

**MT. VERNON HIGH SCHOOL**  
**COURSE SCHEDULING HANDBOOK**  
**2022-2023**



**Educate, Engage, and Empower**  
**Today's Students to Seize Tomorrow's Opportunities**

## INTRODUCTION

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

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

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

## SCHOOL ADMINISTRATORS AND STAFF

### ADMINISTRATION, MT. VERNON HIGH SCHOOL

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

### COUNSELING DEPARTMENT, MT. VERNON HIGH SCHOOL

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	Counselor, Students P-S
Cyndi Roach	Counseling Secretary
Kelly Fleming	Registrar

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## GRADUATION REQUIREMENTS

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

### Mt. Vernon High School Graduation Pathways Checklist

Students must 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
<p><b>① High School Diploma</b></p>	<p><input type="checkbox"/> Meet the statutorily defined diploma credit and curricular requirements</p> <p>General _____ Core 40 _____ Core 40 w/ AH _____ Core 40 w/ TH _____</p>
<p><b>② Learn and Demonstrate Employability Skills</b></p> <p>Students must complete <i>at least one</i> of the Graduation Pathway Options</p> <p>See Google Docs for more info on specific experience examples</p>	<p><input type="checkbox"/> <b>Project-Based Learning Experience:</b> 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></p> <p>Description: _____</p> <p>Verification: _____</p> <p><input type="checkbox"/> <b>Service-Based Learning Experience:</b> 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></p> <p>Description: _____</p> <p>Verification: _____</p> <p><input type="checkbox"/> <b>Work-Based Learning Experience:</b> 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></p> <p>Description: _____</p> <p>Verification: _____</p>
<p><b>③ Postsecondary-Ready Competencies</b></p> <p>Students must complete <i>at least one</i> of the Graduation Pathway Options</p>	<p><input type="checkbox"/> Honors Diploma AH _____ TH _____ GPA _____ Credits _____</p> <p><input type="checkbox"/> ACT Benchmarks</p> <p>English (18) _____ or Reading (22) _____ AND Math (22) _____ or Science (23) _____</p> <p><input type="checkbox"/> SAT Benchmarks EBRW (480) _____ Math (530) _____</p> <p><input type="checkbox"/> ASVAB (minimum 31) AFQT score _____</p> <p><input type="checkbox"/> State &amp; Industry Recognized Credential or Certification _____</p> <p><input type="checkbox"/> CTE Concentrator (minimum C average in at least 6 credits in career sequence)</p> <p>_____ Average Grade _____</p> <p><input type="checkbox"/> AP/Dual Credit* (minimum C average in at least 3 courses)</p> <p>_____ Average Grade _____</p> <p><input type="checkbox"/> CLEP Exams (minimum score of 50 on at least 3 subject area exams with at least one being in core content)</p> <p><input type="checkbox"/> Locally Created Pathway _____</p> <p><input type="checkbox"/> Waiver Eligible (must meet criteria for Postsecondary Readiness Competency Waiver)</p>

\*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.

## DIPLOMA TYPES AND REQUIREMENTS

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

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

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

### CORE 40 DIPLOMA (45 CREDITS)

#### **English: (8 credits total)**

English 9, English 10, English 11, & English 12

#### **Math: (6 credits total)**

Algebra I, Geometry, Algebra II

\*\*\*Students must take 3 years of math credits between 9<sup>th</sup>-12<sup>th</sup> grade. \*\*\*

\*\*\*Students must take a math or quantitative reasoning course each year of high school.\*\*\*

\*\*\*See Math Department page for list of quantitative reasoning courses offered at Mt. Vernon.\*\*\*

#### **Science: (6 credits total)**

Biology I

Chemistry I, Physics I or Integrated Chemistry/Physics

One additional Core 40 science course

#### **Social Studies: (6 credits total)**

Geography/History of the World or World History/Civilization (Take one only in 9<sup>th</sup> or 10<sup>th</sup> grade)

U.S. History (11<sup>th</sup> grade)

U.S. Government and Economics (12<sup>th</sup> grade)

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

#### **Health: (1 credit total)** Health

#### **Business: (1 credit total)** Personal Finance or Adult Roles (11<sup>th</sup> or 12<sup>th</sup> 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.

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

## **HONORS DIPLOMAS**

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

### **CORE 40 WITH ACADEMIC HONORS (47 CREDITS)**

- Complete all Core 40 requirements (Some electives are replaced with additional classes below)
- Earn 2 additional Core 40 Math credits
- Earn 1 credit in Speech
- Earn 6-8 credits in World Language (6 credits in one language or 4 credits in each of two separate languages for a total of 8 language credits)
- Earn 2 Core 40 Fine Arts credits
- Earn a grade of C (73%) or better in all courses that count towards the diploma
- Have a GPA of 3.0 (B average) or better
- Complete one of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable 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.

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

## **GRADUATION PATHWAYS WAIVER**

Students may receive a Graduation Pathways Postsecondary-Readiness Competency Waiver

1. if
  - a. the student was unsuccessful in completing a postsecondary readiness competency requirement by the conclusion of the student's senior year, including a student who was in the process of completing a competency at one school that was not offered by the school to which the student transferred; **and**
  - b. the student attempted to achieve at least three separate postsecondary readiness competencies; **or**
2. if a student transfers to as school during the senior year from a non-accredited nonpublic school or an out-of-state school and the student:
  - a. attempted to achieve at least one postsecondary readiness competency requirement; and
  - b. was unsuccessful in completing the attempted postsecondary readiness competency.

To receive a waiver, the student must:

1. attempt at least three separate post-secondary readiness competencies by the end of the senior year; and
2. maintain at least a "C" average, or its equivalent, throughout the student's high school career in courses comprising credits required for the student to graduate; and
3. maintain a school attendance rate of at least 95% with excused absences not counting against the student's attendance; and
4. satisfy all other state and local graduation requirements beyond the postsecondary readiness competency requirements; and
5. demonstrate postsecondary planning, including:
  - a. college acceptance;
  - b. acceptance in an occupational training program;
  - c. workforce entry; or
  - d. military enlistment;
 that is approved by the principal of the high school.

