

# **University of Delta High School**

Delta High School  
3400 E SR 28  
Muncie IN. 47303



## **Mission Statements**

Delta High School exists as a learning community continually striving for excellence in acquiring academic skills for knowledgeable decision making, for effective communication, and for social responsibility.

The University of Delta High School's mission is to engage students in a comprehensive program that develops academic skills necessary for college success. Dual Credit classes will be offered in partnership with Ball State University and Ivy Tech Community College. University of Delta High School is a **Fully Endorsed Early College School**.

## **School Information**

Delta High School is located in East Central Indiana. We are a fully endorsed Early College High School and serve as a Mentor for the Rural Early College Network. The school boundaries of the Delaware Community School Corporation include the northern suburbs of the city of Muncie and the northeastern four townships in Delaware County, Indiana. Delaware Community School Corporation is a consolidation of the schools of DeSoto, Eaton, Royerton, and Albany. The school endeavors to meet the wide diversity of needs and educational goals of each of the students who attend Delta High School. The foundation of the educational program is an extensive array of courses in English, Math, Science, World Language, Social Studies, Fine Arts, and Physical Education. Career Technical Education (CTE) Pathways are offered in the areas of Agriculture, Business, Family and Consumer Science, and Project Lead the Way Engineering Technology. We partner with the Muncie Area Career Center for additional CTE opportunities.

## **June 25, 2019**

*"The University of Delta High School was re-endorsed and recognized as 1 out of 24 Indiana Public High Schools performing at a highly effective level."*



# **COURSE DESCRIPTION GUIDE** **University of Delta High School**

## **AGRICULTURE**

### **ADV CTE/CC IT AGRI 102 AGRIBUSINESS MANAGEMENT (DHS 0371/0372-DOE 5002)**

**2 Semesters / 2 Credits / 3 Ivy Tech Credits**

**Grade Level 10-12**

**This course counts as a Quantitative Reasoning course**

Agribusiness Management provides foundation concepts in agricultural business. It is a two semester course that introduces students to the principles of business organization and management from a local and global perspective, with the utilization of technology. Concepts covered in the course include; accounting and record keeping, business planning and management, food and fiber, forms of business, finance, management, sales and marketing, careers, leadership development. Students will demonstrate principles and techniques for planning, development, application and management of agribusiness systems through a supervised agriculture experience (Work-based learning) programs.

### **ADV CTE ANIMAL SCI/CC/IT AGRI 103 Animal Science (DHS 0201/0202-DOE 5008)**

**2 Semesters / 2 DHS Credits / 3 Ivy Tech Credits**

**Grade Level 9-12**

**Qualifies as a quantitative reasoning course**

**Fulfills a Core 40 Science requirement for General, Core 40, Academic Honors and Technical Honors**

Animal Science is a two-semester program that provides students with an overview of the animal agriculture industry. 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 may be applied to both large and small animals. Topics to be covered in the course include: history and trends in animal agriculture, laws and practices relating to animal agriculture, comparative anatomy and physiology of animals, biosecurity threats and interventions relating to animal and human safety, nutrition, reproduction, careers, leadership, and supervised agricultural experiences relating to animal agriculture.

### **ADV CTE /CC/IT AGRI 107 Advanced Life Science (DHS /-DOE 5070)**

**2 Semesters / 2 DHS Credits / 3 Ivy Tech Credits**

**Grade Level 11-12**

**Qualifies as a quantitative reasoning course**

**Fulfills a Core 40 Science requirement for General, Core 40, Academic Honors and Technical Honors**

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

### **ADV CTE/CC/IT AGRI 129 Greenhouse and Soilless Production (DHS /-DOE 7114)**

**2 Semesters / 2 Credits/3 Ivy Tech Credits**

**Grade Level 10-12**

Greenhouse and Soilless Production is a two-semester course that provides an overview of structural designs and uses of enclosed structures (greenhouses) to grow various plants and food. The course will focus on discussing different types of enclosed structures, management systems, and growing systems used to produce plants and food. The course will also present an overview of soilless growing systems such as hydroponics, aquaponics, aeroponics and fogponics. Students will utilize the school greenhouse as part of this course.

**ADV CTE/CC IT AGRI 116 HORTICULTURAL SCIENCE (DHS 0341/0342-DOE 5132)**

**2 Semesters / 2 Credits / 3 Ivy Tech Credits**

**Grade Level 9-12**

A two semester dual credit course designed to give students a background in the field of horticulture and it's many career opportunities. It addresses the biology and technology involved in the production, processing, and marketing of plants and products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest, and pest management. Students participate in a variety of activities to include extensive laboratory work usually in a school greenhouse, leadership development, supervised agricultural experience, and learning about career opportunities in the area of horticulture science.

**ADV CTE/CC/ IT AGRI 105 PLT SL SCI AGRI 105 Plant & Soil (0601/0602-DOE 5170)**

**2 Semesters / 2 Credits/3 Ivy Tech Credits**

**Grade Level 9-12**

**Qualifies as a quantitative reasoning course**

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

**ADV CTE/CC/IT AGRI 100 PRINCIPLES OF AG (DHS 0263/0264-DOE 7117)**

**2 Semesters / 2 Credits/3 Ivy Tech Credits**

**Grade Level 9-12**

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

**ADV CTE/CC/IT AGRI 106 POWER TECH (Welding) (DHS 0251/0252-DOE 5088)**

**2 Semesters / 2 Credits/3 Ivy Tech Credits**

**(maximum of 4 semesters)**

**Grade Level 9-12**

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

**ADV CTE/CC/IT AGRI 104 FOOD SCIENCE (DHS 0361/0362-DOE 5102)**

**2 Semesters / 2 Credits/3 Ivy Tech Credits**

**Grade Level 9-12**

A two-semester course that provides students with an overview of food science and its importance. Introduction to principles of food processing, food chemistry and physics nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry help students understand the role that food science plays in securing a safe, nutritious and adequate food supply. A project-based approach is utilized along with laboratory, teambuilding, and problem solving activities to enhance student learning, leadership development, supervised agricultural experience and career opportunities in the area of food science.

**ADV CTE/CC/IT AGRI 115 NATURAL RESOURCES (DHS 0541/0542-DOE 5180)**

## **2 Semesters / 2 Credits/3 Ivy Tech Credits**

### **Grade Level 9-12**

Natural Resources is a two semester course that provides students with a background in environmental science and conservation. Coursework includes hands-on learning activities that 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, minerals, interrelationships 250 Indiana Department of Education 2021-2022 High School Course Titles and Descriptions between humans and natural systems, wetlands, wildlife, safety, careers, leadership, and supervised agricultural experience programs.

## **Agriculture Structures Fabrication and Design (DHS /-DOE 7112)**

### **2 Semesters / 2 Credits**

#### **Grade Level 10-12**

#### **Qualifies as a quantitative reasoning course**

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

## **LANDSCAPE MANAGEMENT I (DHS 0401/0402-DOE 5136)**

### **2 Semesters / 2 Credits**

#### **Grade Level 9-12**

#### **Qualifies as a quantitative reasoning course**

Landscape Management is a two semester course that provides the student 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 practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications and management skills necessary in farming today.

