

**North Judson-
San Pierre High School**

**Course Description
Guide**

A Note From The Guidance Department

The Guidance Department and faculty of North Judson-San Pierre High School are pleased to present the “Course Description Guide”. This guide can be of invaluable assistance to you in planning your academic course of study for next year and for the rest of your high school career. Please take the time to read through the guide carefully, noting specific course descriptions and recommended background/grade levels. The departments of study are listed alphabetically.

The Guidance Department encourages you and your parents/guardians to discuss your course selections thoroughly. Parents/guardians are always encouraged to take an active role in helping their children select the right courses that match their goals and aspirations. Parents/guardians should feel welcome to contact the Guidance Department at 896-2158 should any questions arise regarding the different curriculums, their child’s placement in courses, or their “4-year plan”.

It is our hope that this guide will help you and your parents understand the many exciting courses we offer at NJ-SP High School. We suggest that you save this “Course Description Guide” so that you can refer to it often throughout your high school career. For your convenience, listed below are the names of our Guidance Department Staff:

Colleen McCarthy
Susie Matzat
Dianna Howard
Ruby Frasure

Director of Student Services
Guidance Counselor
Guidance Assistant/Registrar
Career Assistant

Table of Contents

	Page
Graduation Requirements (Core 40/AHD/THD/General Diploma)	1
Course Load	5
Athletic Eligibility	6
Schedule Changes	6
Grade Level Classifications	6
Class Rank	6
Student Activities.....	7
Testing Programs	7
Four-Year Plan	8
Agriculture Department	10
Art Department	13
Business/Computer Department	16
English Department	18
Family And Consumer Science Department	25
Math Department	28
Music/Fine Arts Department	31
.Physical Education/Health Department	32
Science Department	34
Social Studies Department	39
Vocational/Other Department	42
World Language Department	48

Graduation Requirements

Beginning with the students who enter high school in 2007-08, the completion of Core 40 becomes an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

Note - Schools may have additional local graduation requirements. The minimum number of credits to graduate from North Judson – San Pierre High School is **42**.

CORE 40

English/Language Arts 8 Credits

Credits must include literature, composition, and speech

Mathematics 6 Credits

2 credits: Algebra I

2 credits: Geometry

2 credits: Algebra II

*All students must earn six (6) math credits after entering high school.

*All students must be enrolled in a math or quantitative reasoning course each year the student is enrolled in high school.

Science 6 Credits

2 credits: Biology I

2 credits: Chemistry I or Integrated Chemistry/Physics or Physics I

2 credits: any other Core 40 science course

Social Studies 6 Credits

2 credits: World History/Civilization or Geography/History of the World

2 credits: U.S. History

1 credit: U.S. Government

1 credit: Economics

Directed Electives 5 Credits

World Language, Fine Arts, and Career/Technical

Physical Education 2 Credits

Health and Wellness 1 Credit

Electives 6 Credits

All students are recommended to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career exploration and preparation opportunities.

CORE 40 with Academic Honors: (minimum 47 Credits)

To be eligible for a Core 40 with Academic Honors, students must complete:

English/Language Arts 8 Credits
Credits must include literature, composition, and speech

Mathematics 8 Credits
2 credits: Algebra I
2 credits: Geometry
2 credits: Algebra II
2 credits: any other Core 40 math course

*All students must earn at least six (6) of the requisite eight (8) math credits after entering high school.

*All students must be enrolled in a math or quantitative reasoning course each year the student is enrolled in high school.

Science 6 Credits
2 credits: Biology I
2 credits: Chemistry I or Integrated Chemistry/Physics or Physics I
2 credits: any other Core 40 science course

Social Studies 6 Credits
2 credits: World History/Civilization or Geography/History of the World
2 credits: U.S. History
1 credit: U.S. Government
1 credit: Economics

World Language 6 Credits
Six (6) credits in one world language - Spanish

Fine Arts 2 Credits

Physical Education 2 Credits

Health and Wellness 1 Credit

Complete one of the following:

- 1) Four (4) credits in two (2) or more Advanced Placement Courses with corresponding exams
- 2) Two (2) dual high school and college credit courses resulting in six (6) transcribed college credits
- 3) Two (2) of the following requirements:
 - a) a minimum of three (3) transcribed college credits
 - b) Two (2) credits of Advanced Placement Courses with corresponding exams

4) The SAT with a composite score of 1750 or higher and a minimum score of 530 on each section

5) The ACT with a composite score of 26 or higher and completion of the written section

Only courses in which the student earns a grade of “C” or higher may count toward the Core 40 with Academic Honors. The student must have a cumulative grade point average of “B” or above in all courses.

CORE 40 with Technical Honors (minimum 47 Credits)

To be eligible for a Core 40 with Technical Honors, students must complete:

English/Language Arts 8 Credits
Credits must include literature, composition, and speech

Mathematics 6 Credits
2 credits: Algebra I
2 credits: Geometry
2 credits: Algebra II

*All students must earn six (6) math credits after entering high school.

*All students must be enrolled in a math or quantitative reasoning course each year the student is enrolled in high school.

Science 6 Credits
2 credits: Biology I
2 credits: Chemistry I or Integrated Chemistry/Physics or Physics I
2 credits: any other Core 40 science course

Social Studies 6 Credits
2 credits: World History/Civilization or Geography/History of the World
2 credits: U.S. History
1 credit: U.S. Government
1 credit: Economics

Physical Education 2 Credits

Health and Wellness 1 Credit

Students must also complete the following:

1) Earn a minimum of six (6) credits in the college and career preparation courses in a state-approved College & Career Pathway and earn one (1) of the following:

A) Pathway designated industry-based certification or credential; or

B) Pathway designated dual high school and college credit courses resulting in six (6) transcribed college credits

2) Complete one (1) of the following:

A) Any of the options listed for the Core 40 with Academic Honors Diploma (1-5)

B) Earn the following minimum scores on WorkKeys:

Reading for Information, Level 6

Applied Mathematics, Level 6; and

Locating Information, Level 5

C) Earn the following minimum score on Accuplacer:

Writing, 80;

Reading, 90; and

Math, 75

D) Earn the following minimum score on Compass:

Algebra, 66;

Writing, 70; and

Reading, 80

Only courses in which the student earns a grade of “C” or higher may count toward the Core 40 with Technical Honors. The student must have a cumulative grade point average of “B” or above in all courses.

To graduate with less than CORE 40, the following formal opt-out process must be completed:

The student, the student’s parent/guardian, and the student’s counselor meet to discuss the student’s progress.

The student’s career and course plan is reviewed.

The student’s parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the CORE 40 curriculum.

If the decision is made to opt-out of CORE 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

Course and Credit Requirements (General Diploma)

English/Language Arts 8 Credits

Credits must include literature, composition and speech

Mathematics 6 Credits

2 Credits: Algebra I

2 Credits: Any math course

*All students must earn two math or quantitative reasoning credits during the student's junior or senior year. Quantitative Reasoning courses do not count as math credits.

Science 4 Credits

2 Credits: Biology I

2 Credits: any science course

*At least one credit must be from a Physical Science or Earth/Space Science course.

Social Studies 4 Credits
2 Credits: U.S. History
1 Credit: U.S. Government
1 Credit: Any social studies course

Physical Education I and II 2 Credits

Health and Wellness 1 Credit

College and Career Pathway 6 Credits
(selecting courses in a deliberate manner to take full advantage of
career exploration and preparation opportunities)

Flex Credits 5 Credits

To earn 5 Flex Credits, a student must complete one of the following:

Additional courses to extend the college and career pathway

Courses involving workplace learning

High school/college dual credit courses

Additional courses in:

Language Arts

Social Studies

Mathematics

Science

World Language

Fine Arts

Electives 6 Credits

(Specifies the number of electives required by the state)

40 Total State Credits Required

Schools may have additional local graduation requirements. The minimum number of credits to graduate from North Judson - San Pierre High School is 42.

All requirements must be completed before a student may participate in the Commencement Program and receive a diploma.

Whenever a student fails a required course, the failed class should be repeated as soon as possible.

Course Load

Each student must take a minimum of 6 classes. Seven classes are possible; a study hall may be scheduled, if needed.

Athletic Eligibility

The academic eligibility requirements as set forth by the Indiana High School Athletic Association (IHSAA) states that in order to be academically eligible to participate in high school athletics, a student must pass five (5) credit classes, in the previous grading period. If the previous grading period ends at a semester break instead of a nine-week break, the overall semester grade is the grade that is used to calculate eligibility. If not, the nine-week grade is used.

Therefore, student athletes must be very careful when auditing a class. Make sure that you, your counselor, and your parents are aware of your athletic eligibility requirements before committing to a class schedule of this type. Each student must pass five (5) credit classes from the previous grading period to be eligible. They must also be currently enrolled in five (5) credit classes. Auditing a class sometimes places a student at risk of falling below this maximum number.

Schedule Changes

As a general rule, schedules may not be changed after class registration. Students are provided ample time during the registration process to make course selections. Also, classes are scheduled based on student course selections. Teachers and classrooms are committed to these student selections. Ordinarily exceptions to this policy will be for one of the following reasons:

1. To meet immediate graduation requirements
 2. Schedule conflicts or scheduling errors
 3. An injury which makes it impossible for the student to take or continue in a class
 4. A recommendation by a teacher for a change because the student is misplaced
- Ordinarily, this involves a student who is trying, but is unable to do the work in a course and is dropped back to a less difficult course within the same department.

Requests to have a specific teacher will not be honored.

Grade Level Classifications

A student is classified by the number of credits earned:

Freshman	0 - 8.5
Sophomore	9 - 20
Junior	20.5 - 31.5
Senior	32 - 42

Class Rank

All courses earn 1 credit each semester except Driver's Education whereas 0.5 credit is earned. Only courses earning 1 credit per semester are used for calculating class rank. Class rank and GPA are calculated at the end of the year.

The grading scale is as follows: A+=12, A=11, A-=10, B+=9, B=8, B-=7, C+=6, C=5, C-=4, D+=3, D=2, D-=1, F=0

Student Activities

Sports

Fall

Football
Cross Country (B/G)
Volleyball (Girls)
Tennis (Boys)
Cheerleading

Winter

Basketball (B/G)
Swim (B/G)
Cheerleading
Wrestling

Spring

Track (B/G)
Baseball
Golf (B/G)
Tennis (Girls)
Softball (Girls)

Clubs/Organizations

Spell Bowl
National Honor Society
Science Olympiad
Decathlon
Academic Super Bowl
Student Council
Spanish Club

FFA
Art Club
Math Club
Science Club
Yearbook Staff

Testing Programs

PSAT/NMSQT- (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test)

This test is usually given in October at NJ-SP High School. It is recommended that most sophomores take this test if they are planning to attend a 2 or 4-year college. Those juniors taking the test will be entered in the National Merit Scholarship competition. The test measures critical reading, mathematical reasoning, and writing skills. Students will be able to compare academic skills and receive feedback on how to improve skills. Students taking this exam will also get valuable post-secondary planning information and experience with taking college entrance exams such as the SAT or the ACT.

