and II, and several additional IT and computer courses. The Education Professionals I course taught in the FACS department by Mt. Vernon High School is also offered as a dual credit. There are also science classes (ACP Chemistry and ACP Biology) offered through IU, in addition to ACP Calculus.

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.

Dual Credit Courses

Business Department

The college credit is offered through Vincennes University for **Juniors and Seniors only**. Some courses may require a fee to receive the college credit.

- Computer Science I
- Computer Science II
- Computer Illustration and Graphics
- Interactive Media
- Networking I

Engineering and Technology Education

The college credit is offered through Ivy Tech.

- Introduction to Engineering Design (PLTW)
- Principles of Engineering (PLTW)
- Introduction to Design Processes (CAD 1)
- Computers in Design and Production (CAD 2)
- Aviation Flight
- Aviation Operations
- HVAC I and II

Family & Consumer Science Courses

- Education Professions I and II (The student will need permission from Mrs. Bauchert with the completion of the application. This is a cadet teaching course. Students will receive dual credit if all the criteria is met and the AAFCS Pre-Pac exam is passed.)

Math Department

- ACP Calculus

Science Department

- ACP Chemistry
- ACP Biology

Social Studies Department

- ACP US History

All credit for ACP classes is offered through Indiana University-Bloomington.

Advanced Placement

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 of the AP exam is approximately \$95 (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.
- 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 are as follows:

- English Language and Composition (12)*
- English Literature and Composition (11)*
- U.S. History*
- European History*
- United States Government and Politics
- Microeconomics
- Psychology
- Physics 1
- Physics 2
- Statistics
- Spanish
- Studio Art (choose from 2D, 3D, or Drawing)

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

A teacher recommendation is required in the subject area of the AP course being requested. If multiple AP courses are requested, multiple signatures are required.

MT. VERNON CLUBS & ACTIVITIES

- **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**
- **BAND ACTIVITIES**
 - Concert Band
 - Indoor Percussion
 - Fall and/or Winter Guard
 - Jazz Band
 - Marching Band
 - Pep Band
 - Pit Orchestra
 - Solo Ensemble
 - Steel Pan Ensemble
- **BEST BUDDIES**
- **BOOK CLUB**
- **CHOIR ACTIVITIES**
 - Center Stage
 - Expressions
 - MV Singers
 - A Capella (Locked Out & Formation)
 - Men's Choir
- **COLLEGE PREP CLUB**
- **DEBATE CLUB**
- **DRAMA and TECH CLUB**
- **FALL/SPRING MUSICALS**
- **FCA (Fellowship of Christian Athletes)**
- **FCCLA (Family, Career, Community Leaders of America)**
- **FFA (Future Farmers of America)**
- **GREEN TEAM RECYCLING CLUB**
- **MARAUDER RADIO**
- **MATH CLUB (Future Problem Solvers)**
- **MVTV**
- **MARAUDER MENTORS**
- **MV CURRENT (school newspaper)**
- **NASA YOUTH COUNCIL**
- **NATIONAL ART HONOR SOCIETY**
- **NATIONAL HONOR SOCIETY**
- **PROM COMMITTEE**
- **SPIRIT CLUB**
- **STUDENT GOVERNMENT**
- **TECH CREW (Theatre Productions)**
- **TRAP CLUB**
- **VOICE (Anti-Tobacco)**
- **WORLD LANGUAGES & CULTURES**
 - Asia Club
 - ASL Club
 - French Club
 - German Club
 - Spanish Club
- **YEARBOOK COMMITTEE**

SCHEDULING REQUIREMENTS

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) <u>or</u>
	b) World History and Civilization (2 credits) in either grade 9 or 10.
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 <u>or</u> World History was not taken in 9 th grade

JUNIOR YEAR

English 11	2 quarters
U.S. History	2 quarters
Math	2 quarters
Science	2 quarters
Business	1 quarter (see choices below-can be taken in 12 th grade or summer school)
	a) Personal Financial Responsibility (1 credit) <u>or</u>
	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 a math or Quantitative Reasoning course must be taken during the junior or 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 senior year. To graduate in less than four years a student must have earned the required credits and must have passed the ISTEP+ 10 in English and Math.

Students graduating at mid-term **DO NOT** receive a high school diploma until the scheduled date of graduation. A mid-year graduate may 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.

ABSENCE POLICIES

All unexcused absences will result in a 2% reduction in a student's overall grade at the end of the quarter.

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 decision 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 and staff availability. Please list alternate courses for elective courses chosen when completing your scheduling form.

Detailed scheduling information needed scheduling forms and applications 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.

PLAN FOR NO CHANGES

Careful and timely planning for course requests for next year is critical to our efforts to provide the courses and teachers to meet student requests. Changes to these requests damage our ability to match courses with requests. Changes are discouraged unless there are extenuating circumstances such as adjusting for failed courses, substituting for courses dropped from schedule because of a lack of demand, or accommodating injury, illness or other emergencies. Course requests made for the next school year will be finalized on May 4, 2018. After this date, no schedule changes will be allowed, with exception to the previously noted circumstances.

SUMMER SCHOOL

More than likely summer school will be offered. We have not yet received approval for summer school, but we do expect it. If approved, summer school will run for 25 days (5 weeks) for PE classes. We also hope to offer online classes again this year through PLATO. Students will come to school to take post-tests and finals. 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 and approval from Mr. Roach. Only juniors and seniors may apply to be TAs, and they must have a minimum 3.0 GPA, no significant disciplinary history, a 96% attendance rate, and may not TA during a teacher's prep period. Students may only TA for high school teachers.

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 II Honors, Biology I Honors, Pre-Cal/Trig Honors, Modern World Civilization Honors, 20th Century Honors)
- **Level 1** (+.25) 3rd Year World Language courses taken at MV with a C or higher will be increased by .25 GPA points

See the chart below for weight added to the GPA for each level and grade earned:

Standard 4.0 Scale	Level <u>One +.025</u>	Level <u>Two +.50</u>	Level <u>Three +1.0</u>
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

AGRICULTURE

5056 INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES

Prerequisite: None

Eligibility: 9-11

2 quarters, 2 credits

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

5002 AGRIBUSINESS MANAGEMENT

Prerequisite: Introduction to Agriculture, Food and Natural Resources or by permission of teacher

Eligibility: 11-12

2 quarters, 2 credits

Qualifies as a quantitative reasoning course.