## **PRINCIPLES OF AGRICULTURE (DHS 0263/0264-DOE 7117)**

### **2 Semesters / 2 Credits**

#### **Grade Level 9-11**

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

#### **•Recommended Grade(s): 9, 10, 11**

•Required Prerequisites: none

•Recommended Prerequisites: Introduction to Agriculture, Food and Natural Resources

•Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

•Counts as a directed elective or elective credits for all diplomas.

## **SUPERVISED AGRICULTURE EXPERIENCE (SAE) (DHS 0903-DOE 5228)**

### **1 Credit each semester/ summer enrolled**

#### **Grade Level 9-12**

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

## **AGRICULTURE CAREER EXPLORATION INTERNSHIP (DHS 0821-DOE 0530)**

**2 Semesters / 2 periods enrolled / 2 credits**

**Grade Level 12**

**Career Exploration Internship is offered both in the AM and PM.**

**Application is REQUIRED for this course and students are responsible for picking up applications from the teacher.**

The Career Exploration Internship course is a work experience in the public or private sector that provides for workplace learning in an area of student career interest. This course is an elective for seniors who have focused career goals and wish to do an internship. To participate, students must: 1) have no more than 5 uncertified absences in any class in the semester prior to the beginning of the internship, 2) have no failing grades in the previous semester prior to the beginning of the internship, 3) have no disciplinary referrals in the semester prior to the beginning of the internship, and 4) be a senior and have sufficient credits for graduation.

## **BUSINESS**

**ACCOUNTING FUNDAMENTALS (DHS 2131/2132-DOE 4524)**

**2 Semesters / 2 Credits**

**Grade Level 10-12**

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

**BUSINESS MATH (DHS 2451/2452-DOE 4512)**

**2 Semesters / 2 Credits**

**Grade Level 10-12**

**Qualifies as a quantitative reasoning course**

**This course will count as math credit for the General Diploma and a Quantitative Reasoning course.**

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

**COMPUTER SCIENCE NLPS (DHS 4805/4806 -DOE 7183 )**

**2 Semester / 2 Credits**

**Grade Level 09-12**

**This course is really COMPUTER SCIENCE 3.**

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

•Recommended Grade(s): 9, 10, 11

•Required Prerequisites: none

•Recommended Prerequisites: Introduction to Computer Science; Completed or Co-Enrolled in Algebra I •Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

•Counts as a directed elective or elective for all diplomas.

**COMPUTER SCIENCE I (DHS 4801-DOE 4801)**

**2 Semester / 2 Credits**

**Grade Level 9-12**

**This course counts as a Quantitative Reasoning course.**

Computer Science I introduces the structured techniques necessary for the efficient solution of business related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, control breaks, and offers students an opportunity to apply skills in a laboratory environment.

**COMPUTER SCIENCE II (DHS 4821-DOE 4822)**

**2 Semester / 2 Credits**

**Grade Level 10-12**

**This course counts as a Quantitative Reasoning course.**

Computer Science II explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers, and data file access methods. An emphasis on logical program design using a modular approach, which involves task-oriented program functions.

**MARKETING FUNDAMENTALS (DHS 2473/2474 -DOE 5914 )**

**2 Semester / 2 Credits**

**Grade Level 09-12**

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

- Recommended Grade(s): 11,12
- Required Prerequisites: **Principles of Business Management\***
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- \*Formerly Principles of Marketing; Principles course is not required until 2024-25 school year because this course is included in Perkins V pathways.

**PERSONAL FINANCIAL RESPONSIBILITY (DHS 2651-DOE 4540)**

**1 Semester / 1 Credit**

**Grade Level 11-12**

**This course is a graduation requirement for all Delta High School students.**

**This course counts as a Quantitative Reasoning course.**

The course 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 fields. This course helps students build skills in financial responsibility, decision making, analyze personal standards, need, wants, goals, identify sources of income, saving and investing, understanding banking, budgeting, record-keeping, managing risk, insurance, and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

**PRINCIPLES OF BUSINESS MANAGEMENT (DHS 2481/2482-DOE 4562)**

**2 Semester / 2 Credits**

**Grade Level 11-12**

Principles of Business Management focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free-enterprise system. Students will attain an understanding of management, team building, leadership, problem-solving steps and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized.

**PRINCIPLES OF COMPUTING (DHS 4805/4806 -DOE 7183 )**

**2 Semester / 2 Credits**

## **Grade Level 09-12**

### **This course is really *COMPUTER SCIENCE 1***

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

- Recommended Grade(s): 9, 10, 11

- Required Prerequisites: none

- Recommended Prerequisites: Introduction to Computer Science; Completed or Co-Enrolled in Algebra I •Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

- Counts as a directed elective or elective for all diplomas

## **SPORTS AND ENTERTAINMENT MARKETING (DHS 2491/2492-DOE 5984)**

**2 Semester / 2 Credits**

**Grade Level 11-12**

### **Prerequisite - Principles of Marketing**

Sports and Entertainment Marketing is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem solving situations for which they must apply academic and critical-thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace.

## **TOPICS IN COMPUTER SCIENCE (DHS 4823/4824 -DOE 4822 )**

**2 Semester / 2 Credits**

**Grade Level 10-12**

### **This course is really *COMPUTER SCIENCE 2***

**This course counts as a Quantitative Reasoning course.**

Computer Science II explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers, and data file access methods. An emphasis on logical program design using a modular approach, which involves task-oriented program funcons.

# **COMMUNICATIONS**

## **STUDENT MEDIA**

### **COUNTS TOWARD RELATED/FINE/VISUAL ARTS REQUIREMENT (2)**

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

prepare themselves for career paths in journalism, communications, writing, or related fields.

**STUDENT MEDIA / EAGLE ZONE NEWS (EZN) (DHS 3641/3642-DOE 1086)**

**2 Semesters / 2 Credits**

**Grade Level 11-12**

**COUNTS TOWARD RELATED/FINE/VISUAL ARTS REQUIREMENT (2)**

**STUDENT MEDIA / NEWSPAPER (NSP) (DHS 3621/3622-DOE 1086)**

**2 Semesters / 2 Credits**

**Grade Level 9-12**

**COUNTS TOWARD RELATED/FINE/VISUAL ARTS REQUIREMENT (2)**

**STUDENT MEDIA / YEARBOOK (YBK) (DHS 3631/3632-DOE 1086)**

**2 Semesters / 2 Credits**

**Grade Level 10-12**

**COUNTS TOWARD RELATED/FINE/VISUAL ARTS DHS REQUIREMENT (2)**

## **ENGINEERING AND TECHNOLOGY** **EDUCATION**

**ADV CTE-INTRO CONST/CC/ IT CONST BCTI 100 (DHS 5171-DOE 5580)**

**2 Semesters / 2 Credits / 3 Ivy Tech Credits**

**Grade Level 9-12**

The course offers hands-on activities and real world experience related to the skills essential in residential, commercial, and civil building construction. During the course, students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, and dry walling.