SAT Reasoning Test (Scholastic Achievement Test)

The SAT Reasoning Test is a measure of the critical thinking skills students will need for academic success in college. The SAT Reasoning Test is required for admission by most 2 and 4-year colleges/universities in Indiana and several out-of-state schools. The SAT Reasoning Test measures critical reading, mathematics, and writing. Some colleges and universities require students to take the SAT Subject Tests for placement. The SAT

Subject Tests measure students' knowledge and skills in a particular academic subject and the ability to apply that knowledge. Subject Tests fall into four general subject areas: Literature, Social Studies, Mathematics, Science, and Languages.

ACT (American College Testing Program)

The ACT assessment is required for admission for some Indiana colleges and universities and some out-of-state schools. The ACT measures ability in English, math, reading, science, and writing (optional).

*Registration materials, dates, and locations of the above exams are available in the guidance office and career center.

ASVAB (Armed Services Vocational Aptitude Battery)

The ASVAB is given to any junior at NJ-SP High School who has signed up. Taking the exam does not obligate students in any way. The ASVAB is designed to measure a student's aptitude. The test also determines the strengths and job skills a student possesses. The ASVAB measures eight areas: General Science, Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension, Mathematics Knowledge, Electronics Information, Auto and Shop Information, and Mechanical Comprehension. It is used by the Armed Services for recruiting and placement services. There is no charge for taking this test.

End-of-Course Assessments (ECAs)

Beginning with the Class of 2012, students must meet the standards tested on the End-of-Course Assessments (ECAs) in Algebra I and English 10 to satisfy the graduation test requirements. Students will take the corresponding ECA when they complete the course.

Four-Year Plan

Name _____ Career _____

Diploma _____

Freshman

- | | |
|-------------------------------------|----------------------------------|
| 1. English 9 or English 9 Honors | 1. English 9 or English 9 Honors |
| 2. Math | 2. Math |
| 3. Science | 3. Science |
| 4. Physical Education | 4. Physical Education |
| 5. Elective | 5. Elective |
| 6. Elective | 6. Elective |
| 7. Elective | 7. Elective |
| (World Language if Academic Honors) | (World Language if AHD) |

Sophomore

- | | |
|-------------------------------------|------------------------------------|
| 1. English 10 or English 10 Honors | 1. English 10 or English 10 Honors |
| 2. Math | 2. Math |
| 3. Science | 3. Science |
| 4. Social Studies | 4. Social Studies |
| 5. Health and Wellness | 5. Elective |
| 6. Elective | 6. Elective |
| 7. Elective | 7. Elective |
| (World Language if Academic Honors) | (World Language if AHD) |

Junior

- | | |
|-------------------------------------|------------------------------------|
| 1. English 11 or English 11 Honors | 1. English 11 or English 11 Honors |
| 2. U.S. History | 2. U.S. History |
| 3. Math | 3. Math |
| 4. Science | 4. Science |
| 5. Elective | 5. Elective |
| 6. Elective | 6. Elective |
| 7. Elective | 7. Elective |
| (World Language if Academic Honors) | (World Language if AHD) |

Senior

- | | |
|------------------------------------|------------------------------------|
| 1. English 12 or English 12 Honors | 1. English 12 or English 12 Honors |
| 2. Government | 2. Economics |
| 3. Math | 3. Math |
| 4. Elective | 4. Elective |
| 5. Elective | 5. Elective |
| 6. Elective | 6. Elective |
| 7. Elective | 7. Elective |

1. Students have the opportunity to explore many areas of interest and to develop many kinds of skills. The departments are listed alphabetically. Under each department lists all the course offerings.
2. Planning for this program must begin early. Each student should discuss with his/her counselor, teachers, and parents a tentative high school schedule which reflects requirements and individual interests. While these tentative plans are re-evaluated each year, this method will do much to insure that the student has all the courses he/she needs.
3. Check the course description BEFORE selecting a subject to be sure it fits your needs, interest, and abilities. REMEMBER, you must have completed any prerequisite course necessary for enrollment.

AGRICULTURE DEPARTMENT

Introduction to Agriculture, Food and Natural Resources

Two Semesters	Recommended Background: None
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: TBA
Open to: Freshmen – Seniors	Additional Materials: TBA

Course Description:

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

Agriculture Power, Structure and Technology –Small Engines

One Semester	Recommended Background: Intro to Ag., Food and Nat. Resources
One Credit	Core 40/AHD/THD
One Class Period	Additional Fee: \$7.00
Open to: Sophomores - Seniors	Additional Materials: Briggs and Stratton single cylinder engine, safety glasses

Course Description:

This course will provide a combination of classroom and shop-related activities covering the fundamental principles of the selection and use of tools in the maintenance and repair of small engines. Emphasis will be placed on the operation, service, and safety of using small engines on agricultural equipment.

Agriculture Power, Structure and Technology –Large Engines

One Semester	Recommended Background: Sm. Engines
One Credit	Core 40/AHD/THD
One Class Period	Additional Fee: \$7.00
Open to: Sophomores - Seniors	Materials needed: Large engine, safety glasses

Course Description:

This course is to be taken after Sm. Engines. Students will delve deeper into engine theory, construction, performance, etc.. Students will have the option to build up a garden tractor, rebuild a large (multiple cylinder) engine, or with teacher permission, a special project (antique tractor, etc.).

Agriculture Power, Structure and Technology-Woods I

One Semester	Recommended Background: Intro to Ag., Food and Nat. Resources
One Credit	Core 40/AHD/THD

One Class Period
Open to: Sophomores – Seniors

Additional Fee: \$6.00
Additional Materials: Safety glasses required

Course Description:

This is a course in which students develop an understanding of basic principles of selection, operation, maintenance, and management of agricultural equipment in concert with utilization of safety and technology. Students will study and create a combination of wood projects utilizing the wood lathe, scroll saw, band saw and tool sharpener.

Agriculture Power, Structure and Technology-Woods II

One Semester
One Credit
One Class Period
Open to: Sophomores – Seniors

Recommended Background: Woods I
Core 40/AHD/THD
Additional Fee: \$6.00
Additional Materials: Safety glasses required

Course Description:

Students will continue to advance their skill levels on the same equipment used in Woods I. Projects will be more precise and intense.

Agriculture Power, Structure and Technology-Welding I

One Semester
One Credit
One Class Period
Open to: Sophomores - Seniors

Recommended Background: Intro to Ag., Food and Nat. Resources
Core 40/AHD/THD
Additional Fee: \$10.00
Additional Materials: Welding gloves, coveralls, leather boots, safety glasses

Course Description:

This course will provide a combination of classroom and shop activities designed to give students an understanding of materials, tool processes and safety practices related to the operation, maintenance, and use of both arc and gas welding equipment. Shop exercises are developed to relate theory of practice as basic shop skills are developed.

Agriculture Power, Structure and Technology-Welding II

One Semester
One Credit
One Class Period
Open to: Sophomores - Seniors

Recommended background: Welding I
Core 40/AHD/THD
Additional Fee: \$10.00
Additional Materials: Welding gloves, leather boots, safety glasses

Course Description:

This course is a continuation of Ag. Mechanization-Welding 1 studying more advanced welding techniques and requiring more precise application and set-up of assigned work. Shop time is scheduled for building medium-sized projects.

Agriculture Power, Structure and Technology-Welding III

One Semester
One Credit

Recommended Background: Welding I and II
Core 40/AHD/THD

One Class Period
Open to: Juniors – seniors

Additional Fee: \$10.00
Additional Materials: Welding gloves, leather boots, safety glasses

Course Description:

This course is a continuation of Welding II studying more advanced welding techniques and requiring more precise application and set-up of assigned work. Shop time is scheduled for building projects.

Animal Science

Two Semesters

Recommended Background: Intro to Ag., Food and Nat. Resources

Two Credits

Fulfills a Life or Physical Science requirement for General Diploma or elective for Core40/AHD/THD

One Class Period

Additional Fee: TBA

Open to: Sophomores - Seniors

Additional Materials: TBA

Course Description:

This course 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.

Advanced Life Science: Animals

Two Semesters

Recommended Background: Intro to Ag. Food and Nat. Resources, Animal Science, Biology and

Two Credits

Chemistry

One Class Period

Core 40/AHD, THD

Open to: Juniors – Seniors

Students have the possibility to earn dual credit from Purdue University

Course Description:

This course provides students with opportunities to participate in a variety of activities including laboratory work. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory, fieldwork, leadership development, supervised agricultural experience and the exploration of career opportunities, they will recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, historical and current issues in animal agriculture in the area of advanced life science in animals.

Landscape Management I

Two Semesters

Recommended Background: None

Two Credits

Core40/AHD/THD

One Class Period

Additional Fee: TBA

Open to: Freshmen - Seniors

Additional Materials: TBA

Course Description:

This year-long course provides students with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practice, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications, management and employability skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers.

Natural Resources

One or Two Semesters	Recommended Background: Ag. Food and Nat. Resources
One or Two Credits	Core 40/ AHD/ THD
One Class Period	Additional Fee: TBA
Open to: Sophomores – Seniors	Additional Materials: TBA

Course Description:

Natural Resources provides students with a foundation in natural resources. Hands-on learning activities in addition to leadership development, supervised agricultural experience, and career exploration encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, rangelands, wetlands, animal wildlife and safety.

ART DEPARTMENT

Students taking Art courses engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the areas of:

Art history - students search for meaning, significance, and direction in their work through in-depth analysis of historical and contemporary artwork from a variety of cultures and time periods, identifying relationships between context, form, and function;

Art criticism - students search for meaning, significance, and direction in their work by: (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;

Aesthetics - students search for meaning, significance, and direction in their work by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their ideas and definitions in relation to the art community in general;

Production - students search for meaning, significance, and direction in their own work by producing works of art in a variety of media. At this level, students produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. In addition, students will: (1) use organizational principles and functions to solve specific visual problems and (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning.

Introduction to Two Dimensional Art

One Semester	Recommended Background: None
--------------	------------------------------

One Credit
One Class Period
Open to: Freshmen - Seniors

Core 40/AHD/THD
Additional Fee: \$20.00
Additional Materials: None

Course Description:

In addition to the above description, students in this art class will: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlation to other disciplines, and (8) explore career options in visual art. Students also identify ways to utilize and support art museums, galleries, studios, and community resources.