## MT. VERNON CLUBS & ACTIVITIES

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

- **ACADEMIC TEAMS**
  - English Super Bowl
  - Fine Arts Super Bowl
  - Math Super Bowl
  - Science Super Bowl
  - Social Studies Super Bowl
  - Quiz Bowl
  - Spell Bowl
  - Science Olympiad Team
- **AfriCAN CLUB**
- **ART CLUB**
- **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**
- **BLACK STUDENT UNION (BSU)**
- **BOOK CLUB**
- **BOWLING CLUB**
- **BRING CHANGE 2 MIND**
- **CHOIR ACTIVITIES**
  - MV Singers
  - Women's Choir
  - Chamber Singers
  - A Capella (Locked Out & Formation)
- **CREATIVE WRITING 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 MENTORS**
- **MARAUDER RADIO**
- **MATH CLUB (Future Problem Solvers)**
- **MV CURRENT (school newspaper)**
- **MVTV**
- **NASA YOUTH COUNCIL**
- **NATIONAL ART HONOR SOCIETY**
- **NATIONAL HONOR SOCIETY**
- **PROM COMMITTEE**
- **MARAUDER MOB SPIRIT CLUB**
- **SERVICE CLUB**
- **SMALL SMILES CLUB**
- **STUDENT GOVERNMENT**
- **TABLETOP GAMES CLUB**
- **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 and CONSIDERATIONS

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

### **FRESHMAN YEAR**

Math	2 quarters
English 9	2 quarters
Science	2 quarters
Social Studies	2 quarters (see choices below)
	a) Geography and History of the World (2 credits) <b><u>or</u></b>
	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 <b><u>or</u></b> World History was not taken in 9 <sup>th</sup> 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 <sup>th</sup> grade or summer school)
	a) Personal Financial Responsibility (1 credit) <b><u>or</u></b>
	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.

### **COLLEGE ADMISSION REQUIREMENTS**

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

### **ATHLETIC ELIGIBILITY**

1. A student who is or shall be twenty (20) years of age prior to or on the scheduled date of the IHSAA state finals in a sport, shall be ineligible for interscholastic competition in that sport; a student who is nineteen (19) years of age on the scheduled date of the IHSAA state finals shall be eligible as to age for interscholastic competition in that sport.
2. To be eligible scholastically, students must have received passing grades at the end of the last grading period in at least five (5) full credit subjects or the equivalent, which will be three (3) full credit subjects or the equivalent of the courses taken under Block Four scheduling. Courses passed but being repeated DO NOT count toward athletic eligibility.
3. To be eligible scholastically, the athlete must be enrolled in at least five (5) full credit subjects or the equivalent, which will be three (3) full credit subjects or the equivalent under Block Four scheduling, during the time of interscholastic participation. This may include the above mentioned state required physical education courses, PE I and PE II. A course passed but being repeated does not count toward athletic eligibility.

### **COURSE HANDBOOK EXPLANATIONS**

This handbook is intended to provide a brief description of each course available to MVHS students. More detailed information will usually be necessary before the best decisions can be made. That information is available from teachers and counselors and should be requested early in the scheduling process. This handbook provides recommendations, prerequisites and advice. However, the student and his/her parents/guardians are major partners in the decision-making process. We advocate extensive

dialogue to ensure the best choices. Courses listed in the handbook are subject to change based upon enrollment numbers, staff availability, and guidance from the Indiana Department of Education. Please list several alternate courses for elective courses chosen when completing your scheduling form.

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

### **SCHEDULE REQUEST POLICY**

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

### **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.

### **SCHEDULE CHANGE POLICY \***

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

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

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

### **SCHEDULE CHANGE REQUEST PROCEDURE**

Students, with the help of their parents, should carefully consider all course requests prior to meeting with their guidance counselors to schedule courses for the upcoming school year.

### **Schedule changes after June 1 will be administratively granted under the following circumstances:**

- Administrative error in scheduling (i.e. original student requests were not entered correctly)
- Need to balance class sizes
- Student failed a second semester class or summer school class in a required subject

- Dropping a scheduled ACP or AP course must include the appropriate drop form with all required signature approvals. The form must be completely approved before the 8th class day.
- Special education considerations
- Documented physical or mental condition requires a modification in the schedule
- Student is academically misplaced in the course (has not met prerequisites, new enrollee misplaced)
- Administrative discretion

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

### **ONLINE COURSE POLICY**

Students must complete online courses by a deadline set by the school counselor. Online summer school courses must be completed by the first student day of the upcoming school year.

### **TESTING ACCOMMODATIONS**

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

### **TRANSFERRING CREDITS FROM OTHER INSTITUTIONS**

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

- Grades and credits for the course must be included on the student's high school transcript (or verification from previous district's high school that credit would have been given) and will be factored into the student's cumulative GPA and class rank. Verification of transcribed grades will be required.
- Only fully completed courses will be considered.
- Students will be required to accept or decline all credits for a course prior to the start of the freshman year.
- Grades will be transferred based on the previous school's grading scale and letter grade, not converted to the MVHS grading scale.
- Accepted courses must be IDOE approved.

#### **Transfer Credit**

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

### **SUMMER SCHOOL**

More than likely summer school will be offered. Summer school must be approved by the school board each year. 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 administration. Only juniors and seniors may apply to be TAs, and they must have a minimum 3.0 GPA, no significant disciplinary history, no failed classes in high school, a 96% attendance rate, and must be on track to graduate. Students may not TA during a teacher's prep period and may only TA for high school teachers.

### **GRADING SCALE**

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

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

### **WEIGHTED GRADES**

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

The weighted grades are used in determining grade point average and class rank.

Course work makes up 80% of a student's overall quarterly course grade. The final exam is 20% of the student's final course grade. Weights vary and fall into the three following levels, depending on the course taken and grade earned:

- **Level 3** (+1.0) All qualifying Advanced Placement and Dual Credit Courses with a C or higher will be increased by 1.0 GPA points
- **Level 2** (+.50) All MV "Honors" courses with a C or higher will be increased by .5 GPA points (Includes: English 9 Honors, English 10 Honors, Algebra I Honors, Geometry Honors, Algebra II Honors, Pre-Cal/Trig Honors, Biology I Honors, Modern World Civ & 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

## ADVANCED PLACEMENT (AP) CLASSES

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

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

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

### General Information

- AP Exams will be given between May 1<sup>st</sup> 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
- Art and Design (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.