Agribusiness Management provides foundational concepts in agribusiness. This course introduces students to the principles of business organization and management from a local and global perspective while incorporating technology. Concepts covered in the course include food and fiber, forms of business, finance, marketing, management, sales, leadership development, supervised agricultural experience career opportunities in the area of agribusiness management.

5008 ANIMAL SCIENCE

Prerequisite: Introduction to Agriculture, Food and Natural Resources or by permission of teacher

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.

5070 ADVANCED LIFE SCIENCE, ANIMALS

Prerequisite: Introduction to Agriculture, Food and Natural Resources or by permission of teacher

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.

5088 AGRICULTURE POWER, STRUCTURE, AND TECHNOLOGY**Prerequisite:** Introduction to Agriculture, Food and Natural Resources or by permission of teacher**Eligibility:** 10-12**2 quarters, 2 credits**

Agriculture Power, Structure and Technology is a two semester, up to six credits, lab intensive course in which students develop an understanding of basic principles of tool selection, operation, maintenance, and management of agricultural equipment in concert with the utilization of technology. Topics covered include: safety, problem solving/troubleshooting, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience, and career opportunities in the area of agriculture power, structure, and technology.

5776 WELDING TECHNOLOGY 1**Prerequisite:** None**Eligibility:** 11-12**1 credit, 1 quarter**

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.

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 talent. However, **all art classes are demanding and require consistent hard work**. Some of the courses have an academic focus and use a textbook. Almost all 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.

COURSE OPTIONS:

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.

Courses Available for Each Grade Level

<u>Grade 9</u>	Introduction to 2D Art & Introduction to 3D Art
<u>Grade 10</u>	Introduction to 2D Art & Introduction to 3D Art Drawing 1 Drawing 2 Ceramics 1 & 2 Painting 1 & 2 Photography Visual Communication
<u>Grade 11</u>	Introduction to 2D Art & Introduction to 3D Art Drawing 1 Drawing 2 Ceramics 1 & 2 Ceramics 3 & 4 Painting 1 & 2 Painting 3 & 4 Photography Visual Communication
<u>Grade 12</u>	Introduction to 2D Art & Introduction to 3D Art Drawing 1 Drawing 2 Ceramics 1 & 2 Ceramics 3 & 4 Painting 1 & 2 Painting 3 & 4 Photography Visual Communication AP Studio Art (2D Design, 3D Design, or Drawing)

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 given 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 develop 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: 10-12****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.

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.*

4048 (DRAWING PORTFOLIO) or 4050 (2-D DESIGN PORTFOLIO), or 4052 (3-D DESIGN PORTFOLIO) ART AND DESIGN ADVANCED PLACEMENT**Prerequisite, Intro to 2D and 3D Art and 2 credits in area of concentration****Eligibility: 12 and teacher recommendation****2 quarters, 2 credits**

Students in the AP Studio 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 Studio 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 Studio 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 for recommendation.

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 art work.

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.

40641 PAINTING 3 & 4**Prerequisite, Intro to 2D and 3D Art and Painting 1 & 2****Eligibility: 11-12****2 quarters, 2 credits**

This course gives students the opportunity to expand basic skills and knowledge learned in Painting 1 & 2. An emphasis will be placed on developing and defining personal style and direction through painting mediums, techniques, and a study of famous painters. Students will develop a body of work that communicates unique ideas and concepts through visual problem solving.

4086 VISUAL COMMUNICATION**Prerequisite: Intro to 2D and 3D Art****Eligibility: 10-12****1 quarter, 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.

BUSINESS

4518 INTRODUCTION TO BUSINESS

Prerequisites: None

Eligibility: 9-10

1 quarter, 1 credit

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

5967 INTRODUCTION TO ENTREPRENEURSHIP

Prerequisite: None

Eligibility: 9-10

2 quarters, 2 credits

Introduction to Entrepreneurship provides an overview of what it means to be an Entrepreneur. Students will learn about starting and operating a business, marketing products and services, and how to find resources to help in the development of a new venture. This course is ideal for students interested in starting their own art gallery, salon, restaurant, etc.

4524 INTRODUCTION TO ACCOUNTING

Prerequisites: Algebra 1

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.

4522 ADVANCED ACCOUNTING

Prerequisite: Intro to Accounting

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 proprietorships and partnerships using double-entry accounting covered in Introduction to Accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making.

5914 PRINCIPLES OF MARKETING

Prerequisites: None

Eligibility: 11-12

2 quarters, 2 credits

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

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.

4528 DIGITAL APPLICATIONS AND RESPONSIBILITY**Prerequisites:** None**Eligibility:** 9-12**2 quarters, 2 credits**

Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications.

4803 INTRODUCTION TO COMPUTER SCIENCE**Prerequisites:** None**Eligibility:** 9-10**2 quarters, 2 credits**

Introduction to Computer Science allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

4801 COMPUTER SCIENCE I**(COMP 177 Programming I – Vincennes University)****Prerequisites:** Introduction to Computer Science**Eligibility:** 10-12**2 quarters, 2 credits*****Qualifies as a quantitative reasoning course***

Computer Science I introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab

equipment to produce accurate outputs. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, control breaks, and offers students an opportunity to apply skills in a laboratory environment.

- **This course is aligned with postsecondary courses for Dual Credit for Juniors and Seniors**

5250 COMPUTER SCIENCE III: DATABASES

Prerequisite: Computer Science I

Eligibility: 11-12

2 quarters, 2 credits

Qualifies as a quantitative reasoning course

Computer Science II: Databases introduces students to the basic concepts of databases including types of databases, general database environments, and the importance of data to the business world. Discussion with hands-on activities will include database design, normalization of tables, and development of tables, queries, reports, and applications. Students will be familiarized with the use of ANSI standard Structured Query Language. Discussions will include database administration and data maintenance. 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. Students will be required to demonstrate skills such as team building, work ethic, communications, documentation, and adaptability.

- **This course is aligned with postsecondary courses for Dual Credit for Juniors and Seniors**

5251 COMPUTER SCIENCE III: INFORMATICS

Prerequisite: Computer Science I

Eligibility: 11-12

2 quarters, 2 credits

Qualifies as a quantitative reasoning course

Computer Science II: Informatics introduces the student to terminology, concepts, theory, and fundamental skills used to implement information systems and functions in a wide variety of applications from small businesses to large enterprise organizations. Topics include the history of and trends in computing, operating systems, security, cloud implementations and other concepts associated with applying the principles of good information management to the organization.