**ADV CTE-INTRO TO ADVANCED MANUFACTURING /CC/ IT MPRO 100 (DHS 5321-DOE 4796)**

**1 Semester / 1 Credit/3 Ivy Tech Credits**

**Grade Level 10-12**

**Prerequisite - INTRODUCTION TO MANUFACTURING**

Introduction to Advanced Manufacturing and Logistics focuses on manufacturing systems with an introduction to advanced manufacturing and logistics and their relationship to society, individuals, and the environment. Students apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students investigate the properties of engineered materials. Students study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling.



After gaining a working knowledge of these materials, students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, MSDS's, chart and graph reading and MSSC concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors.

### **ADV CTE INTRO TO ADVANCED MANUFACTURING/CC/ IT MPRO 106 (5322-DOE 4796)**

**1 Semester / 1 Credit/ 3 Ivy Tech Credits**

**Grade Level 10-12**

**Prerequisite - IT MPRO 100**

Introduction to Advanced Manufacturing and Logistics focuses on manufacturing systems with an introduction to advanced manufacturing and logistics and their relationship to society, individuals, and the environment. Students apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students investigate the properties of engineered materials. Students study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. After gaining a working knowledge of these materials, students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, MSDS's, chart and graph reading and MSSC concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors.

### **INTRODUCTION TO MANUFACTURING (DHS 5031/5032 -DOE 4784)**

**2 Semesters / 2 Credits**

**Grade Level 9-12**

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

### **ADV CTE-IED/CC IT DESN 101 INTRO TO ENGINEERING DESIGN (DHS 5061/5062-DOE 4802)**

**2 Semester / 2 DHS Credit / 3 Ivy Tech Credits**

**Grade Level 9-12**

Introduction to Engineering Design is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students begin with completing structured activities and move to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented.

### **ADV CTE-POE/CC IT DESN 104 PRINCIPLES OF ENGINEERING(DHS 5071/5072-DOE 5644)**

**2 Semesters / 2 DHS Credits / 3 Ivy Tech Credits**

**Grade Level 10-12**

**Prerequisite: DESN 101 (IED)**

**Fulfills a science course requirement for all diplomas**

Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of

engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems. Schools may use the PLTW curriculum to meet the standards for this course. Schools using the curriculum and are part of the Project Lead the Way network must follow all training and data collection requirements.

**ADV CTE-CEA/CC/ IT DESN 105 CIVIL ENGINEERING AND ARCHITECTURE(DHS 5081/5082-DOE 5650)**

**2 Semesters / 2 DHS Credits / 3 Ivy Tech Credits**

**Grade Level 11-12**

**Qualifies as a quantitative reasoning course**

**Prerequisite: DESN 101**

Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design. Schools may use the PLTW curriculum to meet the standards for this course. Schools using the curriculum and are part of the Project Lead the Way network must follow all training and data collection requirements.

**ADV CTE-CIM/CC/ IT DESN 195 COMPUTER INTEGRATED MANUFACTURING (DHS 5091/5092-DOE 5534)**

**2 Semesters / 2 DHS Credits / 3 Ivy Tech Credits**

**Grade Level 11-12**

**Qualifies as a quantitative reasoning course**

**Prerequisite: DESN 101 and 113**

Computer Integrated Manufacturing is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction of Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated 145 Indiana Department of Education High School Course Titles and Descriptions manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes. Schools may use the PLTW curriculum to meet the standards for this course. Schools using the curriculum and are part of the Project Lead the Way network must follow all training and data collection requirements.

**PLTW ENGINEERING DESIGN AND DEVELOPMENT (EDD COURSE) (DHS 5251/5252-DOE 4828)**

**(Dual Credit has yet to be established for this course)**

**2 Semesters / 2 Credits**

**Grade Level 12**

**Prerequisite: IED and POE**

Engineering Design and Development is designed to introduce students to the fundamental aspects of engineering and engineering technology. Instruction will emphasize underlying principles of engineering processes and the development of three-dimensional solid models. Instructional activities will build skills ranging from sketching simple geometric shapes to applying a solid model computer software package. Students will develop critical thinking and problem solving skills through instructional activities that pose design and application challenges for which they develop solutions. The techniques learned, and equipment used, should be state of the art and reflect equipment and processes currently being used by engineers throughout the United States.

# **FAMILY AND CONSUMER SCIENCE**

## **EARLY CHILDHOOD EDUCATION I (DHS 4131/4132-DOE 5412)**

**2 Semesters / 2 Credits**

**Grade Level 10-12**

**Prerequisite: Principles of Early Childhood Education**

Early Childhood Education prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of suggested topics. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build a meaningful curriculum, and becoming an early childhood education professional. The course provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of 109 Indiana Department of Education High School Course Titles and Descriptions programs, curricula, and services available to young children. Students examine basic principles of child development, importance of family, licensing, and elements of quality care of young children. The course addresses planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. Intensive experiences in one or more early childhood settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Early Childhood Education teacher. Student laboratory/field experiences may be either school-based or "on-the-job" in community-based early childhood education centers or in a combination of the two. Dual credit agreements with post-secondary programs are encouraged.

## **EARLY CHILDHOOD EDUCATION II (DHS 4161/4162-DOE 5406)**

**2 Semesters / 2 Credits**

**Grade Level 11-12**

**Prerequisite: Early Childhood Education I**

Early Childhood Education II prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. ECE II is a sequential course that builds on the foundational knowledge and skills of Early Childhood Education I, which is a required prerequisite. In ECE II students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of ECE II include: overview of the Child Development Associate (CDA) credential, safe and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism. The course standards parallel the expectations and documentation required for Child Development Associate (CDA) credentialing. These include rigorous levels of self-critique and reflection; performance assessments by instructors, parents, and other professionals; comprehensive assessment of knowledge through a standardized exam; and other professional documentation. Extensive experiences in one or more early childhood education settings are required: a minimum total of 480 hours must be accrued in ECE I and ECE II. These experiences may be either school-based or "on-the-job" in community-based early childhood education centers, or in a combination of the two. A standards-based plan for each student guides the early childhood education experiences. Students are monitored in these experiences by the Early Childhood Education II teacher. Dual credit agreements with post-secondary programs are encouraged.

## **INTRODUCTION TO FASHION AND TEXTILES (DHS 4111-DOE 5380)**

**1 Semester / 1 Credit**

**Grade Level 9-12**

**Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**

Introduction to Fashion and Textiles is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. This course addresses knowledge and skills related to design,

production, acquisition, and distribution in the fashion, textile, and apparel arena. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; factors influencing the merchandising and selection of fashion, textile, and apparel goods and their properties, design, and production; and consumer skills. A project-based approach integrates instruction and laboratory experiences including application of the elements and principles of design, aesthetics, criticism, history and production; selection, production, alteration, repair, and maintenance of apparel and textile products; product research, development, and testing; and application of technical tools and equipment utilized in the industry. Direct, concrete mathematics proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers.