## DUAL CREDIT COURSES

### **What is Dual Credit?**

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

### **How much do Dual Credit courses cost?**

Most, but not all, of the Dual Credit Courses taught on-site at MVHS are offered at no cost to students.

If you choose to take a college-level course through an online program, or at a local college, the university determines the cost. Mt. Vernon School Corporation does pay tuition for the students to attend the Walker Career Center and D26 Career Center in Anderson. Students are responsible for transportation and any materials or tools that are required for those programs. You must see a counselor to help you set up any dual credit course not offered at MVHS.

### **What are the benefits of Dual Credit courses?**

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

### **How do I take Dual Credit courses?**

The easiest and most common way to earn dual credit is to sign up for a dual credit class taught by an MVHS teacher. These are listed in this handbook. Talk to your counselor about choosing appropriate courses for your high school, college, and career goals. 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.

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



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

#### Career and Technical Education

These are half-day, year-long courses offered at Mt. Vernon High School through Anderson Career Center. The college credit is offered through Ivy Tech.

- Aviation Flight & Aviation Operations
- HVAC I and II (classes meet at Greenfield-Central HS)
- Health Science I and II
- Welding Technology I and II

#### Engineering and Technology Education

The college credit is offered through Ivy Tech.

- Introduction to Engineering Design (PLTW)
- Principles of Engineering (PLTW)

#### Family & Consumer Science Courses

The college credit is offered through IVY Tech for **Juniors and Seniors only**. A GPA of 2.6 or higher is required for dual enrollment. College credit is free with 3 credit hours per course passes with a C or better for EDU 101 and/or EDU 233. Required to pass Education Prof. I to enroll in Education Prof. II.

- Education Professions I (EDU 101)
- Education Professions II (EDU 233)

#### 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.

## NEXT LEVEL PROGRAMS OF STUDY

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

A Next Level Program of Study requires completion of three specific courses in several different career areas. Listed below are the NLPS courses that will be available next year (or are in development for subsequent years) at Mt. Vernon. For descriptions of the courses currently available, please visit that department's page in this Course Scheduling Handbook. Talk to your counselor for more information or to enroll in an NLPS course for next year. **Course offerings are subject to change based on enrollment numbers, teacher availability, and guidance from the Indiana Department of Education.**

### AGRICULTURE

#### Agriscience: Plants or Animals

- Principles of Agriculture
- Animal Science **OR** Plant and Soil Science
- Advanced Animal Science **OR**  
Advanced Plant and Soil Science

### COMPUTER SCIENCE

#### Software Development

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

### ENGINEERING & TECHNOLOGY

#### Radio and Television Broadcasting\*\*

- Principles of Broadcasting
- Audio and Video Production Essentials\*\*
- Mass Media Production\*\*

#### Digital Design\*\*

- Principles of Digital Design
- Digital Design Graphics\*\*
- Interactive Media Design\*\* **OR** Graphic Design and Layout\*\* **OR** Professional Photography & Videography\*\*

**\*\*Courses or Programs in development**

## BUSINESS

<u>Accounting</u> <ul style="list-style-type: none"> <li>• Principles of Business Management</li> <li>• Accounting Fundamentals</li> <li>• Advanced Accounting</li> </ul>	<u>Entrepreneurship**</u> <ul style="list-style-type: none"> <li>• Principles of Entrepreneurship</li> <li>• New Venture Development**</li> <li>• Small Business Operations**</li> </ul>
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### Marketing and Sales\*\*

- Principles of Business Management
- Marketing Fundamentals
- Strategic Marketing\*\* OR Digital Marketing\*\*

## FAMILY & CONSUMER SCIENCE

<u>Education Careers**</u> <ul style="list-style-type: none"> <li>• Principles of Teaching</li> <li>• Child and Adolescent Development**</li> <li>• Teaching and Learning**</li> </ul>	<u>Culinary Arts**</u> <ul style="list-style-type: none"> <li>• Principles of Culinary and Hospitality</li> <li>• Nutrition**</li> <li>• Culinary Arts**</li> </ul>
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<u>Fashion Textiles and Design**</u> <ul style="list-style-type: none"> <li>• Principles of Fashion and Textiles</li> <li>• Textiles, Apparel, and Merchandising**</li> <li>• Advanced Textiles**</li> </ul>	<u>Interior Design**</u> <ul style="list-style-type: none"> <li>• Principles of Interior Design</li> <li>• Interior Design Fundamentals**</li> <li>• Materials, Finishes, and Designs**</li> </ul>
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### Human and Social Services\*\*

- Principles of Human Services
- Understanding Diversity\*\*
- Relationships and Emotions\*\*

**\*\*Courses or Programs in development**

## CAREER AND TECHNICAL EDUCATION

In addition to the Career and Technical Education opportunities offered at Mt. Vernon, which are listed on the next page, 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.

<u><a href="#">Anderson Career Campus</a></u>	<u><a href="#">Walker Career Center</a></u>
<ul style="list-style-type: none"> <li>● Auto Collision Repair Tech</li> <li>● Auto Services Tech</li> <li>● Advanced Manufacturing</li> <li>● Construction Trades</li> <li>● Criminal Justice</li> <li>● Culinary Arts &amp; Hospitality</li> <li>● Dental Careers</li> <li>● Early Childhood Education</li> <li>● Education Professions</li> <li>● Emergency Medical Services (EMS)</li> <li>● Fire &amp; Rescue</li> <li>● Health Science I</li> <li>● Health Science II: CNA Program</li> <li>● Human and Social Services</li> <li>● Veterinary Careers</li> <li>● Welding Technology</li> </ul>	<ul style="list-style-type: none"> <li>● Architectural Drafting &amp; Design</li> <li>● Auto Collision Repair</li> <li>● Auto Service Technology</li> <li>● Computer Science</li> <li>● Construction Trades</li> <li>● Cosmetology</li> <li>● Criminal Justice</li> <li>● Culinary Arts &amp; Hospitality</li> <li>● Dental Careers</li> <li>● Early Childhood Education</li> <li>● Education Professions</li> <li>● Fashion &amp; Textiles</li> <li>● Digital Design &amp; Layout</li> <li>● Health Science Education</li> <li>● Precision Machining &amp; Technology</li> <li>● Radio Productions</li> <li>● TV Broadcasting</li> <li>● Welding Technology</li> </ul>

## CAREER AND TECHNICAL EDUCATION at MT. VERNON

### *Career Cluster: Health Sciences*

#### **825282 HEALTH SCIENCE EDUCATION I**

**Prerequisite:** None

**Eligibility:** 11-12

**4 quarters, 6 credits (This is a year-long course)**

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

- **Dual Credit offered through Ivy Tech**

#### **825284 HEALTH SCIENCE EDUCATION II: NURSING**

**Prerequisite:** Health Science Education I

**Eligibility:** 12

**4 quarters, 6 credits (This is a year-long course)**

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

- **Dual Credit offered through Ivy Tech**

### *Career Cluster: Advanced Manufacturing*

#### **815776 WELDING TECHNOLOGY I**

**Prerequisite:** None

**Eligibility:** 11-12

**4 quarters, 6 credits (This is a year-long course)**

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

mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.