- **This course is aligned with postsecondary courses for Dual Credit for Juniors and Seniors**

5236 COMPUTER SCIENCE II: PROGRAMMING

(COMP 203 Programming II – Vincennes University)

Prerequisites: Computer Science I

Eligibility: 11-12

2 quarters, 2 credits

Qualifies as a quantitative reasoning course

Computer Science II: Programming explores and builds skills in C++ and Java. The study of C++ provides a basic understanding of the fundamentals of procedural program development using structured, modular concepts. Course emphasizes logical program design involving user-defined functions and standard structure elements. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers. Data file access methods are also presented. The development of Java programming skills will provide a basic understanding of the fundamental concepts with an emphasis on logical program design using a modular approach which involves task oriented program functions. Java allows the design of an Internet user interface. The application is built by selecting forms and controls, assigning properties and writing code.

- **This course is aligned with postsecondary courses for Dual Credit for Juniors and Seniors**

52522 COMPUTER SCIENCE II: WEB DEVELOPMENT

(COMP 107 Web Design – Vincennes University)

Prerequisites: Computer Science I**Eligibility: 11-12****2 quarters, 2 credits**

Web Design is a course that provides instruction in the principles of web design using HTML/XHTML and current/emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing.

Instructional strategies should include peer teaching, collaborative instruction, project-based learning activates and school community projects.

- **This course is aligned with postsecondary courses for Dual Credit for Juniors and Seniors**

4516 COMPUTER ILLUSTRATION AND GRAPHICS

(DESN 155 Computer Illustration and Graphics – Vincennes University)

Prerequisites: Digital Applications & Responsibility**Eligibility: 11-12****2 quarters, 2 credits**

Computer Illustration and Graphics introduces students to the computer's use in visual communication. The focus of the course is on basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. These skills are then developed by creating work with imaging, drawing, interactive, and page layout software. The course includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, produce vector illustrations, graphics and logos, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design products that impart information and ideas. Advanced instruction might also include experiences in silk screening and airbrush techniques as well as activities in designing product packaging and commercial displays or exhibits.

- **This course is aligned with postsecondary courses for Dual Credit for Juniors and Seniors**

5232 INTERACTIVE MEDIA

(COMP 113 Interactive Media – Vincennes University)

Prerequisites: Digital Applications & Responsibility**Eligibility: 11-12****2 quarters, 2 credits**

Interactive Media prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the "virtual workplace."

- **This course is aligned with postsecondary courses for Dual Credit for Juniors and Seniors**

5234 NETWORKING I

(COMP 130 Network Fund – Vincennes University)

Prerequisites: None**Eligibility: 11-12****2 quarters, 2 credits**

Networking I introduces students to concepts of local and wide area networks, home networking, networking standards using the IEEE/OSI Model, network protocols, transmission media and network architecture/ topologies. Security and data integrity will be introduced and emphasized throughout this course. The purpose of this course is to offer students the critical information needed to successfully move into a role as an IT professional supporting networked computers. Concepts covered will include TCP/IP client administration, planning a network topology, configuring the TCP/IP protocol, managing network clients, configuring routers and hubs as well as creating a wireless LAN.

- **This course is aligned with postsecondary courses for Dual Credit for Juniors and Seniors**

6162 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 (COOP EDU) 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.**

ENGINEERING AND TECHNOLOGY

4790 INTRO TO COMMUNICATIONS

Prerequisite: None

Eligibility: 9-12

1 quarter, 1 credit

Intro to Communications is a course that specializes in identifying and using modern communication to exchange messages and information. This course explores the application of the tools, materials, and techniques used to design, produce, use, and assess systems of communication. Students will produce graphic and electronic media as they apply communication technologies. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Major goals of this course include an overview of communication technology; the way it has evolved, how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems. Using the base knowledge students will use the design process to solve design projects in each communication area.

4792 INTRO TO CONSTRUCTION

Prerequisite: None

Eligibility: 9-12

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.

4784 INTRO TO MANUFACTURING

Prerequisite: None

Eligibility: 9-12

1 quarter, 1 credit

Introduction to Manufacturing is a course that specializes in how people use modern manufacturing systems with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a background toward developing engineering & technological literacy. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. Students will apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students will investigate the properties of engineered materials such as: metallics; polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling.

4798 INTRO TO TRANSPORTATION**Prerequisite: None****Eligibility: 9-12****1 quarter, 1 credit**

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

4834 DESIGN FUNDAMENTALS (CAD 1)**Prerequisite: None****Eligibility: 9-12****2 quarters, 2 credits**

Design Fundamentals 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 in the areas of communication technology. Student learning experiences encompass art history, art criticism, aesthetics, and production which lead to the creation of portfolio quality works. 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 in areas of communication; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. **Can be Dual Credit (Info will come in class).**

4800 COMPUTERS IN DESIGN AND PRODUCTION (CAD 2)**Prerequisite: Design Fundamentals****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. **Can be Dual Credit (Info will come in class).**

4802 INTRODUCTION TO ENGINEERING DESIGN (PLTW 1)**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. They will learn a problem solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned, and equipment used, 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)**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).**

5986 RADIO AND TELEVISION I**Recommended Prerequisites:** Introduction to Communication**Eligibility:** 9-12**2 quarters, 2 credits**

Radio and Television I focus is on communication, media and production. Emphasis is placed on career opportunities, production, programming, promotion, sales, performance, and equipment operation. Students will also study the history of communication systems as well as communication ethics and law. Students will develop oral and written communication skills, acquire software and equipment operation abilities, and integrate teamwork skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, job shadowing, field trips, and internships.

5992 RADIO AND TELEVISION II**Recommended Prerequisite:** Radio and Television I**Eligibility:** 10-12**2 quarters, 2 credits**

Radio and Television II prepares students for admission to television production programs at institutions of higher learning. Students train on professional equipment creating a variety of video projects. Students enrolling in this program should have successfully completed Radio and Television I. During this second-year program students integrate and build on first-year curriculum while mastering advanced concepts in production, lighting and audio.