Drawing

One or Two Semesters

One or Two Credits
One Class Period
Open to: Freshmen - Seniors

Recommended Background: Into To 2-D Art
Must have teacher approval to
do a second semester -“C+” average in Drawing I
Core 40/AHD/THD
Additional Fee: None
Additional Materials: Colored pencils, drawing
pencils

Course Description:

In addition to the art course description, Drawing students will use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. Students at this level produce works for their portfolios, which demonstrate a sincere desire to explore a variety of ideas and problems. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to drawing. Art museums, galleries, studios and community resources are utilized.

Painting

One or Two Semesters

One or Two Credits
One Class Period
Open to: Freshmen - Seniors

Recommended Background: Into To 2-D Art
Must have teacher approval to do a second
semester

Core 40/AHD/THD
Additional Fee: Oil brushes must be purchased by
the student; sample of oil paints and canvas
Additional Materials: 2nd nine weeks students
must purchase oil paints

Course Description:

In addition to the art course description, students in Painting will use a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache wash, and impasto. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Within this context, students: (1) create abstract and realistic paintings, (2) reflect upon the outcome of these experiences, (3) explore

historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlations to other disciplines, and (8) explore career options related to painting. Art museums, galleries, studios and/or community resources are utilized.

Sculpture

One Semester	Recommended Background: Into To 2 -D Art
One Credit	Core 40/AHD/THD
One Class Period	Additional Fee: \$20.00
Open to: Freshmen - Seniors	Additional Materials: Metal clothes hangers, popsicle sticks, and silicone10 tubes, glue sticks, glue gun, foam cole board

Course Description:

In addition to the art course descriptions, students in Sculpture, use materials such as plaster, clay, metal, paper, wax, and plastic to create portfolio-quality works. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Students create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. In addition, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to sculpture. Art museums, galleries, studios, and community resources are utilized.

Advanced Two Dimensional Art

One Semester	Recommended Background: Intro to Two Dim Art
One Credit	Core 40/AHD/THD
One Class Period	Additional Fee: \$20.00
Open to: Sophomores - Seniors	Additional Materials: colored pencils, markers, fine-point sharpies

Course Description:

In addition to the art course description, students in Advanced Two Dimensional Art will: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find a direct correlation to other disciplines, and (8) explore career options in visual art. Students also utilize art museums, galleries, studios, and community resources in their studies.

Advanced Sculpture

One Semester	Recommended Background: Sculpture (with a "B+" average)
One Credit	Core 40/AHD/THD
One Class Period	Additional Fee: \$40.00
Open to: Sophomores - Seniors	Additional Materials: None

Course Description:

Students in Advanced Sculpture will continue the concepts from the first sculpture class with more detail. Students create works of art with clay, plaster, metal, paper, wax, and plastic at a higher

level. When appropriate, students will: (1) reflect upon the outcome of these experiences, (2) explore cultural and historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to ceramics. Art museums, galleries, studios, and community resources are utilized.

Art History

One Semester	Recommended Background: Intro to Two Dim. Art
One Credit	Core 40/AHD/THD
One Class Period	Additional Fee: TBA
Open to: Freshmen - Seniors	Additional Materials: TBA

Course Description:

Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Advanced Art History

One Semester	Recommended Background: Art History
One Credit	Core 40/AHD/THD
One Class Period	Additional Fee: TBA
Open to: Sophomores - Seniors	Additional Materials: TBA

Course Description:

Students taking Advanced Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students build on knowledge and skills developed in Art History. Students continue to study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

BUSINESS/COMPUTER DEPARTMENT

Introduction to Accounting

Two Semesters	Recommended Background: Algebra I
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: None
Open to: Juniors - Seniors	Additional Materials: Workbooks, practice simulation

Course Description:

This course introduces the language of business and Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on comprehending 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.

Business Math

Two Semesters
Two Credits
One Class Period
Open to: Sophomores - Seniors

Recommended Background: Algebra I
Core 40/AHD/THD elective only
Additional Fee: TBA
Additional Materials: TBA

Course Description:

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 trades 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.

Digital Citizenship

One Semester
One Credit
One Class Period
Open to: Freshmen - Seniors

Recommend Background: None
Core 40/AHD/THD
Additional Fee: \$4.00
Additional Materials: None

Course Description:

Digital Citizenship prepares students to use computer technology in an effective and appropriate manner. Students develop knowledge of word processing, spreadsheets, presentation and communications software. Students establish what it means to be a good digital citizen and how to use technology appropriately.

Information Communications Technology

One or Two Semesters
One or Two Credits
One Class Period
Open to: Freshmen – Seniors

Recommended Background: Digital Citizenship
Core 40/AHD/THD
Additional Fee: \$4.00
Additional Materials: None

Course Description:

Information Communications and Technology introduces students to the physical components and operation of computers. Technology is used to build students decision-making and problem-solving skills. Students should be given the opportunity to seek an industry-recognized digital literacy certification.

Personal Financial Responsibility

One Semester	Recommended Background: None
One Credit	Core 40/AHD/THD
One Class Period	Additional Fee: TBA
Open to: Juniors - Seniors	Additional Materials: Workbook

Course Description:

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; and understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt.

Principles of Marketing

One Semester	Recommended Background: Drawing, Digital Citizenship
One Credit	Core 40/AHD/THD
One Class Period	Additional Fee: TBA
Open to: Juniors - Seniors	Additional Materials: Workbooks, basic art supplies

Course Description:

Principles of Marketing is a business course that provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management. Instructional strategies include in-school and community-based marketing projects and computer/technology applications.

ENGLISH DEPARTMENT

Language Arts Lab

One or More Semesters	Recommended Background: None
One or More Credits	
One Class Period	Additional Fee: None
Open to: Freshmen - Seniors	Additional Materials: None

Course Description:

Language Arts Lab is a supplemental course that provides students with individualized instruction designed to support success in completing language arts course work aligned with Indiana's Academic Standards for English/Language Arts in grades 9-12 and focusing on the Writing Standards (Standards 4-6). This course does not meet English credit requirements for graduation.

English 9

Two Semesters	Recommended Background: Successful completion of 8th grade English
---------------	--

Two Credits
One Class Period
Open to: Freshmen

Core 40/AHD/THD
Additional Fee: None
Additional Materials: Three-ring binder

Course Description:

This integrated workshop of writing, literature, language and oral communication will further develop students' research skills, test-taking skills, and use of language. Students will write for various purposes and audiences. Instruction in the writing process will be given. The formal study of grammar, usage, spelling, and language mechanics will be integrated into the writing process. The study of World Literature will include short stories, poetry, drama, newspapers, magazines, and novels. Oral communication instruction will provide students with opportunities to develop their listening and speaking skills through various formal and informal situations. Speeches and presentations will focus on communicating effectively.

English 9, Honors

Two Semesters

Required Background: Successful completion of 8th grade English, test scores, maintain a "B" avg., and complete the selection process

Two Credits
One Class Period
Open to: Freshmen

Core 40/AHD/THD
Additional fee: None
Additional materials: Notebook

Course Description:

Honors English 9 is the first course in a college preparatory Honors English sequence that provides students with the opportunity to develop the reading and writing skills necessary to complete college work successfully. Formal writing and challenging literature is the basis of the Honors program. The course theme is "Survival in a Hostile Environment," which is incorporated into the High School Honors English program's overarching theme of "Knowledge through Experience." This year-long interdisciplinary/integrated course uses literature as its focus. Literary works, various short stories, speeches and essays will be studied in depth. Students will be introduced to critical thinking and problem-solving skills to reach independent critical evaluations. Projects will be highlighted and compositions will reflect the literature studied. Students will write for a variety of purposes and audiences. A strong background in language/communication skills is necessary for success in a post-secondary setting and the workforce.

English 10

Two Semesters

Recommended Background: Successful completion of 9th grade English

Two Credits
One Class Period
Open to: Sophomores

Core 40/AHD/THD
Additional Fee: None
Additional Materials: Three-ring binder

Course Description:

Like English 9, this integrated, year-long study of writing, literature, language, and oral communication will further develop students' use of language as a tool for learning and thinking and as a source of pleasure. Students will write for various purposes and audiences, using a variety of forms, including summaries, narratives, and persuasion. Literary works will be read, analyzed and studied in depth. These will include novels, short stories, essays, and poetry from a variety of genres and cultures. Instruction in the writing process will be continued. The formal study of grammar, usage, spelling and language mechanics will be integrated into the writing

process. Additionally, students will continue to use research and library media skills. Students will be given numerous opportunities to respond to the various ranges of reading materials. Students will continue to develop strategies for evaluating and identifying literary conventions of genres and determining authors' purposes and perspectives. Oral communication instruction will provide students with opportunities to develop their listening and speaking skills. Speeches and presentations will focus on communicating effectively in both academic and business situations. Students will need effective communication skills as they progress through high school and into the work force.

English 10, Honors

Two Semesters	Required Background: Successful completion of 9th grade English, test scores, maintain a "B" average, and complete the selection process
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: None
Open to: Sophomores	Additional Materials: Three-ring binder

Course Description:

Honors English 10 is the second course in a college preparatory Honors English sequence that provides students with the opportunity to develop the reading and writing skills necessary to complete college work successfully. Formal writing and challenging literature are the basis of the Honors program. The course theme is "Journey of Self-Discovery," which is incorporated into the High School Honors English Program overarching theme of "Knowledge through Experience." This year-long interdisciplinary/integrated course uses literature as its focus. Various novels, short stories, speeches, and essays will be studied in depth. Reinforcement of critical thinking and problem-solving skills will lead to independent critical evaluations. Projects will be highlighted and compositions will reflect the literature studied. Students will write for a variety of purposes and audiences. Instruction in the writing process will be continued. The formal study of grammar, usage, spelling and language mechanics will be integrated into the writing process. Additionally, students will continue to use extensive research and library media skills. A strong background in language/communications skills is necessary for success in a post-secondary setting and the workforce.

English 11

Two Semesters	Recommended Background: Successful completion of 10th grade English
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: None
Open to: Juniors	Additional Materials: Three-ring binder

Course Description:

Like English 9 and English 10 this integrated, year-long study of writing, literature, language, and oral communication will continue to reinforce students' use of language as a powerful tool for learning and thinking and as a source of pleasure. Students will write for various purposes and audiences. Both academic writing (research paper, informative, persuasive) and functional writing (personal and business correspondence) will be included. Instruction in the writing process will be continued. The formal study of grammar, usage, spelling and language mechanics will be integrated into the writing process. Additionally, students will be taught research and library media skills. American Literature will be surveyed, and novels will be included. Students will be given numerous opportunities to respond to the various ranges of reading materials. Additionally, students will

continue to develop an understanding of literary concepts and conventions and make independent critical evaluations. Instruction will provide students with opportunities to develop their listening and speaking skills. Projects will focus on communicating effectively in both academic and business situations.