- **Dual Credit offered through Ivy Tech**

### **815776 WELDING TECHNOLOGY II**

**Prerequisite:** None

**Eligibility:** 11-12

**4 quarters, 6 credits (This is a year-long course)**

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

- **Dual Credit offered through Ivy Tech**

### ***Career Cluster: Transportation***

### **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**

### ***Career Cluster: Architecture and Construction***

### **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**

## **AGRICULTURE**

### **7117 PRINCIPLES OF AGRICULTURE**

**Prerequisite:** None

**Eligibility:** 9-11

**2 quarters, 2 credits**

Principles of Agriculture is a two-semester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding of the role of agriculture in the United States and globally. Students will explore Agriculture, Food, and Natural Resource (AFNR) systems related to the production of food, fiber and fuel and the associated health, safety and environmental management systems. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, and agribusiness. Participation in FFA and Supervised Agricultural Experiences (SAE) will be an integral part of this course in order to develop leadership and career ready skills.

### **5008 ANIMAL SCIENCE**

**Prerequisite:** Principles of Agriculture

**Eligibility:** 10-12

**2 quarters, 2 credits**

***Fulfills a Core 40 Science requirement for all diplomas.***

*Animal Science* is a two semester program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science.

### **5070 ADVANCED LIFE SCIENCE, ANIMALS (not offered in 2022-23; will alternate with Adv Plants & Soils)**

**Prerequisite:** Principles of Agriculture

**Eligibility:** 11-12

**2 quarters, 2 credits**

***Fulfills a Core 40 Science requirement for all diplomas. Also qualifies as a quantitative reasoning course.***

*Advanced Life Science: Animals* is a two-semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students will explore concepts related to history and trends in animal agriculture as related to animal welfare, husbandry, diseases and parasites, laws and practices relating to handling,

housing, environmental impact, global sustainable practices of animal agriculture, genetics, breeding practices, biotechnology uses, and comparative knowledge of anatomy and physiology of animals used in animal agriculture.

### **5074 ADVANCED LIFE SCIENCE, PLANTS AND SOILS**

**Prerequisite:** Principles of Agriculture

**Eligibility:** 10-12

**2 quarters, 2 credits**

*Fulfills a Core 40 Science requirement for all diplomas. Also qualifies as a quantitative reasoning course.*

Advanced Life Science: Plants and Soils is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students study concepts, principles, and theories associated with plants and soils. Knowledge gained enables them to better understand the workings of agricultural and horticultural practices. They recognize how plants are classified, grow, function, and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratories and fieldwork, how plants function and how soil influences plant life.

### **FFA**

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

The FFA is the leadership student organization that is an integral part of the instruction and operation of a total agricultural education program. As an intra-curricular organization and essential component of the total program, the local agricultural education teacher(s) serve as the FFA chapter advisors. The many activities of the FFA parallel the methodology of the instructional program and are directly related to the occupational goals and objectives. As an integral part of the instructional program, district and state level FFA activities provide students opportunities to demonstrate their proficiency in the knowledge, skills and aptitudes they have acquired through the agricultural science and agricultural business program(s). Agricultural education students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts and state by participating in national FFA activities.

Instructional activities of the FFA require participation by the agricultural science and agriculture business education students as an integral part of an agricultural education course of instruction and, therefore, may be considered an appropriate use and amount of the allotted instructional time.

## **VISUAL ARTS**

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

### **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**

<b><u>Grade 9</u></b>	Introduction to 2D Art & Introduction to 3D Art
<b><u>Grade 10</u></b>	Introduction to 2D Art & Introduction to 3D Art Drawing 1 Drawing 2 Ceramics 1 & 2 Painting 1 & 2 Photography
<b><u>Grade 11</u></b>	Introduction to 2D Art & Introduction to 3D Art Drawing 1 Drawing 2 Ceramics 1 & 2 Ceramics 3 & 4 Painting 1 & 2 Photography Advanced 2D Art
<b><u>Grade 12</u></b>	Introduction to 2D Art & Introduction to 3D Art Drawing 1 Drawing 2 Ceramics 1 & 2 Ceramics 3 & 4 Painting 1 & 2 Photography Advanced 2D Art AP Art and Design (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 exposed to a sample of all art courses offered at Mt. Vernon H. S. The elements and principles of art are emphasized as fundamentals of producing, understanding, enjoying art, and making historical connections. The basic rules of design theory are practiced in a variety of two and three dimensional mediums with an emphasis on technique, craftsmanship, and the use of tools.

#### **4040 CERAMICS 1 & 2**

**Prerequisite, Intro to 2D and 3D Art**

**Eligibility: 10-12**

**2 quarters, 2 credits**

This course gives students the opportunity to learn basic skills using clay and glazing materials while fostering and developing those skills into creative thinking. Hand building techniques, practice on the potter's wheel and working with a variety of clay surface designs will be explored. Students will determine the difference between functional and decorative pottery, and explore cultural and historical connections.

#### **40402 CERAMICS 3 & 4**

**Prerequisite: Intro to 2D and 3D Art and Ceramics 1 & 2**

**Eligibility: 11-12**

**2 quarters, 2 credits**

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

#### **4060 DRAWING 1**

**Prerequisite, Intro to 2D and 3D Art**

**Eligibility: 10 -12**

**1 quarter, 1 credit**

This course encourages the development of drawing skills through still life, portrait, and perspective exercises. Various techniques such as sketching, contour, rendering, and gesture are explored as the student experiences a variety of drawing media. Technique and skill building are essential aspects of this class. Perceptual awareness and the application of design fundamentals are also stressed.