5524 AVIATION FLIGHT (Must be taken in combination with Aviation Operations)**Prerequisite:** None**Eligibility:** 11-12**4 quarters, 3 credits (This is a year-long course)**

Aviation Flight familiarizes students with aviation technology and provides a historic overview of the field. This course also provides an overview of the careers and employment opportunities in the field of aviation. It prepares new student pilots for the maneuvers that are required to be performed during the Practical Test portion of the Private Check Ride. In addition to these maneuvers, the concepts of basic aerodynamics, aircraft systems, instrument operation, weight and balance, flight physiology and a basic working knowledge of aircraft power plants and their construction will be covered.

- **Dual Credit offered through Ivy Tech**

5528 AVIATION OPERATIONS (Must be taken in combination with Aviation Flight)**Prerequisite:** Introduction to Engineering Design**Eligibility:** 11-12**4 quarters, 3 credits (This is a year-long course)**

Aviation Operations provides students with a broad-based introduction to the field of aviation. Course activities include: familiarization with aviation technology; a historic overview of the field of aviation; exploration of the current aviation environment and careers and employment opportunities in the field. Topics are focused on aircraft manufacturing, airline operations, general aviation, air-freight, airport management, and government service. Additional topics covered include: aviation safety, human factors, regulations, and certification. This course is

designed to enhance the students' knowledge of the pertinent areas of aircraft basic science that comprise the scientific fundamentals applied in all areas of the aviation industry. The fundamental areas of the federal aviation regulations, pertinent to aviation operations, are also introduced in this course.

- **Dual Credit offered through Ivy Tech**

5496 HVAC I

Prerequisite: None

Eligibility: 11-12

4 quarters, 6 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.

- **Dual Credit offered through Ivy Tech**

5498 HVAC II

Prerequisite: HVAC I

Eligibility: 12

4 quarters, 6 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**
- **Qualifies as a quantitative reasoning course**

ENGLISH/LANGUAGE ARTS

10481 THEMES 9 / 10901 COMPOSITION 9

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.**

10482 THEMES 10 / 10902 COMPOSITION 10

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 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.

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 3 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.

*****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.

1020 AMERICAN LITERATURE (Required for Juniors, unless taking AP Lit/Comp)**Prerequisite:** none**Eligibility:** 11**1 quarter, 1 credit**

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 (Required for Juniors with American Literature unless taking AP Lit/Comp)**Prerequisite:** none**Eligibility:** 11**1 quarter, 1 credit**

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.

1058 ADVANCED PLACEMENT LITERATURE/COMPOSITION**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.
*****Summer reading/assignments will be required.**

1056 ADVANCED PLACEMENT ENGLISH LANGUAGE/COMPOSITION**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. The content of this class is that normally covered in a college class.
*****Summer reading/assignments will be required.**

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.

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 newspaper 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.

Literature courses offered for seniors (Choose one course below and 1098 Advanced Comp)

10483 THEMES IN LITERATURE: SPORTS

Prerequisite: none

Eligibility: 12

1 quarter, 1 credit

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, nationalism, 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.

1046 SHORT STORIES

Prerequisite: none

Eligibility: 12

1 quarter, 1 credit

This course focuses on relationships between the form and meanings in the genre. Short stories are contrasted with other literary genres, in particular other narrative genres. Students also explore the distinct features of the short story, as well as issues of audience, purpose, and historical development. This course might be organized by historical

period, theme, or author. Students are also given opportunities to express their knowledge of this genre and its content through creative and analytic writing, class discussion, and other speaking experiences.

1034 FILM LITERATURE

Prerequisite: none

Eligibility: 12

1 quarter, 1 credit

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.

Composition course for Seniors

1098 ADVANCED COMPOSITION (Required for Seniors)

Prerequisite: none

Eligibility: 12

1 quarter, 1 credit

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.

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.fcclainc.org

Courses Available for Each Grade Level

<https://www.doe.in.gov/standards/cte-family-and-consumer-sciences>

<u>Grade 9</u>	5438 Introduction to Culinary Arts & Hospitality/Nutrition Wellness 5394 Preparing for College and Careers 5364 Interpersonal Relationships 5380 Introduction to Fashion & Textiles I 5350 Introduction to Housing & Interior Design 5366 Human Development and Wellness/Child Development
<u>Grade 10</u>	5366 Human Development and Wellness/Child Development 5360 Advanced Child Development 5364 Interpersonal Relationships 5350 Introduction to Housing & Interior Design 5380 Introduction to Fashion & Textiles I 5438 Introduction to Culinary Arts & Hospitality/Nutrition Wellness 5340 Advanced Nutrition and Wellness 5394 Preparing for College and Careers
<u>Grade 11</u>	5330 Adult Roles & Responsibilities 5366 Human Development and Wellness/Child Development 5360 Advanced Child Development 5364 Interpersonal Relationships 5408 Education Professions Level I-Dual Credit 5404 Education Professions Level II-Dual Credit 5350 Introduction to Housing & Interior Design 5380 Introduction to Fashion & Textiles I 5420 Fashion and Textiles Careers 5438 Introduction to Culinary Arts & Hospitality/Nutrition Wellness 5340 Advanced Nutrition and Wellness 5336 Human and Social Services I
<u>Grade 12</u>	5330 Adult Roles & Responsibilities 5366 Human Development and Wellness/Child Development 5360 Advanced Child Development 5408 Education Professions Level I-Dual Credit 5404 Education Professions Level II-Dual Credit 5350 Introduction to Housing & Interior Design 5380 Introduction to Fashion & Textiles I 5420 Fashion and Textiles Careers 5438 Introduction to Culinary Arts & Hospitality/Nutrition Wellness 5340 Advanced Nutrition and Wellness 5336 Human and Social Services I

FAMILY & CONSUMER SCIENCES

NOTE: The Health and Safety credit may be fulfilled when a student earns 3 credits from three **different** FACS courses listed below in any combination. See Rule 511 IAC 6-7-6 (6). All courses count as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Academic content standards are at:

<https://learningconnection.doe.in.gov/Standards/PrintLibrary.aspx>

College and Career Pathways are located at:

<https://www.doe.in.gov/pathways>

Choose three different courses from the following list:

*Adult Roles and Responsibilities or
Preparing for College and Careers
and

*Interpersonal Relationships

*Human Development & Wellness/Child Development

5350 INTRODUCTION TO HOUSING & INTERIOR DESIGN

Prerequisite: None

Eligibility: 9-12.