English 11, Honors

Two Semesters

Required Background: Successful completion of Eng10, test scores, maintain a “B” average, and complete the selection process

Two Credits

Core 40/AHD/THD

One Class Period

Additional Fee: None

Open to: Juniors

Additional Materials: Three-ring binder, index cards, one composition book

Course Description:

Honors English 11 is the third course in a college preparatory Honors English sequence that provides students with the opportunity to develop the reading and writing skills necessary to complete college work successfully. Formal writing and challenging literature are the basis of the Honors program. The course theme is “Independence through Decision-making” which is incorporated into the High School Honors English Program overarching theme of “Knowledge through Experience.” This year-long interdisciplinary/integrated course uses literature as its focus. American novels, various short stories, speeches, and essays will be studied in depth. Reinforcement of critical thinking and problem-solving skills will lead to independent critical evaluations. Projects will be highlighted and compositions will reflect the literature studied. Students will write for a variety of purposes and audiences. Instruction in the writing process will be continued. Additionally, students will continue to use extensive research and library media skills, especially when composing a school-to-work shadow project.

English 12

Two Semesters

Recommended Background: Successful completion of 11 grade English

Two Credits

Core 40/AHD/THD

One Class Period

Additional Fee: None

Open to: Seniors

Additional Materials: Three-ring binder

Course Description:

Based on skills learned in English 9, English 10, and English 11, this integrated, year-long study of writing, literature, language, and oral communication will continue to reinforce students’ use of language as a powerful tool for learning and thinking and as a source of pleasure. Students will write for various purposes and audiences. Both academic writing (research paper, informative, persuasive) and functional writing (personal and business correspondence, resumes, cover letters) may be included. Instruction in the writing process will be continued. The formal study of grammar, usage, spelling and language mechanics will be integrated into the writing process. Additionally, students will continue to use research and library media skills. British Literature will be surveyed, and novels will be studied. This includes, but is not limited to: 1984 and Frankenstein. Students will be given numerous opportunities to respond to the various range of reading materials. Additionally, students will continue to develop an understanding of literary concepts and conventions, make independent critical evaluations, and develop strategies for problem solving.

English 12, Honors

Two Semesters	Required Background: Successful completion of 11th grade English, teacher recommendation, test scores, maintain a “B” average, and complete the selection process
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: None
Open to: Seniors	Additional Materials: Three-ring binder

Course Description:

Honors English 12 is the culmination of the college preparatory Honors English sequence that provides students with the opportunity to develop the reading and writing skills necessary to complete college work successfully. Formal writing and challenging literature are the basis of the Honors program. This year-long interdisciplinary/integrated course uses literature as its focus. British works, various short stories, speeches, and essays will be studied in depth. Reinforcement of critical thinking and problem-solving skills will lead to independent critical evaluations. Projects will be highlighted and compositions will reflect the literature studied. Students will write for a variety of purposes and audiences. A strong background in language/communications skills is necessary for success in a post-secondary setting and the workforce. Fine arts will be supplemental to this curriculum with a focus on the relationship between art and literature.

Creative Writing

One Semester	Recommended Background: Overall “B” average in previous English courses
One Credit	Core 40/AHD/THD
One Class Period	Additional Fee: None
Open to: Juniors - Seniors	Additional Materials: Workbook

Course Description:

This program exposes students to the process of writing fiction, non-fiction, and poetry. Students will write a variety of short stories, poetry, and plays to share. Students will also read and orally interpret published literature prior to creating their own. This will enable them to study different types of writing techniques.

Course work includes writing, researching, reading, and critiquing themselves and others. Students will learn to fine tune their writing, take constructive criticism, and study published authors. This is a college preparatory course. Students who enroll in this course should enjoy writing!

College Entrance Preparation

One Semester	Recommended Background: None
One Credit	Core 40/AHD/THD
One Class Period	Additional Fee: None
Open to: Sophomores – Seniors	Additional Materials: TBA

Course Description:

College Entrance Preparation utilizes individual student score reports from the PSAT and/or Accuplacer to prepare students for the SAT, ACT, Accuplacer and/or Compass college readiness

assessments. Based on student score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science sections of college admission and placement exams. As appropriate, the course will also encompass test-taking strategies to prepare students for success on a high stakes assessments. Teachers are encouraged to use a curriculum with longitudinal, successful results. Course may also include college selection and application units to better prepare students for overall college-readiness. Being “college ready” means being prepared for any postsecondary education or training experience, including readiness for study at two-year and four-year institutions leading to a postsecondary credential (ex: certificate, license, Associate’s or Bachelor’s degree). Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

Student Publications

Two Semesters	Recommended Background: None
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fees: TBA
Open to: Juniors – Seniors	Additional Materials: TBA

Course Description:

In this course, students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of media formats. Students follow the ethical principles of legal boundaries that guide scholastic journalism. Students express themselves publically 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.

Speech/College Credit

One Semester	Recommended Background: Cum. G.P.A of a “C” or better
One Credit	Core 40/AHD/THD
One Class Period	Additional Fees: None
Open to: Juniors - Seniors	Additional Materials: Note cards, highlighters

Our high school has a cooperative relationship via an articulation agreement with Purdue University North Central (PNC) to benefit prospective students who desire to earn college credit while in high school. High school students who have a desire to complete Fundamentals of Speech Communication (COM 114) for university credit are required to meet the same academic standards as all other PNC students who are admitted to the university as high school non-degree students. Students who have completed a minimum of four semesters of high school will be eligible for admission provided that they meet two of the following three criteria:

- Rank in the upper one-third of their class
- Have an accumulative G.P.A. of a 3.0 or greater (on a 4.0 scale)
- Have an SAT combined score of a 1500 or an ACT Composite score of a 21

There is a tuition fee charged by PNC, per semester, for students interested in earning university credit for the course.

The student must earn a grade of a “C” or better (2.0/4.0 scale) in the course for the credits to

count as “college credits” and to be transferable.

Course Description:

This course is a study of communication theories as applied to speech; practical communicative experiences ranging from interpersonal communication and small group process through problem identification and solution in discussion to informative and persuasive speaking in standard speaker-audience situations.

English Language and Composition, Advanced Placement

Two Semesters	Recommended Background: Eng. 11H or Teacher recommendation
Two Credits	Core 40/AHD
One Class Period	Additional Fee: Test Fee
Open to: Seniors	Additional Materials: Three-ring binder

Course Description:

Writing assignments will be frequent, including weekly in-class essays and periodic research papers. Also, students will read a variety of British literature, including many novels and plays. Response papers are expected after readings. Vocabulary of rhetoric is emphasized extensively. Reading comprehension skills are emphasized. Students will also be expected to participate fully in class discussions and make presentations. Students should make use of technological resources both in researching and in producing their papers.

Advanced English 12/College Credit

Two Semesters	Recommended Background:
Two Credits	Read Below
One Class Period	Core 40/AHD/THD
Open to: Seniors	Additional Fee: PNC tuition fee
	Additional Materials: Three-ring binder

Our high school has a cooperative relationship via an articulation agreement with Purdue University North Central (PNC) to benefit prospective students who desire to earn college credit while in high school. High school students who have a desire to complete English Composition I and II (ENGL 101 and 102) for university credit are required to meet the same academic standards as all other PNC students who are admitted to the university as high school non-degree students. Students who have completed a minimum of four semesters of high school will be eligible for admission provided that they meet two of the following three criteria:

Rank in the upper one-third of their class

Have an accumulative G.P.A. of a 3.0 or greater (on a 4.0 scale)

Have an SAT combined score of a 1500 or an ACT Composite score of a 21

There is a tuition fee charged by PNC, per semester, for students interested in earning university credit for the course.

The student must earn a grade of a “C” or better (2.0/4.0 scale) in the course for the credits to count as “college credits” and to be transferable.

Course Description:

Dual Credit-English Semester 1 is the first semester of the senior dual-credit sequence. This course is intended to help students write clear and effective prose for work at North Judson High School, Purdue North Central and beyond. Dual Credit-English Semester 1 includes the study of

the writing process; matters of grammar, structure, and style; British and World Literature; and entails extensive practice in the writing and revising of expository essays-with the general purpose of developing academic prose and knowledge.

Dual Credit-English Semester 2 is the second half of a two-semester writing course. Dual Credit-English Semester 2 builds upon the composition skills presented in Dual Credit-English Semester 1 by asking students to sustain two semester-long research projects (1 per nine weeks). To help students succeed in the semester-long projects, Dual Credit-English Semester 2 features assignments that require them to make effective use of a variety of argumentative and research strategies essential to most academic writing at North Judson-San Pierre High School, Purdue North Central and beyond.

FAMILY AND CONSUMER SCIENCE DEPARTMENT

Preparing for College and Careers

One Semester	Recommended Background: None
One Credit	Core 40/AHD/THD
One Class Period	Additional Fee: TBA
Open to: Freshmen - Seniors	Additional Materials: TBA

Course Description:

This course 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.

Nutrition and Wellness (Foods 1)

One Semester	Recommended Background: None
One Credit	Core 40/AHD/THD
One Class Period	Additional Fee: \$10.00
Open to: Freshmen - Seniors	Additional Materials: None

Course Description:

Nutrition and Wellness enables students to realize the components and lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include impact of daily nutrition and wellness practices on long-term health and wellness; physical, social, and psychological aspects of healthy nutrition and wellness choices; planning for wellness and fitness; selection and preparation of nutritious meals and snacks based on USDA Dietary Guidelines including the Food Guide Pyramid; safety, sanitation, storage, and recycling processes and issues associated with nutrition and wellness; impacts of

science and technology on nutrition and wellness issues; and nutrition and wellness career paths. Laboratory experiences that emphasize both nutrition and wellness practices are required components of this course.

Advanced Nutrition and Wellness (Foods 2)

One Semester	Recommended Background: Nutrition and Wellness with a "C" or higher
One Credit	Core 40/AHD/THD
One Class Period	Additional Fee: \$10.00
Open to: Sophomores - Seniors	Additional Materials: None

Course Description:

Advanced Nutrition and Foods is a sequential course that builds on concepts from Nutrition and Wellness. This course addresses more complex concepts in nutrition and foods, with emphasis on contemporary issues, or on advanced special topics such as International, Regional, and/or Cultural Foods; Food Science, or Dietetics; or with emphasis on a particular aspect of the food industry, such as Baking, Catering, or Entrepreneurial Endeavors. Higher order thinking, communication, leadership and management processes will be integrated in classroom and laboratory activities. Laboratory experiences with advanced applications are required.