#### **40602 DRAWING 2**

**Prerequisite, Intro to 2D and 3D Art and Drawing 1**

**Eligibility: 10 -12**

**1 quarter, 1 credit**

This course is a continuation of skills learned in Drawing 1 to produce creative, original, thematic works. Students will solve specific visual problems through applying media, techniques, and processes with sufficient skill to communicate intended meaning. Students should create portfolio quality work that will demonstrate a sincere desire to explore a variety of ideas and problems. Students will learn about mounting, matting, and displaying their artwork.

#### **4064 PAINTING 1 & 2**

**Prerequisite, Intro to 2D and 3D Art**

**Eligibility: 10-12**

**2 quarters, 2 credits**

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

#### **4004 ADVANCED 2D ART**

**Prerequisite, Intro to 2D and 3D Art, AND Drawing 1, Drawing 2 AND / OR Painting 1 & 2**

**Eligibility: 11-12**

**2 quarters, 2 credits**

This course gives students the opportunity to expand basic skills and knowledge learned in Drawing and / or Painting 1 & 2. An emphasis will be placed on developing and defining personal style and themes through 2D mediums, techniques, and a study of famous artists. Students will develop a body of work that communicates unique ideas and concepts through visual problem solving. This course is helpful in preparation for AP 2D Art.

#### **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 Art and Design course are expected to meet the performance standards of a first year university art program. There are three areas in which students may submit a portfolio; Drawing, 2-D Design, and 3-D Design. The AP Art and Design course culminates in a portfolio exam consisting of two sections requiring students to demonstrate their understanding of media, style, subject, and their articulating ideas through visual evidence. Students in the AP Art and Design course will learn to communicate themes, ideas, and meaning through problem solving in their artwork. The course also focuses on analyzing, evaluating, and critiquing their work and the work of other artists. Interested students should contact Mrs. Evans for recommendation.

## BUSINESS and COMPUTER SCIENCE

**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 FACS 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).

**4562 PRINCIPLES OF BUSINESS MANAGEMENT**

**Prerequisites: None**

**Eligibility: 9-11**

**2 quarters, 2 credits**

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

**7154 PRINCIPLES OF ENTREPRENEURSHIP**

**Prerequisite: None**

**Eligibility: 9-11**

**2 quarters, 2 credits**

Principles of Entrepreneurship focuses on students learning about their own strengths, character and skills and how their unique abilities can apply to entrepreneurship, as well as how an entrepreneurial mindset can serve them

regardless of their career path. Students will learn about the local, regional and state resources and will begin to understand and apply the entrepreneurial process. The course helps students to identify and evaluate business ideas while learning the steps and competencies required to launch a successful new venture. The course helps students apply what they have learned from the content when they write a Personal Vision Statement, a Business Concept Statement, and an Elevator Pitch.

#### **4524 ACCOUNTING FUNDAMENTALS**

**Prerequisites:** None (Principles of Business Management will be a prerequisite beginning in 2024-25)

**Eligibility:** 10-12

**2 quarters, 2 credits**

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

#### **5914 MARKETING FUNDAMENTALS**

**Prerequisites:** None (Principles of Business Management will be a prerequisite beginning in 2024-25)

**Eligibility:** 11-12

**2 quarters, 2 credits**

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

#### **4522 ADVANCED ACCOUNTING**

**Prerequisite:** Principles of Business Management and Accounting Fundamentals

**Eligibility:** 11-12

**2 quarters, 2 credits**

*Qualifies as a quantitative reasoning course*

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

#### **4512 BUSINESS MATH**

**Prerequisites:** Algebra I

**Eligibility:** 11-12

**2 quarters, 2 credits**

*Fulfills a Math requirement for the General Diploma only*

*Qualifies as a quantitative reasoning course*

Business Math is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

#### **4540 PERSONAL FINANCIAL RESPONSIBILITY**

**Prerequisites:** None

**Eligibility:** 11-12

**1 quarter, 1 credit*****Qualifies as a quantitative reasoning course***

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

**7183 PRINCIPLES OF COMPUTING****Prerequisites:** None**Eligibility:** 9-11**2 quarters, 2 credits**

Principles of Computing provides students the opportunity to explore how computers can be used in a wide variety of settings. The course will begin by exploring trends of computing and the necessary skills to implement information systems. Topics include operating systems, database technology, cybersecurity, cloud implementations and other concepts associated with applying the principles of good information management to the organization. Students will also have the opportunity to utilize basic programming skills to develop scripts designed to solve problems. Students will learn about algorithms, logic development and flowcharting.

**7184 SOFTWARE DEVELOPMENT****Prerequisites:** Principles of Computing**Eligibility:** 10-12**2 quarters, 2 credits**

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

**7185 WEBSITE AND DATABASE DEVELOPMENT****Prerequisite:** Principles of Computing**Eligibility:** 11-12**2 quarters, 2 credits**

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

**6162 (AM) or 6163 (PM) COOPERATIVE EDUCATION (ICE)****Prerequisites:** Recommended: A minimum of 4 credits in a logical sequence of courses from program areas related to the student's career pathway**Recommended Prerequisites:** Preparing for College and Careers, two credits in a career and technical education course**Eligibility:** 12 and an Application Process**4 quarters, 6 credits per year**

Cooperative Education (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.

#### **7140 PRINCIPLES OF DIGITAL DESIGN (CAD 1)**

**Prerequisite:** None

**Eligibility:** 9-11

**2 quarters, 2 credits**

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

#### **4800 COMPUTERS IN DESIGN AND PRODUCTION (CAD 2)**

**Prerequisite:** Principles of Digital Design (CAD 1)

**Eligibility:** 10-12

**2 quarters, 2 credits**

Computers in Design and Production Systems is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills. The content and activities should be developed locally in accordance with available advanced technologies in the school. Course content should address major technological content related to topics such as: design documentation using CAD systems; assignments involving the interface of CAD, CAM and CIM technologies; computer simulations of products and systems; animation and related multimedia applications; control technologies; and automation in the modern workplace.

#### **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).**

**7139 PRINCIPLES OF BROADCASTING****Prerequisite:** None**Eligibility:** 9-11**2 quarters, 2 credits**

The purpose of the Principles of Broadcasting course is to provide entry-level fundamental skills for students who wish to seek or pursue opportunities in the field of broadcasting or mass media. Students will explore the technical aspects of audio and sound design for radio production and distribution, as well as, the technical aspects of video production and distribution.