2 quarters, 2 credits

Introduction to Housing and Interior Design is an introductory course essential for those students interested in academic enrichment or a career within the housing, interior design, or furnishings industry. Use of the computer to generate floor plans, designs, and renderings of the home. This project-based/lab course addresses selecting and planning living environments to meet the needs and wants of individuals and families throughout the family life cycle. Students will create their interior design boards using design software programs and visit historical housing areas in central Indiana. Topics include housing styles, local restrictions, and ownership options; managing resources to provide shelter, contemporary housing issues, environmental and energy issues, impacts of technology, housing to meet special needs, elements and principles of design related to interiors, housing, and architecture; historical aspects and contemporary trends in housing, interiors, furniture, and appliances; and exploration of housing related careers. Course found in the following Indiana College and Career Pathways: Architecture & Construction; Interior Design. **Fulfills Fine Arts requirements for the Core 40 Academic Honors diploma.**

5380 INTRODUCTION TO FASHION AND TEXTILES

Prerequisite: None

Eligibility: 9-12.

2 quarters, 2 credits

Fulfills Fine Arts requirements for the Core 40 Academic Honors diploma.

The beginning/intermediate level project-based course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashions and textiles arenas. Topics include exploration of textiles and fashion industries, elements of science and design in textiles and apparel; fashion marketing/merchandising; textile principles and applications; Consumer options for fashion, textiles, and related equipment, and tools; care and maintenance of textile products, impacts of technology; construction and alteration skills. Course found in the following Indiana College and Career Pathways: Fashion Design/Interior Design; Education Professions; Business; Human Services. **Fulfills Fine Arts requirements for the Core 40 Academic Honors diploma.**

5420 FASHION AND TEXTILES CAREERS

Prerequisite: Introduction to Fashion and Textiles, Preparing for College & Careers

Eligibility: 11-12.

2 quarters, 2 credits

Fashion and Textiles Careers I prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. Major topics include: review of the dimensions of clothing, investigation of design elements and principles, sewing techniques, evaluating manufacturing process, reviewing

the processes from fiber production to items of clothing being worn, overall review of the textile and apparel industry, investigation of fashion designers, customer relations and best practices, fashion merchandising, forecasting trends, impact of social media on the fashion industry, and career exploration and experience. A project-based approach with commercial/industry applications is a key component of this course of study. Student experiences may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the fashion industry are strongly encouraged. A standards-based plan guides the students' experiences. This course is a core component of four-year career plans for the career clusters of Personal & Commercial Services; Manufacturing & Processing; and Art, A/V Technology & Communications. It is recommended for students with interests in apparel, textiles, and fashion career pathways and provides the foundation for continuing study.

5394 PREPARING FOR COLLEGE AND CAREERS

Recommended Grade Level: 9-10

Recommended Prerequisites: None

1 quarter, 1 credit

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended. Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c) (6). Follows all the Indiana College and Career Pathways.

5364 INTERPERSONAL RELATIONSHIPS

Prerequisite: None

Eligibility: 9-11

1 quarter, 1 credit

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

5438 INTRODUCTION TO CULINARY ARTS & HOSPITALITY/NUTRITION WELLNESS

Prerequisite: None

Eligibility: 9-12

1 quarter, 1 credit

Introduction to Culinary Arts and Hospitality/Nutrition Wellness is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts and hospitality knowledge and skills. It is especially appropriate for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended. Topics include basic culinary skills in the foodservice industry, safety and sanitation, nutrition, basic hospitality skills, customer relations and career investigation. Students are able to explore this industry and examine

their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course. Course found in the following Indiana College and Career Pathways: Education Professions; Health Science; Hospitality, Tourism and Culinary Arts.

5340 ADVANCED NUTRITION AND WELLNESS

Prerequisite: Introduction to Culinary Arts & Hospitality/Nutrition Wellness

Eligibility: 9-12.

1 quarter, 1 credit

Advanced Nutrition and Wellness is a course which provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. *Advanced Nutrition and Wellness* is an especially appropriate course for students interested in careers in the medical field, athletic training and dietetics. This course builds on the foundation established in *Nutrition and Wellness*, which is a required prerequisite. This is a project-based course; utilizing higher-order thinking, communication, leadership and management processes. Topics include extensive study of major nutrients, nutritional standards across the lifespan, and influences on nutrition/food choices, technological and scientific influences, and career exploration in this field. Laboratory experiences will be utilized to develop food handling and preparation skills; attention will be given to nutrition, food safety and sanitation. This course is the second in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness. Course found in the following Indiana College and Career Pathways: Hospitality, Tourism and Culinary Arts.

5366 HUMAN DEVELOPMENT AND WELLNESS/CHILD DEVELOPMENT

Prerequisites: None

Eligibility: 10-12

1 quarters, 1 credits

Human Development and Wellness is valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers impacted by individuals' physical, social, emotional, and moral development and wellness across the lifespan. . Topics include: consideration of the roles, responsibilities, and challenges of parenthood; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and development needs of infants and children; impacts of heredity and environment, and family and societal crisis on development of the child; meeting children's needs for food, clothing, shelter, and caregiving; caring for children with special needs; parental resources, services, and agencies; and career awareness. Real Care Infant simulators may be used to practice child care skills over a two-three day period outside of class or a research project may be chosen. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of these topics. Authentic applications through service learning are encouraged. Counts as a Directed Elective or Elective for all diplomas. Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. *To qualify for the Health and Wellness waiver, a student must take three of the approved courses.*

5360 ADVANCED CHILD DEVELOPMENT

Prerequisite: Human Development & Wellness/Child Development

Eligibility: 10-12.

1 quarter, 1 credit

This course addresses issues of child development from age 4 through age 8 (grade 3). It builds on the *Child Development* course, which is a prerequisite. The **second part of the course** will be on more complex issues of child development and early childhood education with emphasis on guiding physical, social, emotional, intellectual, moral, and cultural development throughout childhood ages 4-12. Topics include positive parenting and nurturing across ages and stages from ages 4-12; practices that promote long-term well-being of children and their families; developmentally appropriate guidance and intervention strategies with individuals and groups of children; Students

will access, evaluate, and utilize information, including brain/learning research and other research results to meet the needs of children, including children with a variety of disadvantaging conditions. Students will explore “all aspects of the industry” for selected child-related careers. Authentic applications may be through field-based/teaching or school-based **experiences with children in locations such as pre-schools, elementary schools, or daycare settings**. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children. Suggestion to students is to take Advanced Child Development the same year as Child Development if you are planning on careers in education or the medical/health fields. These two classes will prepare you for the Education Professions course if you want to cadet teach. Course found in the following Indiana College and Career Pathways: Education Professions; Human Services.; Early Childhood Education.