Interpersonal Relationships

One Semester	Recommended Background: None
One Credit	Core 40/AHD/THD
One Class Period	Additional Fee: \$2.50
Open to: Freshmen - Seniors	Additional Materials: None

Course Description:

Interpersonal relationships addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include components of healthy relationships, roles and responsibilities in relationships; functions and expectations of various relationships; ethics in relationships; factors that impact relationships (e.g., power, conflicting interests, peer pressure, life events); establishing and maintaining relationships; building self-esteem and self-image through healthy relationships; communication styles; techniques for effective communication, leadership and teamwork; individual and group goal setting and decision making; preventing and managing stress and conflict; addressing violence and abuse; and related resources, services and agencies.

Child Development

One Credit	Recommended Background: None
One Semester	Core 40/AHD/THD
One Class Period	Additional Fee: \$5.00
Open to: Freshmen - Seniors	Additional Materials: None

Course Description:

Child Development and Parenting addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and

children. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. The focus is on research-based nurturing and parenting practices and skills, including brain development research that support positive development of children. Topics include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and development of the child; meeting children’s needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness.

Advanced Child Development

One Semester	Recommended Background: None
One Credit	Core 40/AHD/THD
One Class Period	Additional Fee: \$5.50
Open to: Freshmen - Seniors	Additional Materials: None

Course Description:

Advanced Child Development is a sequential course that addresses more complex issues of child development and early childhood education with emphasis on guiding physical, social, emotional, intellectual, moral, and cultural development throughout childhood, including school age children. Topics include positive parenting and nurturing across ages and stages; 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 needs of children, including children with a variety of disadvantaging conditions. Students will explore “all aspects of the industry” for selected child-related careers.

Adult Roles and Responsibilities

One Semester	Recommended Background: None
One Credit	Core 40/AHD/THD
One Class Period	Additional Fee: \$10.00
Open to: Freshmen - Seniors	Additional Materials: None

Course Description:

Adult Roles and Responsibilities builds knowledge, skills, attitudes, and behaviors students will need as they prepare to take the next steps toward adulthood in today’s ever-changing society. A project-based approach that utilizes high order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. The focus is on becoming independent, contributing, and responsible participants in family, community, and career settings. Topics include living independently and family formation; analysis of choices and decision making related to nutrition and wellness, clothing, housing and transportation; financial management; relationship of technology and environmental issues to family and consumer resources; and community roles and responsibilities of families and individuals.

Introduction to Housing and Interior Design

One or Two Semesters	Recommended Background: None
One or Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: TBA

Open to: Freshmen - Seniors

Additional Materials: TBA

Course Description:

Housing and Interior Design Foundations address the selection and the planning of living environments to meet the needs and wants of individuals and families throughout the family life cycle. The project-based approach in this course utilizes higher order thinking, communication, leadership, and management processes to integrate housing and interior design content. Topics to be studied include: housing styles, locations, zones, restrictions, and ownership options; managing resources to provide shelter; contemporary housing issues including homelessness; environmental and energy issues; impacts of technology; housing to meet special needs; elements and principles of design related to interiors, housing, and architecture; creating functional, safe, and aesthetic spaces; historical aspects and contemporary trends in housing, interiors, furniture, and appliances; and exploration of housing-related careers.

MATH DEPARTMENT

Algebra Enrichment

Two Semesters

Recommended Background: Teacher
Recommendation

Two Credits

One Class Period

Additional Fee: TBA

Open to: Freshmen - Seniors

Additional Materials: TBA

Course Description:

Algebra Enrichment is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra Enrichment align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra Enrichment combines standards from high school courses with foundational standards from the middle grades.

Algebra I

Two Semesters

Recommended Background: Teacher
recommendation

Two Credits

One Class Period

Core 40/AHD/THD

Additional Fee: None

Open to: Freshmen - Seniors

Additional Materials: Scientific calculator

Course Description:

Algebra I 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.

Basic Skills Development

One or Two Semesters
recommendation
One or Two Credits
One Class Period
Open to: Freshmen – Seniors

Recommended Background: Teacher
Additional Fee: TBA
Additional Materials: TBA

Course Description:

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

Geometry

Two Semesters
Two Credits
One Class Period
Open to: Freshmen - Seniors

Recommended Background: "C-" average in
Algebra I
Core 40/AHD/THD
Additional Fee: None
Additional Materials: A geometer and compass
that can be purchased at the N.J.S.P High School
Bookstore

Course Description:

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, and right triangles; (3) circles; and (4) polyhedra and other solids. Plane and three-dimensional geometry are covered in detail with emphasis placed upon writing proofs, constructions and more challenging problem. Strong algebra skills are necessary. Homework assignments will be challenging.

Some students may be recommended for Honors Geometry based upon recommendation from their Algebra I teacher.

Plane and three-dimensional geometry are covered in detail with emphasis placed upon writing proofs, constructions and more challenging problem. Strong algebra skills are necessary. Homework assignments will be challenging.

Algebra II

Two Semesters
Two Credits
One Class Period
Open to: Sophomores - Seniors

Recommended Background: "C-" average in all
previous math courses
Core 40/AHD/THD
Additional Fee: None
Additional Materials: Scientific calculator, graph
paper

Course Description:

Algebra II is a course that expands on the topics of Algebra I 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 principles and probability.

Pre-Calculus/Trigonometry

Two Semesters	Recommended Background: "C-" average in all previous math courses, especially Algebra II
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: None
Open to: Juniors - Seniors	Additional Materials: Scientific calculator

Course Description:

Pre-Calculus/Trigonometry blends together all of the concepts and skills that must be mastered prior to 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.

Probability and Statistics/Mathematics Lab

Two Semesters	Recommended Background: Algebra II with a "C-" average
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: TBA
Open to: Juniors - Seniors	Additional Materials: Graphing calculator

Course Description:

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 or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged.

Calculus AB, Advanced Placement

Two Semesters	Recommended Background: A minimum of "B" in all previous math courses
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: \$10.00 Graphing calculator rental
Open to: Juniors -Seniors	Additional Materials: Graphing calculator (T.I.-82) graph paper

Course Description:

Calculus AB, Advanced Placement is a course that provides students with the content established by the College Board. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. The use of graphing technology is required.

Mathematics Lab

One or More Semesters	Recommended Background;
One or More Credits	None
One Class Period	Additional Fee: None
Open to: Freshmen – Seniors	Additional Materials: None

Course Description:

Mathematics Lab provides students with individualized instruction designed to support success in completing coursework aligned with Indiana’s Academic Standards for Mathematics. This course does not meet mathematics credit requirements for graduation.

MUSIC/FINE ARTS DEPARTMENT

Beginning Chorus

Two Semesters	Recommended Background: Some knowledge of
Two Credits	vocal production and note-reading is helpful, but
One Class Period	not mandatory.
Open to: Freshmen – Seniors (females only)	Core 40/AHD/THD
	Additional Fee: \$5.00
	Additional Materials: None

Course Description:

Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo signing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus 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 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.

Intermediate Chorus

Two Semesters	Recommended Background: Some knowledge of
Two Credits	proper vocal production and sight-reading is
One Class Period	mandatory
Open to: Freshmen – Seniors (through audition)	Core 40/AHD/THD
	Additional Fee: \$5.00
	Additional Materials: None

Course Description:

Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus 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 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.

Intermediate Concert Band

Two Semesters	Recommended background: Instrumental music experience preferred
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: \$5.00
Open to: Freshmen - Seniors	Additional Materials: Instrument

Course description:

This course includes a balanced comprehensive study of music that 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 orchestral literature, and integration of other applicable disciplines. Students study a varied repertoire of developmentally appropriate concert band literature and 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.

PHYSICAL EDUCATION/HEALTH DEPARTMENT

Physical Education I

One Semester	Recommended Background: None
One Credit	Core 40/AHD/THD
One Class Period	Additional Fee: \$5.00
Open to: Freshmen	Additional Materials: Gym shoes, socks, T-shirt, and shorts

Course Description:

Physical Education I continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) outdoor pursuits, (6) self-defense, (7) aquatics, (8) dance, and (9) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. This course is required to meet state graduation requirements, Academic Honors diploma, and Core 40 requirements. Classes are coeducational unless the activity involves bodily contact or groupings are based on an objective standard of individual performance developed and applied without regard to gender. Adapted physical education must be offered, as needed, in the least restricted environment and must be based on individual assessment.

Physical Education II

One Semester	Recommended Background: None
One Credit	Core 40/AHD/THD

One Class Period
Open to: Freshmen

Additional Fee: \$5.00
Additional Materials: Gym shoes, socks, T-shirt,
and shorts

Course Description:

Physical Education II emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. It includes at least three different movement forms without repeating those offered in Physical Education I. Movement forms may include: (1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) outdoor pursuits, (6) self-defense, (7) aquatics, (8) dance, and (9) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers. Prerequisite: Physical Education I

This course is required to meet state graduation requirements, Academic Honors Diploma, and Core 40 requirements. Classes are coeducational unless the activity involves bodily contact or groupings are based on an objective standard of individual performance developed and applied without regard to gender.

Elective P.E.-Life Time Activities

One or Two Semesters
One or Two Credits
One Class Period
Open to: Sophomores - Seniors

Recommended Background: P.E. I and II
Core 40/AHD/THD
Additional Fee: \$10.00
Additional Materials: Workout clothes and tennis shoes

Course Description:

Our school corporation felt that our students would greatly benefit from the kinds of things this curriculum involves as so many lead sedentary life styles within the confines of their home and/or school. Activities include weight lifting, swimming, bowling, in-door archery, golf, and horseshoes, volleyball, basketball, etc..

Health and Wellness Education

One Semester
One Credit
One Class Period
Open to: Sophomores

Recommended Background: None
Core 40/AHD/THD
Additional Fee: None
Additional Materials: None

Course Description:

High school health and wellness education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Standards Guide: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and Other Drugs; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention. Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime

commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy. This course is required to meet state graduation requirements.

Advanced Health Education

One Semester	Recommended Background: Health and Wellness
One Credit	Core 40/AHD/THD
One Class Period	Additional Fee: \$3.00
Open to Sophomores - Seniors	Additional Materials: None

Course Description:

Advanced Health Education is an elective course that offers secondary students an in-depth study of the ten health content areas as described in the Indiana Health Standards Guide. The scientific components of health are expanded and explored. This course focuses on health concerns and health risk appraisals, which might include: (1) individual wellness plans, (2) health promotion, (3) chronic and communicable diseases, (4) stress management, (5) personal fitness, (6) management of sports injuries, (7) death and dying, and (8) first aid. Careers in health are addressed within the context of the course.