**5992 RADIO AND TELEVISION II****Recommended Prerequisite:** Radio and Television I**Eligibility:** 11-12**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. During this second-year program students integrate and build on first-year curriculum while mastering advanced concepts in production, lighting and audio.

**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 11<sup>th</sup> and 12<sup>th</sup> 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. Although this course is not a prerequisite for students wishing to enroll in AP English courses at the 11<sup>th</sup> and 12<sup>th</sup> grade levels, be aware that the specific focus of skills in English 9 Honors and English 10 Honors is necessary for success in AP English courses.

**\*\*\*Summer reading/assignments will be required.**

### **1076 SPEECH**

**Prerequisite:** English 9

**Eligibility:** 10-12

**1 quarter, 1 credit**

**Counts as an English elective for all diploma types. Is required for the Academic Honors Diploma.**

The course provides the study of and practice in the basic principles and techniques of effective oral communication. Students have opportunities to deliver different types of oral presentations which may include personal speeches, impromptu, demonstration, informative, persuasive, motivational, oral interpretation, interview, and debate. This course emphasizes research using technology and careful organization and preparation. Students also practice and develop critical listening skills.

### **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. Students enrolled in this course are required to take the AP Literature and Composition test in May.

**\*\*\*Summer reading/assignments will be required.**

**1056 ADVANCED PLACEMENT ENGLISH LANGUAGE/COMPOSITION**

**Prerequisite:** It is recommended that students have a 90% or higher in previous English classes and a strong foundation in language arts.

**Eligibility:** 12

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

The content of this course is established by the College Board and involves the intensive accelerated study of literary classics, speeches, and essays in relationship to their historical context. Writing focuses on expository, analytical, and argumentative writing skills necessary for college and to prepare students for the AP exam. Students will analyze the use of literary strategies/devices in relationship to audience and purpose and write coherent essays on a variety of topics. Course materials are those normally covered in a college class. Students enrolled in this course are required to take the AP Language and Composition test in May.

**\*\*\*Summer reading/assignments will be required.**

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

**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, 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 analytical 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.infcccla.org](http://www.infcccla.org)

<b><u>Grade 9</u></b>	7173 Principles of Culinary and Hospitality 7132 Principles of Interior Design 7301 Principles of Fashion and Textiles 7176 Principles of Human Services 7161 Principles of Teaching
<b><u>Grade 10</u></b>	7173 Principles of Culinary and Hospitality 7132 Principles of Interior Design 7301 Principles of Fashion and Textiles 7176 Principles of Human Services 7161 Principles of Teaching 5366 Human Development and Wellness/Child Development 5360 Advanced Child Development
<b><u>Grade 11</u></b>	7173 Principles of Culinary and Hospitality 7132 Principles of Interior Design 7301 Principles of Fashion and Textiles 7176 Principles of Human Services 7161 Principles of Teaching 5366 Human Development and Wellness/Child Development 5360 Advanced Child Development 5330 Adult Roles & Responsibilities 5408 Education Professions I-Dual Credit 5404 Education Professions II-Dual Credit
<b><u>Grade 12</u></b>	5366 Human Development and Wellness/Child Development 5360 Advanced Child Development 5330 Adult Roles & Responsibilities 5408 Education Professions I-Dual Credit 5404 Education Professions II-Dual Credit

### **7173 PRINCIPLES OF CULINARY AND HOSPITALITY**

**Prerequisite:** None

**Eligibility:** 9-11

**2 quarters, 2 credits**

Principles of Culinary and Hospitality is designed to develop an understanding of the hospitality industry and career opportunities, and responsibilities in the food service and lodging industry. Introduces procedures for decision

making which affects operation management, products, labor, and revenue. Additionally, students will learn the fundamentals of food preparation, basic principles of sanitation, service procedures, and safety practices in the food service industry including proper operation techniques for equipment.

### **7132 PRINCIPLES OF INTERIOR DESIGN**

**Prerequisite:** None

**Eligibility:** 9-11

**2 quarters, 2 credits**

Principles of Interior Design introduces students to fundamental design theory and color dynamics as applied to compositional design. Investigations into design theory and color dynamics will provide experiences in applying design theory to three-dimensional concepts, human factors and the psychology and social influences of space. These experiences will develop student's skills in creative problem solving, peer evaluation, and presentation skills.

### **7301 PRINCIPLES OF FASHION AND TEXTILES**

**Prerequisite:** None

**Eligibility:** 9-11

**2 quarters, 2 credits**

Principles of Fashion and Textiles prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students for all aspects of the fashion creation process. Major topics include: Basic clothing construction techniques, pattern alterations, and use of commercial patterns.

### **7176 PRINCIPLES OF HUMAN SERVICES**

**Prerequisites:** None

**Eligibility:** 9-11

**2 quarters, 2 credits**

Principles of Human Services explores the history of human services, career opportunities, and the role of the human service worker. Focuses on target populations and community agencies designed to meet the needs of various populations. The course includes a required job shadowing project in a Human Services setting (a suggested four-hour minimum to meet Ivy Tech requirements). This course will also encourage cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

### **7161 PRINCIPLES OF TEACHING**

**Prerequisites:** None

**Eligibility:** 9-11

**2 quarters, 2 credits**

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

### **5366 HUMAN DEVELOPMENT AND WELLNESS/CHILD DEVELOPMENT**

**Prerequisites:** None

**Eligibility:** 10-12

**1 quarter, 1 credit**

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** (GPA of 2.6 or higher required for dual credit option)

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

**Eligibility:** 11-12

**2 quarter, 2 credit**

Education Professions I (cadet teaching) 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 of a C or better and a GPA of 2.6 or higher, 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**(GPA of 2.6 or higher required for dual credit option)

**Prerequisite Required:** 5408 Education Professions I (with a C or better in EdProf I)

**Eligibility:** 11-12

**2 quarters, 2 credits**

Education Professions II (cadet teaching) 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 of a C or better and a GPA of 2.6 or higher, 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.