5408 EDUCATION PROFESSIONS I-Dual Credit (REQUIRES AN APPLICATION FOR ADMISSION)

Prerequisites Recommended: Advanced Child Development, Human Development & Wellness/Child Development, Interpersonal Communications

Eligibility: 11-12

2 quarter, 2 credit

Education Professions I provides the foundation for employment in education and related careers and prepares students for study in higher education. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences as a cadet teacher in classroom settings and career portfolios are required components. A standards-based plan guides the students’ field experiences. Students are monitored in their field experiences by the Education Professionals I teacher. Recommend membership with FCCLA. **Dual Credit** with IVY Tech (Education 101) based upon required passing grade, transferable credit to all Indiana public universities. Indiana College and Career Pathways: Education Professions; Human Services; Early Childhood Education.

5404 EDUCATION PROFESSIONS II-Dual Credit

Prerequisite Required: 5408 Education Professions I

Eligibility: 11-12

2 quarters, 2 credits

Education Professions II prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction with an emphasis in literacy, learning environment, and instructional and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students’ field experiences. Students are monitored in their field experiences by the Education Professions II teacher. Recommend membership with FCCLA for Teach and Train Scholarship opportunities. **Dual Credit** with IVY Tech (Education 233) based upon required passing grade, transferable credit to all Indiana public universities. Indiana College and Career Pathways: Education Professions; Human Services; Early Childhood Education.

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. Course found in the following Indiana College and Career Pathways: Education Professions; Human Services; part of all career pathways.

5336 HUMAN AND SOCIAL SERVICES I

Prerequisites: None

Eligibility: 11-12

2 quarters, 2 credits

Human and Social Services I is an introductory/exploratory course for students interested in careers in human and community services and other helping professions. Recommended that students enrolled in this course join FCCLA. Areas of exploration include family and social services, youth development, Adult and elder care, and other for-profit and non-profit services. This project-based course will help students integrate higher order thinking, communication, leadership, and management processes to conduct investigations in human and social services at the local, state, national, or global/world level. Research and development, interdisciplinary projects, and/or collaboration with postsecondary faculty, community agencies or organizations, or student organizations are appropriate approaches. Students will be introduced to human and social services professions through presentations from a variety of guest speakers, job shadowing, field trips and introductory and exploratory field experiences. Case studies, role play, and application of professional codes of ethics will be utilized reflecting the challenges of working in diverse communities. Service learning experiences are highly recommended. Achievement of applicable FACS, academic, and employability competencies will be documented through a student portfolio.

MATHEMATICS DEPARTMENT

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.

State 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 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

AP

- *AP Physics 1
- *AP Physics 2
- *AP Microeconomics

ACP

- *ACP Chemistry
- *ACP Biology

Science

- *Chemistry I
- *Physics I
- *Integrated Chemistry-Physics

Social Studies

- *Economics

Agriculture

- *Agribusiness Management
- *Advanced Life Science, Animals

Business

- *Business Math
- *Personal Financial Responsibility
- *Advanced Accounting

Engineering and Technology

- *Principles of Engineering
- *Computer Science I
- *Computer Science II: Databases, Informatics, or Programming
- *HVAC II

Recommended Math Courses for the following diplomas:

Core 40 w/ Academic Honors	Core 40	General (2 Possibilities)
Algebra I	Algebra I	Algebra I & Business Math
Geometry	Geometry	or
Algebra II	Algebra II	Algebra I taken with Algebra I Enrichment & Business Math
Finite Math	Finite Math	
Pre-Calculus/Trig	Pre-Calculus/Trig	
Probability and Statistics	Probability and Statistics	
AP Statistics		
ACP Calculus		
*See State Mathematics Requirements for the minimum courses required.		
*See course descriptions for prerequisites.		

MATHEMATICS COURSES

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.

2516 ALGEBRA I ENRICHMENT****BY COUNSELOR PLACEMENT ONLY****4 quarters, 2 credits****Counts as a math course for the General Diploma Only or as an elective for all other diploma types**

Algebra I Enrichment is a mathematics support course for Algebra I. This course **must be taken along with Algebra I** and will provide students with additional time to build the foundations necessary for high school math courses. Algebra I Enrichment combines standards from high school courses with foundational standards from the middle grades.

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 and teacher recommendation****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.

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. ****

00025644 PRE-CALCULUS HONORS/TRIGONOMETRY

Prerequisite: Recommended “A-“ or above in Geometry and Algebra II or “B-“ or above in Honors Geometry and Honors Algebra II

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.

2530 FINITE MATHEMATICS

Prerequisite: Algebra I, Geometry, and Algebra II

2 quarters, 2 credits

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher level mathematics in college that may not include calculus. Topics include; (1) counting techniques, (2) matrices, (3) recursions, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory.

2546 PROBABILITY / STATISTICS

Prerequisite: Algebra I, Geometry, and Algebra II

Recommended Prerequisite: Pre Calculus/Trigonometry

2 quarters, 2 credits

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. ****

2570 STATISTICS, ADVANCED PLACEMENT

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 ACP CALCULUS

Prerequisite: Pre-Calculus/Trigonometry

2 quarters, 2 credits

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 DEPARTMENT

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.

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. 9-10 are 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.

Choral Courses Available for Each Grade Level

<u>Grade 9</u>	Beginning Choir—MV Singers (no audition)
<u>Grade 10</u>	Beginning Choir—MV Singers (no audition) Intermediate Choir—Women’s Choir (audition required) Advanced Choir—Chamber Singers (audition required)
<u>Grade 11</u>	Beginning Choir—MV Singers (no audition) Intermediate Choir—Women’s Choir (audition required) Advanced Choir—Chamber Singers (audition required)
<u>Grade 12</u>	Beginning Choir—MV Singers (no audition) Intermediate Choir—Women’s Choir (audition required) Advanced Choir—Chamber Singers (audition required)

Vocal Music Courses**4188: ADVANCED MIXED CHORUS (Chamber Singers)****Prerequisite:** Audition only.**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.**

4186: INTERMEDIATE CHORUS (Women’s Choir)**Recommended Prerequisite:** Beginning Choir**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.**

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.**

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 Mr. Deardorff 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.