SCIENCE DEPARTMENT

Science Tutorial

Two Semesters	Recommended Background: to be taken concurrently with a Core 40 science course and teacher recommendation
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: TBA
Open to: Freshmen – Seniors	Additional Materials: TBA

Course Description:

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

Biology I

Two Semesters	Recommended Background: Algebra I or Geometry (Concurrent)
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: \$10.00
Open to: Freshmen - Seniors	Additional Materials: Three-ring binder (1 inch) w/ 5 tab dividers calculator, and metric ruler

Course Description:

This course is designed to introduce the student to the major themes of both science and biology, the study of life. Students are introduced to the nature of science and open-ended problem solving (using the scientific method) in the first portion of this course. Following this introduction, students will investigate the major concepts of biology. Topics studied include the Nature of

Science, Plants, Reproductive Strategies, Genetics, Cells, Ecology, Evolution, Speciation, Body Plan Diversity, and Energetics. This course is at least 25% laboratory based. The goal of this course, as stated in the curriculum, is to produce a biologically literate citizen capable of using biology knowledge and skills to solve real-world problems and make personal, social, and ethical decisions that have consequence beyond the classroom walls.

Some students may be recommended for Honors Biology I based upon recommendation from their science teacher. Typically, these students have an “A” or “B” average in previous math and science courses.

Biology II

Two Semesters	Recommended Background: Algebra I, Geometry, and Chemistry I (all with a “C-” average)
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: \$10.00
Open to: Juniors - Seniors	Additional Materials: None

Course Description:

The second year of biology has two major goals:

(1) to expand students’ incoming knowledge and in-depth understanding of biology, to prepare them for college coursework.

(2) to involve students in experimental biology and the study of organisms (chemistry of cells, genetics, comparing of animal species). This course strikes a balance between content knowledge, experimental skills, statistical analysis, and current events in biology. Scientific inquiry and critical thinking are emphasized. Much of this work is done through the use of Case Studies. These case studies involve the concepts from living versus nonliving through changes in living systems.

Students will also explore case studies dealing with forensic science, environmental issues, and ethics. This course is at least 25% laboratory based.

Earth Space Science I

Two Semesters	Recommended Background: Biology I and ICP
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: \$8.00
Open To: Juniors - Seniors	Additional Materials: None

Course Description:

This course is designed to introduce and reinforce basic science process skills and to explore major concepts in the areas of chemistry, earth science and astronomy/space, including the earth’s lithosphere, atmosphere, hydrosphere, and its celestial environment. The class consists of hands-on lab experiences and other activities designed to help students understand basic earth space concepts. Students will apply science concepts to real world situations and study the environments contained in the nearby geography. Some topics that will be discussed in this course are: the history of the development of the earth and space sciences, Earth’s’ structure and forces, plate tectonics, oceans, the solar system, and history of the Earth. Students will gain knowledge of how knowledge of the earth and its environment can be used in various careers, as well as in coping with problems related to personal needs and social issues.

Integrated Chemistry / Physics 1-2

Two Semesters	Recommended Background: Algebra I or Algebra I w/ Enrichment (taken concurrently)
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: \$10.00
Open to: Freshmen-Seniors	Additional Materials: Scientific calculator

Course Description:

This course introduces the fundamental concepts of scientific inquiry, the structure of matter, chemical reactions, forces, motion and the interactions between energy and matter. The course will serve students as a laboratory-based introduction to possible future course work in chemistry or physics while ensuring a mastery of the basics of each discipline. The ultimate goal of the course is to produce scientifically literate citizens capable of using their knowledge of physical science to solve real-world problems and to make personal, social, and ethical decisions that have consequences beyond classroom walls.

Chemistry I

Two Semesters	Recommended Background: Biology I, Algebra I with a "C-" or better
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: \$10.00 – 12.00
Open to: Sophomores - Seniors	Additional Materials: Scientific calculator

(Note: Many students, especially sophomores, may find the material difficult because of its abstract, mathematical nature. Students might find more success taking Integrated Chemistry/Physics the year before taking Chemistry I. This way, students will have developed a modest chemistry base in ICP while taking another year of mathematics. The recommendation by the students' science teacher to take ICP prior to Chemistry I should be considered seriously.)

Course Description:

This course is designed to introduce students to some of the fundamental concepts of chemistry. Students will learn about the fundamental structure of matter. How elements, compounds, and mixtures are organized and converted through natural and designed changes will be described and predicted. This course should enable students to understand the connections between science, mathematics, and societal evolution. In this laboratory-based course, students will conduct investigations, make observations, communicate ideas and formulate theories based on direct evidence and models. Students will be expected to apply mathematics as a tool used to help solve problems and therefore understand the chemical world in which they live. Students have opportunities to: gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) cope with chemical questions and problems related to personal needs and social issues and (4) learn and practice laboratory safety.

Some students may be recommended for Honors Chemistry I based upon recommendation from their science teacher.

Course Description:

Honors Chemistry I students will be expected to cover concepts more quickly than the Chemistry I students. As a result, units will be completed a few days earlier, allowing for special labs or projects not covered in Chemistry I. Some repetition and review will be reduced. Therefore, students will be expected to retain the material quicker or spend more personal time mastering the

concepts. Students earning below a "C-" at the end of first semester will be encouraged to move from Honors Chemistry I to Chemistry I.

Chemistry II

Two Semesters	Recommended Background: Chemistry I, Algebra II (concurrent) ("C-" grade minimum)
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: \$10.00 – 12.00
Open to: Juniors - Seniors	Additional Materials: Scientific calculator

Course Description:

The fundamental concepts covered in Chemistry I will be reviewed and integrated into the material covered in Chemistry II. Like Chemistry I, students will conduct investigations, make observations, communicate ideas and formulate theories based on direct evidence and models. Students taking Chemistry II should expect a rigorous course that includes the study of chemical analysis, organic chemistry, chemical kinetics, and redox reactions, as well as electro-nuclear, and organic chemistry. This course provides for extended laboratory and literature investigations of the chemical reactions in living and nonliving materials; it will stress the unifying themes of chemistry, the development of physical and mathematical models of matter and its interactions, and the methods of scientific enquiry. Students planning on taking chemistry in college are strongly encouraged to take this course.

Anatomy and Physiology

Two Semesters	Recommended Background: Algebra I, Biology I, Chem. I w/ a "C-" or teacher approval
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: \$15.00
Open to: Juniors - Seniors	Additional Materials: None

Course Description:

Anatomy and Physiology is a course in which students investigate concepts related to the Health Sciences. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy and Physiology. Studies include the process of homeostasis and the essentials of human function at the level of genes, cells, tissues, and organ systems. Students will understand the structure, organization, and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields. The students taking this course already have a strong background in Biology and Chemistry. The first portion of this course is a review of Biochemistry and of Cell Biology. The remainder of the course is spent analyzing the individual systems. This course is at least 25% laboratory based and includes dissection. Students will be dissecting a cat in this course.

Physics I

Two Semesters	Recommended Background: Chemistry I, Pre-Calculus (may be concurrent) (or exceptional juniors w/teacher approval)
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: \$8.00

Open to: Seniors

Additional Materials: Scientific calculator

Course Description:

Physics is the study of how things work. Students learn how physics describes the natural world, using properties such as motion, force, energy, momentum, and charge. They will learn how to make predictions about natural phenomena by using physical laws to calculate or estimate these quantities. Students learn that these laws are relevant everywhere, from the subatomic world to the motion of the universe, as well as the students' everyday environment.

In this course, students will apply mathematical principles to describe natural phenomena. The class is laboratory-based and will involve many investigations through which students develop skills that enable them to understand their physical environments. Students have opportunities to: (1) acquire an awareness of the history of physics and its role in the birth of technology, (2) explore the uses of its models, theories, and laws in various careers, and (3) cope with physics questions and problems related to personal needs and social issues. Each marking period will include competitive projects that integrate the concepts being studied.

Science Research, Independent Study

One Semester

Recommended Background: Bio I and Chem I

One Credit

Core 40/AHD/THD

One Class Period

Additional Fee: Dependent on project

Open To: Juniors - Seniors

Additional Materials: Dependent on project

Course Description:

This course is designed for students that have demonstrated a strong interest in science. Students are provided with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop a familiarity with the laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings. Students enrolled in this course will complete a science fair project to be exhibited at a regional science fair and/ or state science symposium, an end-of-course project, such as a scientific research paper, or some other suitable presentation of their findings. Topics vary according to student interest. Most individuals select material that is outside of, or beyond the general curriculum. The application requires the instructor's signature of approval as well as a general outline of activities.

Note: Students taking this class should not do so in lieu of advanced science classes. Also, in order to be successful in an open-ended course like this, students must demonstrate disciplined behavior. Any students that are unable to stay on task will be removed from the course.

Medical Terminology, College Credit

One Semester

Recommended Background: Biology I and Chemistry I

One Credit

Core 40/AHD/THD

One Class Period

Additional Fee: Ivy Tech tuition

Open To: Juniors - Seniors

Additional Materials: Online Textbook

Course Description:

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

meaning, spelling, and pronunciation. Medical abbreviations, signs, and symbols are included.

Students must apply through Ivy Tech and demonstrate competency through appropriate assessments.

SOCIAL STUDIES DEPARTMENT

Geography and History of the World

Two Semesters	Recommended Background: None
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: None
Open To: Sophomores – Seniors	Additional Materials: None

Course Description:

This course is designed to enable students to use the geographic “way of looking at the world” to deepen their understanding of major global themes that have manifested themselves over time – for example, the origin and spread of world religions; exploration; conquest and imperialism; urbanization; and innovations and revolutions.

Specific geographic and historical skills and concepts of historical geography are used to explore these global themes primarily but not exclusively for the period beginning in 1000 AD. The skills are grouped into five sets, each representing a fundamental step in a comprehensive investigative/inquiry procedure. They are: 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.

World History/Civilization

Two Semesters	Recommended Background: None
Two Credits	Core 40/AHD/THD
One Class Period	Additional Fee: None
Open to: Sophomores – Seniors	Additional Materials: None

Course Description:

World History/Civilization is typically a two-semester course. It emphasizes events and developments in the past that greatly affected large number of people across broad areas of the earth and that significantly influenced people and places in subsequent eras. Some key events and developments pertain primarily to particular people and place; others, by contrast, involve transcultural interactions and exchanges between various people and places in different parts of the world. Students are expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues-analysis, and decision-making. They are expected to compare and contrast events and developments involving diverse people and civilizations in different regions of the world. Students are expected to examine examples of continuity and change, universality and particularity, and unity and diversity among various people and cultures from the past to the present. Finally, students are expected to apply content knowledge to the practice of thinking and inquiry skills and processes. There should be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

U.S History

Two Semesters
Two Credits
One Class Period
Open to: Juniors

Recommended Background: None
Core 40/AHD/THD
Additional Fee: None
Additional Materials: None

Course Description:

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.