## **MATHEMATICS**

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

### **Indiana Math Requirements**

**Core 40 diploma:** Algebra 1, Geometry, and Algebra 2

**Core 40 w/ Academic Honors:** Algebra 1, Geometry, Algebra 2, & 2 credits in an advanced math course

**Core 40 W/ Technical Honors:** Algebra 1, Geometry, Algebra 2

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



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

-Academic Honors students need to earn 8 credits of math including if a math was taken in 8<sup>th</sup> 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

#### Social Studies

- \*Economics

#### Science

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

#### Agriculture

- \*Advanced Life Science, Animals (not offered in 22-23)
- \*Advanced Life Science, Plants & Soils

#### Business

- \*Business Math
  - \*Personal Financial Responsibility
  - \*Advanced Accounting
- #### Engineering and Technology
- \*Principles of Engineering
  - \*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.

**2520 ALGEBRA 1****Prerequisite: None****2 quarters, 2 credits**

Algebra 1 provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations.

**25202 ALGEBRA 1 HONORS****Prerequisite: Placement is based on grades, test scores, and teacher placement****2 quarters, 2 credits**

Honors Algebra I is an intensive, accelerated, and enriched version of Algebra I. This course is offered to students recommended as most able in mathematics. Additional topics may include radical and rational functions along with statistics and probability.

**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. \*\***

**25644 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. The Dance Choreography (color guard) class is by audition only. Auditions take place in the spring prior to the fall.

#### **4170 ADVANCED CONCERT BAND**

**Prerequisites: 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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: 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> 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 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> nine weeks, this class is separate from the “Advanced Concert Band” class. A non-licensed percussion instructor may be contracted with a licensed Fine Arts teacher serving as the teacher of record.

Instrumental Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skill in the psychomotor, cognitive, and affective domains. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature as pertaining to chamber ensemble and solo literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer’s intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

#### **4208 MUSIC THEORY AND COMPOSITION**

**Prerequisite: None**

**Eligibility: 11-12. Grade 10 eligible with approval from the HS choir or band director**

**1 quarter, 1 credit**

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. They develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music. The class is an upper level music class. Freshmen should not be signed up for the course.

### **Choral Courses Available for Each Grade Level**

<b><u>Grade 9</u></b>	Beginning Choir—MV Singers (no audition)
<b><u>Grade 10</u></b>	Beginning Choir—MV Singers (no audition) Intermediate Choir—Women’s Choir (audition required) Advanced Choir—Chamber Singers (audition required)
<b><u>Grade 11</u></b>	Beginning Choir—MV Singers (no audition) Intermediate Choir—Women’s Choir (audition required) Advanced Choir—Chamber Singers (audition required)
<b><u>Grade 12</u></b>	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 a PE teacher within two (2) weeks of the end of the activity/sport in order to qualify for the waiver. Students MUST turn in the PE waiver form to earn the Physical Education credit.**

### **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.

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## 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 to 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 8<sup>th</sup> 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-majors 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**

**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-majors 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 2 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

**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.

### **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.

## SOCIAL STUDIES

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

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

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

**1570 GEOGRAPHY AND HISTORY OF THE WORLD****Prerequisite: None****Eligibility: 9-12****2 quarters, 2 credits**

Geography and History of the World is designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions.

Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction.

Using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21<sup>st</sup> 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.

### **1518 INDIANA STUDIES**

**Prerequisite: None**

**Eligibility: 9-12**

**1 quarter, 1 credit**

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

### **1528 MODERN WORLD CIVILIZATION HONORS**

**Prerequisite: World Hist & Civilizations or Geography and History of the World**

**\*\*\*Student must also enroll in (1538) Topics in History: The 20<sup>th</sup> Century, Honors. \*\*\***

**Eligibility: 10-12 (recommended 10)**

**This class is recommended as a preparatory class for AP courses**

**1 quarter, 1 credit**

This course is recommended for the academically motivated student seeking an enriched and differentiated curriculum. Academically advanced students will cover the following topics in great depth throughout this course: Modern World Civilization provides students an in-depth look at the twentieth and twenty-first century world. It is a study of different cultures as they exist in the world today, including comparative analysis of the various types of government, economic, and social systems. International relationships are examined partly from the viewpoint of national interests, including the successes and failures of diplomacy. Additional activities/projects will be given in this course in order to promote higher order thinking skills (i.e. evaluation, synthesis, analysis) and provide real-world application in the 21<sup>st</sup> century. This course will utilize primary and secondary sources; additional essays, supplemental readings, and a research project.

### **1538 TOPICS IN HISTORY: THE 20<sup>TH</sup> CENTURY, HONORS**

**Prerequisite: World History & Civilizations or Geography and History of the World**

**\*\*\*Student must also enroll in (1528) Modern World Civilization Honors. \*\*\***

**Eligibility: 10-12 (recommended 10)**

**This class is recommended as a preparatory class for AP courses**

**1 quarter, 1 credit**

Topics in History: the 20<sup>th</sup> Century, Honors provides students the opportunity to study specific historical eras, events, or concepts of the 20<sup>th</sup> century. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history.

### **1532 PSYCHOLOGY**

**Prerequisite: None**

**Eligibility: 10-12**

**1 quarter, 1 credit**

This course provides students with a general overview of the science which seeks to understand and explain behavior and mental processing. Students will be introduced to many of the major contemporary theories and concepts in psychology. This course will prove interesting and useful to those students wishing to better understand human behavior and thinking. By the end of this course students will be able to explain (1.) how humans are a product of their nature and their nurture, (2.) the biological influences on human behavior and thinking, (3.) the psychological or cognitive influences on human behavior and (4.) the social influences on human behavior. Additionally students will be able to (5.) demonstrate an understanding of basic psychological terminology and explain important features of major psychological concepts and theories, (6.) critically analyze information about

human behavior and distinguish between conclusions supported by scientific evidence and conclusions based on nonscientific evidence.

### **1534 SOCIOLOGY**

**Prerequisite:** None

**Eligibility:** 10-12

**1 quarter, 1 credit**

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students will describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students will examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students will also analyze the role of individuals in the community and social problems in today's world.

### **1516 ETHNIC STUDIES**

**Prerequisite:** Geography and the History of the World (1570) or World History and Civilization (1548) 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.