### **NUTRITION (DHS / -DOE 5342 )**

**2 Semester / 2 Credits**

**Grade Level 10-12**

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

### **PRINCIPLES OF CULINARY AND HOSPITALITY (DHS 4083/4084 -DOE 7173 )**

**2 Semesters / 2 Credits**

**Grade Level 09-12**

Principles of Culinary and Hospitality is designed to develop an understanding of the hospitality industry and career opportunities, and responsibilities in the food service and lodging industry. Introduces procedures for decision making which affects operation management, products, labor, and revenue. Additionally, students will learn the fundamentals of food preparation, basic principles of sanitation, service procedures, and safety practices in the food service industry including proper operation techniques for equipment.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

### **PRINCIPLES OF EARLY CHILDHOOD EDUCATION (DHS 4133/4144 -DOE 7160 )**

**2 Semester / 2 Credits**

**Grade Level 09-12**

This course provides students with an overview of skills and strategies necessary to successfully complete a certificate. Additionally, it provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula and services available to young children. This course also examines basic principles of child development, Developmentally Appropriate Practices (DAP), importance of family, licensing, and elements of quality care of young children with an emphasis on the learning environment related to health, safety, and nutrition. Students may be required to complete observations and field experiences with children as related to this course.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

## **FINE ARTS – MUSIC**

**CHORALE (DHS 1121/1122-DOE 4182)****By Auditions Only****Grade Level 9-12****Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma****2 Semesters / 2 Credits each year**

Chorale is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. 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.

**CONCERT CHOIR (DHS 1131/1132-DOE 4188)****By Auditions Only****Grade Level 9-12****Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma****2 Semesters / 2 Credits each year**

Concert Choir is based on the Indiana Academic Standards for High School Choral Music. Students taking Advanced 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.

**CHAMBER ENSEMBLE CHOIR (DHS 1151/1152-DOE 4180)****By Auditions Only****Grade Level 11-12****Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma****2 Semesters / 2 Credits each year**

Students will study and sing repertoire that will consist of Concert Choral literature as well as Pop, Broadway, and Jazz. Correct vocal production, performance protocol, beginning music theory and basic choreography will be emphasized. Music reading and basic sight singing will also be emphasized. Performances in the local community and outside the local community may be scheduled in addition to those at school. Students will be responsible for purchasing performance attire for those programs. Since this course is co-curricular, additional required rehearsals may be held after school or in the evenings as the director sees fit. The rehearsals will be scheduled in advance to accommodate students' outside schedules.

**BAND - WOODWINDS (DHS 1201/1202-DOE 4170) Grade Level 9-12****BAND - BRASS/PERCUSSION (DHS 1201/1202-DOE 4170) Grade Level 9-12****2 Semesters / 2 Credits each year****Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma****Prerequisite: Suitable instrumental experience or teacher permission**

Woodwinds and Brass/Percussion Band are offered for students who wish to continue their study of band music and improve their skills to perform at an advanced level. Emphasis is placed on proper breathing, tone quality, intonation, articulation, development of range, music, reading skills, etc. Students grow as educated music performers, both individually and collectively. Extended experiences are possible through various small ensembles which may be offered contingent on student interest and participation.

**DANCE PERFORMANCE - COLOR GUARD (DHS /-DOE 4146 )****Grade Level 9-12**

**2 Semesters / 2 Credits each year**

**JAZZ ENSEMBLE (DHS 1251/1252-DOE 4164)**

**2 Semesters / 2 Credits**

**By Teacher Permission**

Jazz Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. **Students are HIGHLY encouraged to also enroll in the Main Band Class. Jazz band students are required to be active participants in regular band activities such as Pep Band, Marching Band, and Concerts**

**MUSIC HISTORY AND APPRECIATION (DHS 1051-DOE 4206)**

**1 Semester / 1 Credit**

**Grade Level 9-12**

**Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**

Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

**MUSIC THEORY AND COMPOSITION (DHS 1061-DOE 4208)**

**1 Semester / 1 Credit**

**Grade Level 9-12**

**Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**

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

**ADV FA/CC BSU MUHIS 100 (DHS 1291-DOE 4260)**

**1 Semester / 1 DHS Credit / 3 BSU Credits**

**Grade Level 11-12**

A University Core Curriculum course that, through a survey of musical forms and compositions from early through contemporary times and the historical and social elements that helped to shape them, offers an introduction to the understanding and appreciation of the broad range of musical creativity.

## **FINE ARTS - THEATRE**

**THEATRE ARTS (DHS 1801/1802-DOE 4242)**

**2 Semesters / 2 Credits**

**Grade Level 10-12 (Teacher Permission for Grade 9 Required)**

**Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**

**Prerequisite: Successful completion of English 9**

Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theater history, culture, analysis, response, creative process, and integrated studies. Additionally, students

explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

**ADVANCED THEATRE ARTS (DHS 1811/1812-DOE 4240)**

**2 Semesters / 2 Credits (Students may earn up to 6 credits in Advanced Theatre Arts)**

**Grade Level 11-12**

**Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**

**Prerequisite: Theatre Arts**

The course is designed to give students advanced training in acting and play production. Advanced techniques are taught through the production of plays, theater performances, or other theatrical experience.

## **FINE ARTS - VISUAL**

**INTRODUCTION TO TWO-DIMENSIONAL ART (DHS 1301-DOE 4000)**

**1 Semester / 1 Credit**

**Grade Level 9-12**

**THIS COURSE IS A PREREQUISITE FOR ALL OTHER ART COURSES – A FULL SEMESTER MUST BE SUCCESSFULLY COMPLETED PRIOR TO TAKING ANY OTHER ART COURSES.**

**Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**

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

**CERAMICS I (DHS 1401-DOE 4040)**

**1 Semester / 1 Credit**

**Grade Level 9-12**

**Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**

**Prerequisite: 2D Art**

Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers

**CERAMICS II (DHS 1411-DOE 4040)**

**1 Semester / 1 Credit**

**Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**

**Grade Level 10-12**

**Prerequisite: Ceramics I**

Ceramics II is a continuation of Ceramics I and is designed for those students who want to continue advanced studies in clay work. Individualized study of hand or wheel techniques and the decoration and firing of pottery will be stressed. Required materials: same as Ceramics I

**CERAMICS III/IV/V (DHS 1412-DOE 4040)**

**1 Semester / 1 Credit**

**Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**

**Grade Level 10-12**

**Prerequisite: Ceramics II**

Ceramics III,IV, and V is a continuation of Ceramics II and is designed for those students who want to continue advanced studies in clay work. Individualized study of hand or wheel techniques and the decoration and firing of pottery will be stressed. Required materials: same as Ceramics I

### **DRAWING I (DHS 1341-DOE 4060)**

**1 Semester / 1 Credit**

**Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**

**Grade Level 9-12**

**Prerequisite: 2D Art**

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

### **DRAWING II & III (DHS 1351-DOE 4060)**

**1 Semester / 1 Credit**

**Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**

**Grade Level 10-12**

**Prerequisite: Drawing I**

These courses are a continuation of Drawing I & II. Creative expression along with technical skills will be stressed.