Advanced U.S. History, College Credit

Two Semesters
Two Credits
One Class Period
Open to: Juniors

Recommended Background: Pass the Ivy Tech exam
Core 40/AHD/THD
Additional Fee: TBA
Additional Materials: TBA

Course Description:

History 101 (First Semester) Topics: Covers major themes and events in history including exploration of the New World; the colonial period; causes and results of the American Revolution; the development of the federal system of government; the growth of democracy; early popular American culture: territorial expansion; slavery and its effect; reform movements, sectionalism; causes and effects of the Civil War.

History 102 (Second Semester) Topics: Covers major themes including the post Civil War period, western expansion, industrial growth of the nation and its effects, immigration and urban discontent and attempts at reform, World War I, the Roaring Twenties, social and governmental changes of the thirties, World War II and its consequences, the growth of the federal government, social upheaval in the sixties and seventies, and recent trends in conservatism, globalization, and cultural diversity.

Government

One Semester
One Credit
One Class Period

Recommended Background: None
Core 40/AHD/THD
Additional Fee: None
Additional Materials: Access to daily newspaper
Open to: Seniors

Course Description:

Government will include a study of modern political and economic systems, the U.S. Constitution and the three branches of the Federal Government. The student will gain an understanding of the "hows and whys" of the American Governmental System and his or her role as a functioning citizen in modern American society.

Economics

One Semester	Recommended Background: None
	Core 40/AHD/THD
One Credit	Additional Fee: None
One Class Period	Additional Materials: None
Open to: Seniors	

Course Description:

Economics is the study of human choices concerning the production, distribution and consumption of goods and services. In this course, students will examine the establishment of prices, the different types of markets and ways of organizing businesses, the determination of wages, the effect of unions on labor markets and the use of land by entrepreneurs. Time will also be spent looking at the money and banking systems along with government, fiscal policy and the effect on the nation's economy.

Psychology

One Semester	Recommended Background: None
	Core 40/AHD/THD
One Credit	Additional Fee: None
One Class Period	Additional Materials: None
Open to: Juniors - Seniors	

Course Description:

Psychology is the scientific study of mental processes and behavior. The standards have divided the course into six content areas: scientific methods; developmental; cognition; personality, assessment and mental health; socio-cultural; and biological bases for behavior. This course examines how humans develop mentally and physically from childhood to adulthood. Students take part in research while also interacting with other students and members from the community. The course will provide insight about the field of psychology and may help students with future college courses.

Students may have the opportunity to earn dual credit through Ivy Tech for taking this course. Students must apply through Ivy Tech and demonstrate competency through appropriate assessments.

Sociology

One Semester	Recommended Background: None
	Core 40/AHD/THD
One Credit	Additional Fee: None
One Class Period	Additional Materials: None
Open to: Juniors - Seniors	

Course Description:

Sociology is the study of human social behavior from a group perspective. The sociological perspective is a distinct method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, among cultures, and in social groups. This course examines groups such as the family, religion, the school, economics, government, community organizations, and political and social groups. It encourages students to learn through research, investigation and discussion of current social problems.

VOCATIONAL/OTHER

Automotive Service Technology I and II

Two Semesters	Recommended Background: None
Six Credits (3 per semester)	Core 40/AHD/THD
Three Class Periods (SCILL Center, Knox)	Additional Fee: \$125.00 (1 st yr students), \$15.00 (2 nd yr students)
Open to: Juniors-Seniors	Additional Materials: Manual, uniform, ASE testing

Course Description:

This course is typically a two-year course. Instruction is divided into eight areas of training to coincide with NATEF and the National Institute for Automotive Service Excellence (ASE). The training areas are: (1) Automatic transmission /transaxles, (2) brakes, (3) electrical systems, (4) engine performance, (5) engine repair, (6) heating and air-conditioning, (7) manual drive train and axles, (8) suspension and steering. The goal is to cover 4 of the 8 areas per school year. At the end of each year, the students will be required to take a written ASE test so they can get the on-the-job experience to be ASE certified. Additional expenses may include transportation, work, books, appropriate clothing, and ASE testing fees. Selection will be determined by the following: student's career objective, student's attendance record, student's ability to provide transportation to program site and recommendation from guidance counselor. **Students have the opportunity to earn dual credits (6 per year) through Ivy Tech Community College.**

Construction Technology I and II (Building Trades)

Two Semesters	Recommended Background: Instructor approval based on quality of application
Six Credits (3 per semester)	Core 40/AHD/THD
Three Class Periods	Additional Fee: \$80.00 – 100.00
Open to: Juniors - Seniors	Additional Materials: Books, boots, tools

Course Description:

Building Trades is a vocational training program in which students build a house from footer to roof and everything in between. The professionally qualified instructor leads the class through all phases of residential building; concrete, framing, electricity, plumbing, heating, drywall and finishing. One of the areas of major emphasis is the work ethic-- being at work, being on time, and ready to work cooperatively. Students must be able to provide their own transportation to and from class. **Students have the opportunity to earn dual credits (3 college credits) through Ivy Tech Community College.**

The nature of this course allows for a student to take a second full year provided instructor approves.

Early Childhood Education I and II

Two Semesters	Recommended Background: Instructor approval based on quality of application
Six Credits (3 per semester)	Core 40/AHD/THD
Three Class Periods	Additional Fee: \$20.00 material fee and TB Test
Open to: Juniors - Seniors	Additional Materials: Books, physical, supplies, appropriate modest clothing

Course Description:

Early childhood education covers a child's life from birth to nine years – a time of dramatic skill building and growth. This course helps prepare the student for a career working with children in the fields of education, special education, social work, psychology, nursing, and child care. Students report to their field placement assignments four days a week and receive class instruction one day per week. Students receive hands-on experience in working with young children through developmentally appropriate activities and interactions in their field placement assignment in a local preschool or kindergarten classroom. Weekly classes provide students with a greater knowledge of all areas of child development, new research in the field, and best practices.

Qualifying first-year students can earn six college credits at no cost from Ivy Tech Community College that may be transferred to other colleges. Second-year students receive three additional transferable college credits and are eligible for a CDA (Child Development Associate) credential.

This course follows Knox Community Schools' calendar and rules. Class will take place at Knox Middle School while the field practice will take place at St. Peter Head Start, St. Thomas Head Start, and Knox Elementary School.

Computer Network Technology 1-2 (Microsoft Certified Information Technology)

Two Semesters	Recommended Background: Good communication skills, basic keyboarding skills
Four Credits (2 per semester)	Core 40/AHD/THD
Two or Three class periods (Plymouth or online at NJSP)	Additional Fee: \$315.00
Open to: Juniors - Seniors	Additional Materials: Books (\$50.00), certification tests

Course Description:

The Microsoft Certified IT Professional (MCITP) credential is a professional credentialing program for individuals who will focus on a broad range of issues on the Windows 7 client operating system, desktop applications, mobile devices, networking, and hardware support. Earning this credential is the ideal way to demonstrate your ability to use Windows Vista, Windows 7, and Windows Server 2008 to excel in a job relevant in today's market.

The MCITP credential is in high demand in the business world. This widely recognized technical certification indicates that the individual has the skills necessary to lead organizations in the successful design, implementation, and administration of the most advanced Windows operating systems of Windows 7 and Microsoft Server Products.

At the completion of this program, the students shall be employable in entry-level network administrator jobs or be ready to move into the post-secondary programs of computer technology. This program provides the necessary training to take the Microsoft Certified Technology Specialist and MCITP tests.

The certification tests can be taken one at a time. Some financial help might be available from the vendors sponsoring the tests. Students would need to discuss this with the instructor. If the student passes the first test, he/she is reimbursed the cost of the test.

Cosmetology I and II

Four Semesters
Sixteen Credits (4 per semester)
Four Class Periods (Knox Beauty College)
Open to: Juniors - Seniors

Recommended Background: None
Core 40/AHD/THD
Additional Fee: \$435.00 – 600.00
Additional Materials: Books, uniform, test
and license fees

Course Description:

Cosmetology includes classroom and practical experiences concerned with a variety of beauty treatments, including the care and beautification of hair, complexion, and hands. Instruction includes training in giving shampoos, rinses, and scalp treatments; hair styling, setting, cutting, dyeing, tinting, bleaching and fitting wigs; permanent waving; facials; manicuring; and hand and arm massaging. Bacteriology, anatomy, hygiene, sanitation, salon management (including keeping records), and customer relations are also emphasized in the course. Instruction is designed to qualify pupils for the licensing examination with the State Board of Cosmetology. This course is a two-year course; 750 class hours per year at four hours per day for 187.5 instructional days per year. This means a total of 1500 class hours at four hours per day. Students must make up missed days. Four credit hours per semester are given for this course for a total of eight per year; sixteen for the total course. In scheduling, please note that the student will need to attend classes for a longer school day and for more days in the school year. The school pays tuition for each student. The student is responsible for purchase of books, uniforms, test and license fees, and equipment. These items then become the property of the student. The student is also responsible for transportation.

Health Careers I

Two Semesters

Six Credits (3 per semester)
Three class periods (Plymouth High School)
Open to: Juniors - Seniors

Recommended Background: Vocational
application, Immunizations as required per
Indiana law.
Core 40/AHD/THD
Additional Fee: \$250.00 – 400.00
Additional Materials: uniform, lab fees,
textbooks/workbooks, immunizations and
certification fees

Course Description:

Health Careers I – This is a beginning health careers course through skills-based learning. Job shadowing based on interest and program requirements. Three (3) dual credits are possible.
Medical Terminology – This class covers prefix, suffix, word roots, and spelling of medical terms. Job shadowing is continued. Three (3) dual credits are possible.
Cardiopulmonary resuscitation is taught during the first two weeks of class and must be through the American Heart Association.

Students may earn six (6) hours of college credit through Ivy Tech North Central if they meet these criteria:

- a. Not more than 10 hours or 5 days absent per semester
- b. May only make up one test per semester (Ivy Tech standard)
- c. Must pass the placement test in the spring before the end of the school year

Health Careers II – C.N.A. Preparation

Two Semesters
Six Credits (3 per semester)
Three Class Periods (Class meets at Knox. H.S.)