3542 PHYSICAL EDUCATION I**1 quarter, 1 credit**

Physical education I 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**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.

35605/35606 INTRODUCTION TO WEIGHTLIFTING I AND II**Prerequisites: None****Eligibility: 9-12****2 quarters, 2 credits.**

Weightlifting I 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. Weightlifting II will study the many different types of programs available. 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.

35609/35610 INTERMEDIATE WEIGHTLIFTING I and II.**Prerequisite: None****Eligibility: 10-12****2 quarters, 2 credits.**

This course will build on the lifting techniques and habits learned at the introductory level. Flexibility will continue to be stressed and ply metrics will be introduced. W II will introduce nutrition as it is involved in strength training and continue to build on principles learned in W I. Basic principles will be expanded to specific principles to accomplish personal goals. Cardiovascular workouts will continue as an important part of strength fitness.

35698/35699 ADVANCED WEIGHTS and NUTRITION I and II**Prerequisite: None****Eligibility: 9-12****2 quarters, 2 credits**

This course is recommended for all students (especially athletes) wanting to improve their physical and nutrition knowledge as students learn how nutrition affects the body across the lifespan as well as develop a sport specific physical training program/nutrition program. Students interested in careers in the medical field, athletic training,

sports specific training, and dietetics will build on the foundation established in Nutrition and Wellness and Physical Education/Weight Training courses. Students utilize learned principles and current practices to assess their own fitness levels using a variety of assessment tools. They analyze the results of these assessments and design a fitness and nutrition program that meets their needs and interests and builds upon previously acquired fitness skills. Cardiovascular workouts will continue as an important part of strength fitness. The class will involve activities in the weight room and in the nutrition lab. This course follows the Indiana College and Career Pathways: Health Sciences; Hospitality & Human Services; Education & Training; Culinary Arts.

5282 ATHLETIC TRAINING I

Prerequisite: none

Eligibility: 10-12

2 quarters, 2 credits

Athletic Training I is a course designed to provide a foundation of skills development to specific health careers. Students will also receive an introduction to healthcare systems, anatomy, physiology, and medical terminology. Laboratory experiences with industry applications are organized and planned around the activities associated with the student's career objectives. Job seeking and job maintenance skills, personal management skills, self analysis to aid in career selection and completion of the application process for admission into a postsecondary program of their choice are also included in this course. Participation in HOSA encourages the development of leadership, communication and career related skills, and opportunities for community service.

5290 ATHLETIC TRAINING II

Prerequisite: Athletic Training I

Eligibility: 10-12

2 quarters, 2 credits

Athletic Training II is an extended laboratory experience designed for students to assume the role of an athletic trainer assistant and practice using the technical skills and information previously learned in the classroom. This course prepares students with the knowledge, skills and attitude essential for providing basic care under the direction of licensed Athletic Trainers. Throughout this course, students will focus on learning about the healthcare system and employment opportunities at a variety of entry levels, an overview of healthcare delivery systems, and legal and ethical considerations of working in the healthcare field.

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.

30901 ADVANCED COLLEGE PROJECT (ACP) BIOLOGY**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.

ACP Biology is a **non-major's** introductory Biology 5-credit hour lecture/lab course taught by the standards set forth by Indiana University. The course is a general survey course introducing general topics in Biology. The course covers topics ranging from the chemical foundation of cells, genetics, natural selection/evolution, comparative anatomy/physiology, ecology & environmental issues. Emphasis is placed on the interrelationships of organisms in the biological world.

3064 CHEMISTRY 1**Prerequisites: Biology I, Algebra I, & Geometry****Eligibility: 10-12****Credits: 2 quarters, 2 credits (1 credit per quarter)**

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 gases, 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**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, gases, 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.

3080 AP PHYSICS I

Prerequisite: Algebra I

Eligibility: 10-11

2 quarters, 2 credits (1 credit per quarter)

Counts as a Science Course for all diplomas

Qualifies as a quantitative reasoning course

AP Physics I 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.

3081 AP PHYSICS II

Prerequisite: AP Physics 1: Algebra-based

Eligibility: 11-12

2 quarters, 2 credits

Counts as a Science Course for all diplomas

Qualifies as a quantitative reasoning course

AP Physics II 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 2: Algebra-based is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics.

5276 ANATOMY AND PHYSIOLOGY

Prerequisites: Biology & one of the following: Chemistry I, Physics, or ICP

Eligibility: 10-12

2 quarters, 2 credits (1 credit per quarter)

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.

30923 GENETICS**Prerequisite: Biology or Biology Honors****Eligibility: 10-12 (recommended 11-12)****2 credits, 2 quarters****Fulfills a Core 40 science course requirement for all diplomas**

Genetics provides an opportunity for the student to learn basic genetic principles (human emphasis). This course presents problems and potentials of human and medical genetics prenatal diagnosis, genetic counseling, genetic screening, genetic engineering, and treatment of hereditary disorders.

30927 FORENSICS**Prerequisites: Biology or Biology Honors and one of the following: Chemistry I, Physics, or ICP****Eligibility: 11-12****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.

3010 ENVIRONMENTAL SCIENCE**Prerequisite: Biology or Biology Honors****Eligibility: 11-12****2 credits, 2 quarters****Fulfills a Core 40 science (life) course requirement for all diplomas**

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

SOCIAL STUDIES

The goal of the Social Studies is to produce knowledgeable, culturally-aware, productive, and informed citizens. The 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 process of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

1516 ETHNIC STUDIES

Prerequisite: Geography and the History of the World (1570) or World History and Civilization (1548) or Modern World Civilization (1528)

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.

1532 PSYCHOLOGY**Prerequisite: None****Eligibility: 11-12****1 quarter, 1 credit**

Psychology is the scientific study of mental processes and behavior. The course is divided into six content areas and uses the scientific methods to explore research methods and ethical consideration. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of the course focus on learning, memory, information processing, and language. Personality, Assessment, and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual. The Biological Basis focuses on the way the brain and nervous system function, including sensation, perception, motivation, and emotion. Development looks at all the changes through one's life; physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

1534 SOCIOLOGY**Prerequisite: None****Eligibility: 11-12****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.

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 student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and culture.