### **JEWELRY (DHS 1421-DOE 4042)**

**1 Semester / 1 Credit**

**Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**

**Grade Level 9-12**

**Prerequisite: 2D Art**

Jewelry is a course based on the Indiana Academic Standards for Visual Art. Students in Jewelry engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

### **PAINTING I (DHS 1361-DOE 4064)**

**1 Semester / 1 Credit**

**Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**

**Grade Level 9-12**

**Prerequisite: 2D Art**

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



**PAINTING II & III (DHS 1371-DOE 4064)****1 Semester / 1 Credit****Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma****Grade Level 10-12****Prerequisite: Painting I**

Painting II & III offers students the chance to learn to work in oils along with developing the student's painting skills. Developing personal style will be encouraged.

**SCULPTURE (DHS 1431-DOE 4044)****1 Semester / 1 Credit****Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma****Grade Level 9-12****Prerequisite: 2D Art**

Sculpture is a course based on the Indiana Academic Standards for Visual Art. Students in sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality work. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

## **LANGUAGE ARTS**

**ADV ENG/CC BSU ENG 103 (ENGLISH 12) (DHS 3511-DOE 1124)****1 Semester / 1 DHS Credit / 3 BSU Credits****Grade Level 12**

Advanced English/Language Arts, College Credit, is an advanced course based on the Indiana Academic Standards for English/Language Arts in grade 12. This course title covers any English language and composition advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school.

**ADV ENG/CC BSU ENG 104 (ENGLISH 12) (DHS 3512-DOE 1124)****1 Semester / 1 DHS Credit / 3 BSU Credits****Grade Level 12****Prerequisite: BSU ENG 103**

Advanced English/Language Arts, College Credit, is an advanced course based on the Indiana Academic Standards for English/Language Arts in grade 12. This course title covers any English language and composition advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school.

**ADV ENG/CC IT ENG 111 (ENGLISH 12) (DHS 3391/3392- DOE 1124)****2 Semesters / 2 DHS Credits / 3 Ivy Tech Credits****Grade Level 12****Prerequisite: Ivy Tech College Ready PSAT/SAT/ACT English and Writing Scores**

Senior English class for Ivy Tech Credit. Course will include writing skills, literature, and research.

**ADV COMM/CC/ BSU COMM 210 (SPEECH) (DHS 3381-DOE 1124)****1 Semester / 1 DHS Credit / 3 BSU Credits****Grade Level -11-12**

Fundamentals of Public Communication. Principles and practice of effective oral communication; analysis and evaluation of the speaking-listening process; preparation in message construction, emphasizing the selection, organization, and delivery of materials. The course will meet Delta High School speech graduation requirements and a Core Curriculum requirement for Ball State.

## **ENGLISH 9 (DHS 3021/3022-DOE 1002)**

**2 Semesters / 2 Credits**

### **Grade Level 9-12**

English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

## **ENGLISH 9 HONORS (DHS 3001/3002-DOE 1002)**

**2 Semesters / 2 Credits**

### **Grade Level 9**

**This class is open only to students who have completed Challenge Language Arts at the 8<sup>th</sup> grade level with a grade of A or B for both semesters of the school year or by teacher recommendation. To remain in the English Honors program, students are required to maintain a minimum 80% (B-) grade per semester.**

English Honors 9 is designed to exceed the Common Core Standards. Students read a wide variety of literary genres including short stories, novels, the drama essays, and factual documents, and they discuss issues such as purpose, bias, and identification by genre. Organized class discussion has more of a focus and is more specifically goal-oriented than English 9. Composition writing focuses upon development of thesis, ranking of ideas, the importance of audience, modes of discourse (description, persuasion, comparison-contrast, etc.) and the use of word processing. Compositions are longer and more complex than in English 9. Competent grammar and style is always stressed. Vocabulary is developed through literary study and reference to Greek and Latin roots, prefixes and suffixes. Novel study also develops the concept of independent reading, and much more is done than in English 9. Oral communication is stressed through presentations, class discussions, and other activities.

## **ENGLISH 10 (DHS 3121/3122-DOE 1004)**

**2 Semesters / 2 Credits**

### **Grade Level 10**

English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9- 10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

## **ENGLISH HONORS 10 (DHS 3101/3102-DOE 1004)**

**2 Semesters / 2 Credits**

### **Grade Level 10**

**Prerequisite: Completion of English Honors 9 with an A or B for both semesters or teacher recommendation**

English Honors 10 is designed to exceed the Common Core Standards, building on the foundation of English 9. English 10 first focuses upon world literature with its specific traits and important authors in short stories, novels, dramas, and a wide variety of other fictional and factual documents. The Honors class reads more literature of a more difficult nature than English 10 classes. Vocabulary is developed through literary study and reference to Greek and Latin roots, prefixes, and suffixes. Composition writing continues to focus upon modes of discourse (description, persuasion, comparison contrast, etc.) and the use of word processing. Students continue to study how to use evidence to support a thesis and add detail to an argument or narrative. The Honors course stresses more analysis and the incorporation of a research paper or project. Competent grammar and style is always stressed with corrections being allowed after the evaluation of the composition. Oral communication, through presentation, class discussions, and other forums emphasizes good delivery in the various types of speeches.

## **ENGLISH 11 (DHS 3221/3222-DOE 1006)**

**2 Semesters / 2 Credits**

**Grade Level 11**

English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

## **ENGLISH 11 HONORS (DHS 3231/3232-DOE 1006)**

**2 Semesters / 2 Credits**

**Grade Level 11**

**Prerequisite: Completion of English Honors 10 with an A or B for both semesters or teacher recommendation**

English 11 Honors is designed to exceed the Common Core Standards, building on the foundation of English 9 and 10. The course integrates a survey of American literature, focusing especially upon the Romantic, Realistic, Naturalistic, and Modern time periods and literary movements, with an American History course. Speeches, essays, and historical documents are also important. American Studies goes much more deeply into the connections between American literature and literary movements and American history than the regular English 11 course could. Composition focuses upon the modes of discourse (description, persuasion, comparison-contrast, etc.) and analysis of representative literary works from the respective literary eras, such as writings of Dr. Martin Luther King Jr. and Malcom X, Miller's Death of a Salesman, and Steinbeck's In Dubious Battle (novel). The research paper and/or project is the culmination of the junior year composition program, with its emphasis on MLA Style usage. The history component of the course also stresses research, both traditional and Internet-based. Competent grammar and style is always stressed and the grammar handbook is used to promote consistency in both areas. Vocabulary heavily stresses Greek and Latin roots, prefixes, and suffixes and works on analogies all year long in preparation for the SAT. Oral communication through class discussion and presentations is more organized and complex than in previous years.