Recommended Background: Instructor Approval
Core 40/AHD/THD
Additional Fee: 250.00 – 400.00

Open to: Juniors - Seniors

Additional Materials: uniform, lab fees,
textbooks/workbooks, and certification fees

Course Description:

Medical Dosage Calculations – Class is self-initiated with help of instructor, as needed. Students will learn how to figure the amount of medication to be administered by using a given order. Students will also learn conversions from household measurements to metric system. Students will learn how to read written orders and do mathematical problems without calculators.

Medical Law and Ethics – This class involves reading scenarios and discussing with peers what one would do in a given situation. Students will write papers regarding medical/legal situations.

This class will build on Health Careers I and Medical Terminology. Students do a clinical rotation at the nursing home and work with actual patients. Students must possess great communication skills and not be afraid to work on actual patients. A state certification may be earned after a written and skills exam for the C.N.A..

Students may also earn five (5) hours of college credit through Ivy Tech North Central if they meet these criteria:

- a. Not more than 10 hours or 5 days absent per semester
- b. May only make up one test per semester (Ivy Tech standard)
- c. Must pass the placement test in the spring before the end of the school year

Graphic Imaging Technology 1-2

One Semester

Recommended Background: Instructor approval
Core 40/AHD/THD

Two Credits

Three Class Periods (Knox High School)

Open to: Juniors - Seniors

Additional Fee: \$70.00 per semester for
supplies, minimal fees for projects that student
wants to keep, dual credit fee
Additional Materials: Projects

Course Description:

This course is intended for those students who are planning a career in Commercial Art, Graphics Design, Printing, or any other part of the graphic communication industry. It is a printing survey that provides students with an overview of graphic communications systems as currently used in the Graphic Communications Industry. Emphasis is placed on the processes used to produce printed and photographic communication products, especially B & W and digital photography, offset printing, screen printing, cad-cut, and sublimation transfers. There will be a basic introduction to Adobe Photoshop, InDesign, and Illustrator. The second grading period, the student will study and practice some of the various forms of commercial photography including Journalism, Advertising, and Portrait Photography. This class uses Adobe Photoshop extensively. This is a dual credit course which enables students to receive college credit through Vincennes University (PRNT105 – Survey of Printing Techniques – 3 credit hours) and (PRNT101 – Introduction to Digital Photography – 3 credit hours).

Graphic Imaging Technology 3-4

One Semester

Recommended Background: GIT 1-2 with
instructor approval

Two Credits

Three Class Periods (Knox High School)

Core 40/AHD/THD
Additional Fee: \$70.00 per semester for

Open to: Juniors - Seniors

supplies, minimal fees for projects that student wants to keep, dual credit fee
Additional Materials: Projects

Course Description:

This course provides students with a more advanced knowledge of the printing processes studied in GIT 1-2, which are used to produce the wide variety of color in printed products all around us. Emphasis is placed on 4-color screen printing, color cad-cutting and full color offset printing. There will be extensive use of Adobe Illustrator. Additional experiences in the class can include: flexography, glass etching, hot foil, pad printing, and various forms of transfers. Emphasis is placed on other techniques, job printing and will include some live jobs. This is a dual credit class which enables students to receive college credit through Vincennes University (PRNT107 – Principles of Layout – 3 credit hours) and (PRNT155 – Computer Aided Publishing – 4 credit hours).

Graphic Imaging Technology: Printing Trades and Production

Two Semesters
Four Credits (2 per semester)
Three Class Periods (Knox High School)
Open to: Seniors

Recommended Background: GIT 1-2, Instructor approval and GIT 3-4 preferred
Core 40/AHD/THD
Additional Fee: \$70.00 per semester, minimal fee for projects that student wants to keep
Additional Material: Projects

Course Description:

Students learn advanced graphic communications techniques. Production work and job skills are emphasized. All work will be live jobs for the school corporation and community. Usually several field trips are taken to observe the wide variety of Graphic Arts industries in our area. This is a dual credit class that enables students to receive college credit through Vincennes University (PRNT155 – Computer Aided Publishing – 4 credit hours).

Radio and Television I

Two Semesters
Six Credits (3 per semester)
Three Class Periods (Plymouth High School)
Open to: Juniors-Seniors

Recommended Background: Strong communication skills, mass media, computer applications
Core 40/AHD/THD
Additional Fee: \$20.00
Additional Material: TBA

Course Description:

This course provides instruction to develop and enhance competencies in various communication, marketing, media, production, and technical functions and tasks performed by employees, including management personnel, in Radio/TV broadcasting and telecommunications occupations. Emphasis is placed on career opportunities, production, programming, promotion, sales, announcing, broadcast equipment operation, news and sports casting, broadcast regulations and laws, station organization, technical oral/written communication, and listening skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, such as the operation of an in-school radio, television, telecommunications, or distance learning studio, job shadowing, field trips, and internships.

Criminal Justice I

Two Semesters
Six Credits (3 per semester)
Three Class Periods (Ancilla College)
Open to: Juniors-Seniors

Recommended Background: None
Core 40/AHD/THD
Additional Fee: \$50.00 – 85.00
Additional Material: Textbook rental, supplies, certification, and uniform

Course Description:

This course includes specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss protection services, and homeland security. Training is based on standards and content similar to that provided by officially designated law enforcement agencies. Instruction includes procedures for patrolling on foot or in an automobile during the day or at night; dealing with misdemeanors, felonies, traffic violations, and accidents; investigative and evidence collection procedures; making arrests; and testifying in court. Students will have opportunities to use mathematical skills in crash reconstruction and analysis activities requiring measurements and performance of speed/acceleration calculations. Additional activities simulating criminal investigations will be used to teach scientific knowledge related to anatomy, biology, and chemistry. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of crime reports.

Welding Technology I

Two Semesters
Six Credits (3 per semester)
Three Class Periods (Knox Middle School)
Open to: Juniors - Seniors

Recommended Background: Welding I, 2, and 3 (at high school)
Core 40/AHD/THD
Additional Fee: \$100.00
Additional Material: Shielding jacket, two sets of gloves, shields, book

Course Description:

This course 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.

Precision Machining I

Two Semesters
Six Credits (3 per semester)
Three Class Periods (Plymouth High School)
Open to: Juniors - Seniors

Recommended Background: None
Core 40/AHD/THD
Additional Fee: TBA
Additional Materials: TBA

Course Description:

This course provides students with a basic understanding of the precision machining processes used in industry, manufacturing, maintenance, and repair. This course instructs the student in industrial safety, terminology, tools and machine tools, measurement and layout. Students will become familiar with the setup and operation of power saws, drill presses, lathes, milling machines,

grinders, and an introduction to CNC (computer controlled) machines.

Student Office/Teacher Aides

Students may assist in the various school offices during their study hall period. They will receive no credit for this help. A student aide must be a Sophomore, Junior, or Senior. Also, the student must maintain at least a grade of "C-" in all classes. The only exception to this rule is that if a student has only one grade of a "D+" while all other grades are above a "D+", a student could become an aide on a probationary status for a period of one 9-week period. The "D+" will need to be a "C-", or above, at the end of the 9-week period for the student to continue in the aide position.

Study Hall

This class period is a time for students to do homework and to prepare for class. The library is also available to students during their study hall time. Study hall is to be used by students who are willing to study and use their time wisely. This is not a time for sleeping or for wasting time.

WORLD LANGUAGE DEPARTMENT

Spanish I

Two Semesters

Recommended Background: No prerequisite
Core 40/AHD/THD

Two Credits

Additional Fee: None

One Class Period

Additional Materials: The Spanish magazine

Open to: Freshmen - Seniors

(¿Que´ Tal? Is ordered for students

Course Description:

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

Spanish II

Two Semesters

Recommended Background: Spanish I with a "C-"
and/or teacher's signature

Two Credits

Core 40/AHD/THD

One Class Period

Additional Fee: None

Open to: Sophomores - Seniors

Additional Materials: The Spanish magazine

(Ahora) is ordered for students

Course Description:

Spanish II enables students to participate in classroom and extracurricular activities related to Spanish, as well as to participate in conversations dealing with daily activities and personal interests. Students are able to: ask questions regarding routine activities; participate in conversations on a variety of topics; relate a simple narrative about a personal experience or event; interact in a variety of situations to meet personal needs; understand main ideas and facts from simple texts over familiar topics; read aloud with appropriate intonation and pronunciation; and write briefly in response to given situations. Additionally students become familiar with the major geographical features, historical events and political structures and culture of Spain and Latin America. Students will also be able to extend and respond to hospitality as a host or a guest and become aware of time expectations.

Spanish III

Two Semesters

Recommended Background: Spanish II with a "C-"
and/or teacher signature

Two Credits

Core 40/AHD/THD

One Class Period

Additional Fee: None

Open to: Juniors/Seniors

Additional Materials: The Spanish magazine (El Sol) is ordered for students

Course Description:

Spanish III provides instruction to enable students to understand and appreciate the Spanish culture by comparing social behaviors and values of people who speak Spanish. Students are willing to initiate and participate in class discussions. In addition students are able to: respond to factual and interpretive questions and interact in a variety of social situations; read for comprehension from a variety of authentic materials; read short literary selections; complete authentic forms and documents and take notes that require familiar vocabulary and structures; write paraphrases, summaries, and brief compositions; describe different aspects of the culture such as various styles of paintings, types of movies/television shows, written communication, and life in the cities versus the countryside; seek help in a crisis situation; and participate appropriately at special family occasions.

Advanced Spanish IV/College Credit

Two Semesters

Recommended Background:

Two Credits

Read Below

One Class Period

Core 40 w/ AHD

Open to: Seniors

Additional Fee: There is a college tuition fee
charge payable to PNC

Additional Materials: TBA

Our high school has a cooperative relationship via an articulation agreement with Purdue University North Central (PNC) to benefit prospective students who desire to earn college credit while in high school. High school students who have a desire to complete Spanish IV (SPAN 201 and 202) for university credit are required to meet the same academic standards as all other PNC students who are admitted to the university as high school non-degree students. Students who have completed a minimum of four semesters of high school will be eligible for admission provided that they meet two of the following four criteria:

- 1) Rank in the upper one-third of their class
 - 2) Have an accumulative G.P.A. of a 3.0 or greater (on a 4.0 scale)
 - 3) Have an SAT combined score of a 1500 or an ACT Composite score of a 21
- Have a placement test score commensurate with Span 201

There is a tuition fee charged by PNC, per semester, for students interested in earning university credit for the course.

The student must earn a grade of a “C” or better (2.0/4.0 scale) in the course for the credits to count as “college credits” and to be transferable.

Course Description:

Concurrent credit Spanish IV focuses on using the Spanish language to communicate. The class is conducted entirely in Spanish. Students will listen to, read (principally twentieth century works), write, and speak in Spanish to increase communicative proficiency and ease in using the Spanish language.