### **1542 UNITED STATES HISTORY**

**Prerequisite:** None

**Eligibility:** 11-12

**2 quarters, 2 credits**

United States History builds upon concepts developed in previous studies of U.S. History. Students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

### **1540 UNITED STATES GOVERNMENT**

**Prerequisite:** None

**Eligibility:** 11-12

**1 quarter, 1 credit**

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

### **1514 ECONOMICS**

**Prerequisite: None**

**Eligibility: 11-12**

**1 quarter, 1 credit**

**Counts as a Quantitative Reasoning course (NOTE: Economics will no longer be considered a quantitative reasoning course beginning with the 2025 cohort.)**

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, the role of financial institutions, economic stabilization, and trade.

### **1558 PSYCHOLOGY, ADVANCED PLACEMENT**

**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**

### **2120 SPANISH I**

**Prerequisite:** None

**Eligibility:** 9-12

**2 quarters, 2 credits**

Spanish I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom. This course requires active participation.



**2020 FRENCH I****Prerequisite: None****Eligibility: 9-12****2 quarters, 2 credits**

French I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning French language learning, and to various aspects of French-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of French-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom. This course requires active participation.

**2156 AMERICAN SIGN LANGUAGE I****Prerequisite: None****Eligibility: 9-12****2 quarters, 2 credits**

American Sign Language I is a course that introduces students to ASL and the Deaf community. The course focuses on frequently used signs and discusses cultural features of the Deaf community. Emphasis is placed on development of receptive and expressive sign language skills. Through this course, students are given the opportunity to practice everyday words, phrases, sentences and questions. Basic features of Glossing, a system used to write ASL in textbooks, will be introduced. Students will also study the history of ASL, learn about culturally appropriate behaviors, recognize basic non-manual markers, understand the difference between the pathological and cultural perspectives of deafness, appreciate the widespread use of ASL throughout the United States and develop an understanding of the relationship between languages and cultures as a whole. This course requires active participation.

**2000 CHINESE I****Prerequisite: None****Eligibility: 9-12****2 quarters, 2 credits**

Chinese I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Chinese language learning, and to various aspects of Chinese-speaking culture. Students will study the tenets of good pronunciation, the distinction among the four tones, and the structure of written characters to establish their foundational knowledge of Mandarin Chinese. This course also encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations and write simple sentences using Chinese characters on familiar topics, such as family, likes and dislikes, countries, and food. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing letters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products and perspectives of Chinese-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Chinese language and culture outside of the classroom. This course requires active participation.

**2122 SPANISH II****Prerequisite: Spanish I****Eligibility: 9-12****2 quarters, 2 credits**

Spanish II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing

opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom. This course requires active participation.

## **2022 FRENCH II**

**Prerequisite: French I**

**Eligibility: 9-12**

**2 quarters, 2 credits**

2022 (FREN II) French II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for French language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of French-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom. This course requires active participation.

## **2158 AMERICAN SIGN LANGUAGE II**

**Prerequisite: American Sign Language I**

**2 quarters, 2 credits**

American Sign Language II is a course that continues the focus on frequently used signs and the discussion of the cultural features of the Deaf community. Emphasis is placed on further development of receptive and expressive communication skills in American Sign Language (ASL). Through this course, students are given the opportunity to watch and understand short stories & dialogues in ASL; continue to develop visual discrimination skills; begin to understand various dialects of ASL; recognize and demonstrate accurate ASL grammar; use classifiers appropriately and continue exposure to the Glossing system used in texts to write ASL. Students will also learn to examine some of the political issues associated with the Deaf community, and will further develop an understanding of the relationship between languages and cultures as a whole. This course requires active participation.

## **2002 CHINESE II**

**Prerequisite: Chinese I**

**2 quarters, 2 credits**

Chinese II is a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Chinese language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, independent participation in brief conversations on familiar topics, and the chance to write sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess the meaning of short paragraphs and recognizing words and characters through strokes and radicals. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives of Chinese-speaking culture; report on basic family and social practices of the target culture; and describe contributions

from the target culture. This course further emphasizes making connections across content areas and the application of understanding Chinese language and culture outside of the classroom. This course requires active participation.

### **2124 SPANISH III**

**Prerequisite: Spanish II**

**Eligibility: 10-12**

**2 quarters, 2 credits**

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

### **2024 FRENCH III**

**Prerequisite: French II**

**Eligibility: 10-12**

**2 quarters, 2 credits**

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

### **2162 AMERICAN SIGN LANGUAGE III**

**Prerequisite: American Sign Language II**

**2 quarters, 2 credits**

American Sign Language III is a course that continues to focus on the students' signing skills at advanced levels of competency. ASL is used almost exclusively in the class as students communicate using more complex structures of the language on a variety of topics, moving from concrete to more abstract concepts. This course provides opportunities for students to learn to express themselves in advanced situations, using more sophisticated vocabulary and structure; apply advanced grammatical features, such as descriptors, classifiers and various numbering systems. Students will develop the ability to discuss topics related to historical and contemporary events and current issues within the Deaf community. Students will also build on narrative skills and learn to relay information of more complex ideas. This course further emphasizes culturally appropriate behaviors and signing with conceptual accuracy. This course requires active participation.

### **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. This course requires active participation.

**2132 AP SPANISH LANGUAGE AND CULTURE****Prerequisite: Spanish III****Eligibility: 10-12****2 quarters, 2 credits**

Taught entirely in the target language, AP Spanish Language and Culture emphasizes exploration of the cultural products and practices of the host countries. Although important as a vehicle in developing clarity of expression, grammar plays a secondary role to effective communication strategies in these courses. Material studied is determined by six themes:

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

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

They should expect to do the following:

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

## RESOURCE DEPARTMENT

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

**5201 Peer Tutoring 1**

**Prerequisite:** Desire to work with students with special needs.

**Eligibility:** Grades 10-12 and permission of Instructor through an interview process.

**2 quarter, 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 understanding of individual differences. Peer tutoring experiences are preplanned by the special education supervising teacher. Peer tutors will work with students to help develop communication, academic, and life skills. Throughout the course peer tutors will work on facilitation skills, decision-making skills, and teaching strategies. The course will include daily peer tutoring assignments, weekly course assignments, and a final paper.

### **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 understanding of individual differences. Peer tutoring experiences are preplanned by the special education supervising teacher. Peer tutors will work with students to help develop communication, academic, and life skills. Throughout the course peer tutors will work on facilitation skills, decision-making skills, and teaching strategies. The course will include daily peer tutoring assignments, weekly course assignments, and a final project.