## **ENGLISH 12 (DHS 3321/3322-DOE 1008)**

**1 Semester 1 / 1 Credit REQUIRED (2 Semesters / 2 Credits offered)**

**Grade Level 12**

English 12, an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grades 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary 168 Indiana Department of Education High School Course Titles and Descriptions interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

## **FILM LITERATURE (DHS 3451-DOE 1034)**

**1 Semester / 1 Credit**

**Grade Level 12**

**Fulfills an English/Language Arts requirement for all diplomas**

**THIS COURSE IS NOT NCAA APPROVED FOR ENGLISH 12 CREDIT**

Film Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus 177 Indiana Department of Education High School Course Titles and Descriptions text to present a literary work. Students analyze how films portray the human condition and the roles of

men and women and the various ethnic or cultural minorities in the past and present. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

**SPEECH (DHS 3411-DOE 1076)**

**1 Semester / 1 Credit**

**Grade Level 10-12**

**A Graduation Requirement Course**

Speech, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multimedia presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.

## **MATHEMATICS**

**ADV MATH/CC BSU CALCULUS 165 (DHS 6821/6822-DOE 2544)**

**2 Semesters / 2 Credits / 4 BSU Credits**

**Grade Level 12**

**Prerequisite: Pre-Calculus**

Applied Calculus. Discussion of limits, derivatives, differentials, and definite and indefinite integrals. Focuses on the application of these topics in the applied sciences.

**ADV MATH/CC BSU MATH 125 Quantitative Reasoning (DHS 6811/6812 - DOE 2550)**

**2 Semesters / 2 Credits / 3 BSU Credits**

**Grade Level 11-12**

**Prerequisite: Algebra I, Algebra II, Geometry**

Mathematics and its Application. A diverse course including statistics and other topics such as mathematical modeling, problem solving, finance, geometrical concepts, growth patterns, and applications to the physical sciences, social sciences, and economics. The course completes a BSU Core Curriculum requirement.

**ADV MATH/CC IT MATH 136 PRE-CALCULUS: ALGEBRA (DHS 6271-DOE 2564)**

**1 Semester / 1 Credit / 3 Ivy Tech Credits**

**Grade Level 11-12**

**Prerequisite: Algebra I, Algebra II, Geometry**

Advanced Mathematics College Credit is a title covering (1) any advanced mathematics course (beyond Algebra II) that is offered for credit by an accredited post-secondary institution and is not a course offered in the Indiana State Approved Course Titles and Descriptions.

**ADV MATH/CC IT MATH 137 PRE-CALCULUS: TRIGONOMETRY (DHS 6272-DOE 2566)**

**1 Semester / 1 Credit / 3 Ivy Tech Credits**

**Grade Level 10-12**

**Prerequisite: IT MATH 136**

Advanced Mathematics College Credit is a title covering (1) any advanced mathematics course (beyond Algebra II) that is offered for credit by an accredited post-secondary institution and is not a course offered in the Indiana State Approved Course Titles and Descriptions.

## **ALEKS**

**Algebra I (DHS 6181/6182-DOE 2520)**

**Algebra II (DHS 6281/6282-DOE 2522)**

**Geometry (DHS 6191/6192-DOE 2532)**

### **PLACEMENT BY COUNSELOR APPROVAL**

ALEKS is a web-based learning assessment system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and does not know in a course. The program then instructs the student on the topics she/he is most ready to learn. As a student works through a course, the program periodically assesses the student to ensure that topics learned are also retained. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course she/he is taking. This course is for students that are at risk of not graduating due to mathematics. Students that have failed a previous semester could be placed to participate in the ALEKS program. This is not a college prep math course. It is designed to help students who have not had success in previous math classes.

**When taken with a Math teacher, ALEKS is a NCAA approved course.**

## **ALGEBRA I (DHS 6121/6122-DOE 2520)**

**2 Semester / 2 Credits**

**Grade Level 9-12**

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of six strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## **ALGEBRA II (DHS 6131/6132-DOE 2522)**

**2 Semesters / 2 Credits**

**Grade Level 9-12**

**Prerequisite: Algebra I**

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## **ALGEBRA HONORS II (DHS 6221/6222-DOE 2522)**

**2 Semesters / 2 Credits**

**Grade Level 9-12**

**Prerequisite: Algebra I**

The second year in a two-year program of algebra for the advanced math student. The purpose of the course is to comprehend and utilize algebraic concepts and skills and to make application of these concepts. Topics covered will be sets of numbers, open equations, linear programming, solving inequalities, solving quadratic equations, solving systems of equations and inequalities, matrix theory, (including solving systems by using augmented matrices) irrational numbers, rational exponents, conic sections, introduction to trigonometry and probability.

**GEOMETRY (DHS 6141/6142-DOE 2532)****2 Semesters / 2 Credits****Grade Level 9-12****Prerequisite: Algebra I**

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Seven critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**GEOMETRY HONORS (DHS 6231/6232-DOE 2532)****2 Semesters / 2 Credits****Grade Level 9-12****Prerequisite: Algebra I**

The course develops, through the use of geometric models, a reasonable knowledge of the process of deductive and inductive reasoning and its application. The course includes the study of logical reasoning, triangle congruence, parallel lines, perpendicular lines, quadrilaterals, geometric ratios and proportions, similar figures, circles, loci, basic constructions, the Pythagorean theorem, properties of right triangles including some basic trigonometric functions, and elementary coordinate geometry.

**PRE-CALCULUS: ALGEBRA / PRE-CALCULUS: TRIGONOMETRY (DHS 6241/6242-DOE 2564/ 2566)****2 Semesters / 2 Credits****Grade Level 11-12****Prerequisite: Algebra I, Algebra II, and Geometry**

Pre-Calculus: Algebra extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus: Algebra is made up of five strands: Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Functions and Equations; Sequences and Series; and Conics. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations

# **PHYSICAL EDUCATION / HEALTH AND WELLNESS EDUCATION**

**PHYSICAL EDUCATION I (DHS 9191-DOE 3542)****1 Semester / 1 Credit****Grade Level 9-12****A Graduation Requirement Course**

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

## **PHYSICAL EDUCATION II (DHS 9192-DOE 3544)**

**1 Semester / 1 Credit**

**Grade Level 10-12**

**Prerequisite: PE I**

**A Graduation Requirement Course**

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in four of the following areas that were not included in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

## **ELECTIVE PE/GAMES (DHS 9211-DOE 3560)**

**1 Semester / 1 Credit**

**Grade Level 11-12**

**Prerequisite: PE I and PE II**

This course builds on the skills and knowledge obtained during PE II. Sport and lifetime activities are stressed with an emphasis on strategy and an increased skill level. Participation in games and competition are part of daily activities.