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

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

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>

1556 EUROPEAN HISTORY, ADVANCED PLACEMENT

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)

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

1562 UNITED STATES HISTORY, ADVANCED PLACEMENT

Prerequisite: None

Eligibility: 11-12

4 quarters, 2 credits (This is a year-long class that meets every other day)

United States History, Advanced Placement is a course based on the content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. history are to be examined from multiple perspectives. 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>

31542 ADVANCED COLLEGE PROJECT (ACP) UNITED STATES HISTORY

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.**

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.

1560 GOVERNMENT AND POLITICS: UNITED STATES, ADVANCED PLACEMENT

Prerequisite: None

Eligibility: 11-12

2 quarters, 2 credits

United States Government and Politics, Advanced Placement is a course that provides students with the content established by the College Board. Topics include: (1) constitutional underpinnings of United States government, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties. 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>

1566 MICROECONOMICS, ADVANCED PLACEMENT

Prerequisite: None, although students should be able to read a college level textbook and write grammatically correct, complete sentences.

Eligibility: 11-12

2 quarters, 2 credits

Counts as a Quantitative Reasoning class

Microeconomics, Advanced Placement 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 Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision makers. The course also develops students’ familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; the Nature and Functions of Product Markets; Factor Markets; and Market Failure and the Role of Government.

WORLD LANGUAGE

What is outlined in all of the world language course descriptions that follow aligns with both the national and state academic standards for world language instruction. As such, each course will deal with five areas—**communication**, **cultures**, making **connections** to other academic disciplines, **comparisons** between both the target language and culture and the native ones, and developing a sense of **community** by actively participating in the language and the life of the target cultures.

The area of communication is broken down into three different kinds of activities, or standards, in which students should engage to, learn about the other four content areas:

- 1) Students take part in written and spoken conversations on a variety of topics.
- 2) They interpret written and spoken language on a variety of topics.
- 3) They present to an audience of listeners or readers on a variety of topics.

2020 FRENCH I/2120 SPANISH I

Prerequisite: None

Eligibility: 9-12

2 quarters, 2 credits

In their first year of high school French and/or Spanish, students will convey information and opinions about themselves and question others about the same in guided conversations and writings. They will make requests and recognize and use non-verbal communication from the target cultures. First-year students will respond to everyday requests, commands, and directions. They will demonstrate their comprehension of non-authentic and authentic written and spoken language through various grade-level-appropriate tasks. They will hypothesize meaning in unfamiliar written contexts with the help of familiar vocabulary and cognates. First-year French and Spanish students will recite or sing proverbs, poetry, and song from the target cultures. They will present dialogues and skits. To improve their pronunciation, they will read passages aloud. They will compose messages, descriptions, and short narratives.

While performing the communicative activities detailed above, first-year language learners will investigate the other four content areas. Listed below are some of the subjects or activities they might touch on in their communication journey. By no means should this list be considered exhaustive:

Cultures—traditions; fashion; sports; dating; food; school; factors that influence the practices, products, and perspectives of the cultures under discussion; geography; weather; history; art; literature; and famous people.

Connections to other academic disciplines and media sources—science, math, the arts, physical education, video clips, advertisements, online newspapers, streaming audio, and electronic dictionaries.

Comparisons—guessing meaning through word families and cognates; recognizing elementary language structures, such as subjects, verbs, complements, different types of determiners, various kinds of adjectives; idiom; forms of address and social patterns; social institutions, such as schools, family structures, holidays, and meals.

Communities—share information learned in world language class and evidence of the target cultures with the English-speaking community; enrichment through watching movies, listening to music, reading newspapers, magazines, and literature in the world language; writing e-pals; traveling abroad.

Note: It is not so much the subjects studied or the kinds of activities undertaken, but the degree of sophistication that students bring to the table that distinguish level-one world language from all of the subsequent levels. The same five “C’s” apply for level-two and level-three world language courses. It is therefore to be understood that everything previously said of French I and Spanish I applies to all of the higher levels of instruction, as does what is said for French II and Spanish II, and so on. What is listed for each course below should be interpreted as mere examples of the skills these courses might add to all of their previous-level counterparts.

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

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.

2022 FRENCH II /2122 SPANISH II**Prerequisite:** French I / Spanish I**2 quarters, 2 credits**

Communication—exchange more detailed information and opinions or respond more specifically to questions orally and in writing; produce more open-ended materials, such as short reports, mock travel journals, newspaper excerpts, and poems.

Cultures—recognize and explain the interrelations among the practices, products, and perspectives of the cultures studied; explain the contributions of these other cultures; identify those elements that shape cultural identity.

Connections—use digital media to strengthen receptive and productive language skills.

Comparisons—recognize and use increasingly complex language structures, such as independent and dependent clauses.

Communities—Bring greater sophistication of language use to actively participating as a global citizen.

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

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.

2024 FRENCH III /2124 SPANISH III**Prerequisite:** French II / Spanish II**2 quarters, 2 credits**

Communication—initiate, sustain, and close conversations in limited, yet varied situations; exchange detailed information and opinions in writing on a number of topics; using circumlocution as a compensatory device; providing short summaries of a text that demonstrate varied vocabulary and structure in increasingly varied formats.

Cultures—describe and analyze the cultural practices and products of the target cultures—for example, health practices, technology use, notions of gender equality— discussing the perspectives that produced them; in so doing, identify the significant events that gave rise to these perspectives, practices, and products.

Connections—start using resources intended for native speakers to design materials that integrate the target language and cultures with concepts from other academic disciplines.

Comparisons—analyze word parts like roots, prefixes, and suffixes to derive meaning; begin to incorporate rhetorical devices like mood and tone; compare systems—educational, political, religious—of target cultures with one's own; explore the elements that shape cultural identity in the target cultures and one's own.

Communities—Investigate a local and/or global need of concern to the target cultures.

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' non-verbal communication skills at advanced levels of competency. American Sign Language 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, classifier use and various numbering systems; and develop the ability to discuss topics related to historical and contemporary events and issues within the Deaf community. Students will also build on narrative skills and learn to relay information they've read or heard through explanation of more complex ideas. This course further emphasizes the development of spontaneous language responsive behaviors through activities designed for this purpose.

2004 CHINESE III**Prerequisite: Chinese II****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.

2132 AP SPANISH LANGUAGE AND CULTURE**Prerequisite: Spanish III****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:

- Beauty and Aesthetics
- Contemporary Life
- Families and Communities
- Global Challenges
- Personal and Public Identities
- Science and Technology

Thematic, or content-driven, instruction insures 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

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 understand 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.

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

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.

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 understand 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.