## **ELECTIVE PE/WEIGHT LIFTING I (DHS 9221/9222-DOE 3560)**

**2 Semesters / 2 Credits**

**Grade Level 10**

**Prerequisite: PE I and PE II**

This course is offered to provide year around weight training and conditioning for Delta students. The student must be self-disciplined and motivated to follow a specialized weight training program. Special emphasis is given to the study of muscles as they relate to exercise.

## **ELECTIVE PE/WEIGHT LIFTING II (DHS 9231/9232-DOE 3560)**

**2 Semesters / 2 Credits**

**Grade Level 11**

**Prerequisite: Weight Lifting I**

This course is a continuation of Weight Lifting I. Different types of workout programs are explored with an emphasis on assessing one's needs for specific performances. Individuals work toward developing an IWP (individual workout program) that will carry over to post high school training experiences.

## **ELECTIVE PE/WEIGHT LIFTING III (DHS 9235/9236-DOE 3560)**

**2 Semesters / 2 Credits**

**Grade Level 12**

**Prerequisite: Weight Lifting II**

This course is a continuation of Weight Lifting II. Different types of workout programs are explored with an emphasis on assessing one's needs for specific performances. Individuals work toward developing an IWP (individual workout program) that will carry over to post high school training experiences.

## **HEALTH AND WELLNESS EDUCATION (DHS 9281-DOE 3506)**

**1 Semester / 1 Credit**

**Grade Level 9-12**

**A Graduation Requirement Course**

Health and Wellness, a course based on Indiana's Academic Standards for Health and Wellness and provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of

priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco- free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills

### **PE II ATHLETIC FLEX CREDIT (DHS 9233-DOE 3544)**

**Grade 10-11**

**1 credit**

Students are **REQUIRED** to pick up a PE II Flex Credit Application from the teacher heading up the program (Coach Overholt). . Students are required to submit all paperwork to Mr. Overholt by May 1st of the school year. Students have the option to select PE II Flex Credit if a student participates in at least two (2) sports at Delta High School within the same school year.

## **SCIENCE**

### **ADV SCI/CC IT ANATOMY & PHYSIOLOGY 101 (DHS 7531-DOE 3090)**

**2020-2022**

**1 Semester / 1 Credits / 3 Ivy Tech Credits**

**Grade Level 11-12**

**Prerequisite: Biology I and Chemistry I**

Fundamentals of Human Anatomy. Basic study of human anatomy. Emphasizes gross and functional anatomy but also includes microscopic study of selected tissues and organs.

### **ADV SCI/CC IT ANATOMY & PHYSIOLOGY 102 (DHS 7532-DOE 3090)**

**2020-2022**

**1 Semester / 1 Credit / 3 Ivy Tech Credits**

**Grade Level 11-12**

**Prerequisite: ANATOMY & PHYSIOLOGY 101**

Fundamentals of Human Anatomy. Basic study of human anatomy. Emphasizes gross and functional anatomy but also includes microscopic study of selected tissues and organs.

### **ADV SCI/CC BSU BIOLOGY 100 (Biology II) (DHS 7781/7782-DOE 3090)**

**2 Semesters / 2 Credits / 4 BSU Credits**

**Grade Level 11-12**

**Prerequisite: Biology I and Chemistry I**

Principles of Biology I. Designed for biology, allied health, and other science majors. Emphasis at cellular level: chemical and physical organization of life, prokaryotic and eukaryotic cell structure and function, bioenergetics, cell divisions, genetics, gene expression, protein synthesis, and evolution.

### **ADV SCI/CC IT CHEM 101 (Chemistry II) (DHS 7241/7242-DOE 3090)**

**2020-2022**

**2 Semesters / 2 Credits / 3 Ivy Tech Credits**

**Grade Level 11-12**

**General Chemistry I**

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.



**ADV SCI/CC BSU PHYSICS 110 (DHS 7701-DOE 3090)****2020-2021****1 Semester / 1 Credit / 4 BSU Credits****Grade Level 11-12****Prerequisite: Physics I, Pre-Calculus/Trig completed or concurrently, or Teacher Recommendation**

BSU Physics 110 Studies the laws of Newtonian mechanics. Introductory fluid statics and dynamics, heat and thermodynamics, and wave motion and sound.

**ADV SCI/CC BSU PHYSICS 112 (DHS 7702-DOE 3090)****2020-2021****1 Semester / 1 Credit / 4 BSU Credits****Grade Level 12****Prerequisite: Physics I and Physics 110 or Teacher Recommendation**

BSU Physics 112 Studies static and current electricity, magnetism, light and optics, and an introduction to modern physics including relativity and elements of atomic and nuclear physics.

**ANATOMY & PHYSIOLOGY (DHS 7511/7512-DOE 5276)****2 Semesters / 2 Credits****Grade Level 11-12****Prerequisite: Biology I and Chemistry I**

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeletal, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

**BIOLOGY I (DHS 7101/7102-DOE 3024)****2 Semesters / 2 Credits****A Graduation Requirement Course****Grade Level 9-12**

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

**BIOLOGY II (DHS 7131/7132-DOE 3026)****2 Semesters / 2 Credits****Grade Level 11-12****Prerequisite: Biology I and Chemistry I**

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

**CHEMISTRY I (DHS 7211/7212-DOE 3064)****2 Semesters / 2 Credits****Grade Level 10-12****Prerequisite: Algebra I and Biology I****Qualifies as a quantitative reasoning course**

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure and the

Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.

### **CHEMISTRY II (DHS 7301/7302-DOE 3066)**

**2 Semesters / 2 Credits**

**Grade Level 11-12**

**Prerequisite: Chemistry I**

**Qualifies as a quantitative reasoning course**

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.

### **EARTH AND SPACE SCIENCE I (DHS 7201/7202-DOE 3044)**

**2 Semesters / 2 Credits**

**Grade Level 10-12**

Earth and Space Science I is a course focused on the following core topics: universe; solar system; Earth cycles and systems; atmosphere and hydrosphere; solid Earth; Earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by 283 Indiana Department of Education High School Course Titles and Descriptions designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures

### **INTEGRATED CHEMISTRY-PHYSICS (DHS 7011/7012-DOE 3108)**

**2 Semesters / 2 Credits**

**Grade Level 10-12**

**Prerequisite: Algebra I completed or concurrently recommended**

**Qualifies as a quantitative reasoning course**

Integrated Chemistry-Physics is a course focused on the following core topics: constant velocity; uniform acceleration; Newton's Laws of motion (one dimension); energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. **The science principles included are those found to be within the range and interest of students who have not yet taken physics and chemistry courses.**

### **PHYSICS B ADVANCED PLACEMENT (DHS 7901/7902 – DOE 3080)**

**2 Semesters/2 Credits**

**Grade Level 12**

**Prerequisite: Physics I and Pre-Calculus/Trig**

**STUDENTS MUST INFORM SCHOOL COUNSELOR AND PHYSICS TEACHER OF AP DESIRE**

The Advanced Placement Program in Physics is designed to provide students with the skills and science knowledge necessary to deal with problems and materials in physics. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those of a full-year introductory college course. The College Board guidelines are followed. The understanding and the ability to apply the fundamental concepts and principles concerning matter and energy through the laboratory study of mechanics, wave motion, heat, electricity, magnetism, and atomic and nuclear physics will be the focus of the course. The students must pass the Advanced Placement Physics Exam before receiving college credit for this course.

### **PHYSICS I (DHS 7411/7412 – DOE 3084)**

**2 Semester / 2 Credits**

## **Grade Level 11-12**

**Prerequisite: Pre-Calculus/Trig completed or concurrently with Physics I.**

**Qualifies as a quantitative reasoning course**

Physics I is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.

# **SOCIAL STUDIES**

## **ADV SS/CC IT AMERICAN HISTORY 102 (US HISTORY) (DHS 8741/8742-DOE 1542)**

**Grade Level 11**

**2 Semesters / 2 DHS Credits / 3 Ivy Tech Credits**

Advanced US History class taught at the college level.

## **ADV SS/CC IT ECON 101 (ECONOMICS) (DHS 8761-DOE 1514)**

**Grade Level 12**

**1 Semester / 1 DHS Credit / 3 Ivy Tech Credits**

Provides a survey of microeconomics, macroeconomics, international economics, comparative economic systems, historical development of economic thought, and their application to current economic problems. An introductory course intended primarily for students who need only one semester of economics.

## **ADV SS/CC IT PSYC 101 (PSYCHOLOGY) (DHS 8861-DOE 1532)**

**Grade Level 11-12**

**1 Semester / 1 DHS Credit / 3 Ivy Tech Credits**

Advanced Psychology class taught at the college level. Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas: History and Scientific Method, Biological Basis for Behavior, Development, Cognition, Personality and Assessment, Abnormal Psychology, Socio-Cultural Dimensions of Behavior, and Psychological Thinking. History and Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development analyzes the changes through one's life including the physical, cognitive, emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment explains the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual.

## **ADV SS/CC IT POLS 101 (US GOVERNMENT) (DHS 8861-DOE 1540)**

**Grade Level 12**

**1 Semester / 1 DHS Credit / 3 Ivy Tech Credits**

Studies federalism, theories of the origins and purposes of government and other aspects of the American government, including interest groups, political parties, and the electoral process. Emphasis is placed on constitutional backgrounds and the organization and functions of the executive, legislative, and judicial segments of the national government, civil liberties and civil rights, public opinion, media, bureaucracies, domestic and foreign policy. Emphasis will be placed on the importance of active involvement in the governmental process by the citizens.

## **ECONOMICS (DHS 8421-DOE 1514)**

**1 Semester / 1 Credit**

**Grade Level 12**

**A Graduation Requirement Course**

**Qualifies as a quantitative reasoning course**

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

### **ETHNIC STUDIES (DHS 8711-DOE 1516)**

**1 Semester / 1 Credit**

**Grade Level 9-12**

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

### **GEOGRAPHY AND HISTORY OF THE WORLD (DHS 8021/8022-DOE 1570)**

**2 Semesters / 2 Credits**

**Grade Level 9-12**

Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships. Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and 294 Indiana Department of Education High School Course Titles and Descriptions responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

### **INDIANA STUDIES (DHS 8712-DOE 1518)**

**1 Semester / 1 Credit**

**Grade Level 9-12**

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

### **PSYCHOLOGY (DHS 8321/8322-DOE 1532)**

**1 Semester / 1 Credit**

**Grade Level 12**

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas: History and Scientific Method, Biological Basis for Behavior, Development, Cognition, Personality and Assessment, Abnormal Psychology, Socio-Cultural Dimensions of Behavior, and Psychological Thinking. History and Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development analyzes the changes through one's life including the physical, cognitive, emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment explains the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual.

**SOCIOLOGY (DHS 8521-DOE 1534)****1 Semester / 1 Credit****Grade Level 11-12**

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

**UNITED STATES HISTORY (DHS 8121/8122-DOE 1542)****2 Semesters / 2 Credits****A Graduation Requirement Course****Grade Level 11**

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

**UNITED STATES GOVERNMENT (DHS 8221-DOE 1540)****1 Semester / 1 Credit****A Graduation Requirement Course****Grade Level 12**

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

**WORLD HISTORY AND CIVILIZATION (DHS 8031/8032-DOE 1548)****2 Semesters / 2 Credits****Grade Level 9-12**

World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

# **SPECIAL EDUCATION**

**PLACEMENT BY CASE CONFERENCE ONLY.**

## **APPLIED COURSES**

**1 Semester = 1 Applied Unit**

**Grade Level 9-12**

Applied Courses provide students with academic classes for the **Indiana Certificate of Completion** as per the student's IEP.

**APPLIED PE I**

**APPLIED PE II**

## **BASIC SKILLS (DHS 9041/9042 - DOE 0500)**

**1-2 Semesters / 1-2 Credits (May earn up to 8 Credits)**

**Grade Level 9-12**

Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, which are essential for high school course work achievement.

Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations

## **RESOURCE ROOM STUDY HALL (DHS 9051/9052)**

**1-2 Semesters / 0 Credits**

**Grade Level 9-12**

Resource Room Study Hall is assigned by case conference only and is not for credit.

# **WORLD LANGUAGES**

## **ADV SPAN/CC IT 101/102 SPANISH III (DHS 3891/3892-DOE 2124)**

**2 Semesters / 2 DHS Credits / 8 Ivy Tech Credits**

**Grade Level 10-12**

It is to be understood that all objectives/outcomes included in Spanish I and II will continue to be expectations for the level iii students as well. Students are routinely assessed in the areas of writing, reading, listening, culture, and speaking, and are expected to be able to spell vocabulary and write complete sentences and phrases correctly. Spanish III provides students the opportunity to: 1) ask questions regarding a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases, 2) read for comprehension from a variety of authentic materials, such as advertisements in newspapers, magazines, cartoons and personal correspondence, 3) read short literary selections of poetry, plays, and short stories, 4) complete authentic forms and documents and take notes that require familiar vocabulary and structures, 5) write paraphrases, summaries, and brief compositions, 6) describe different aspects of the culture, using the Spanish language where appropriate, including: a) major historical events, b) value systems, c) visual arts, d) architecture, e) literature, f) music, 7) seek help in a crisis situation and participate appropriately at special family occasions, such as birthdays, weddings, funerals, and anniversaries 8) use and understand grammar concepts of the target language, and 9) comprehend basic situation scenarios in the target language through both video and audio.

## **ADV SPAN/CC IT 201/202 SPANISH IV (DHS 3901/3902-DOE 2126)**

**2 Semesters / 2 DHS Credits / 6 Ivy Tech Credits**

**Grade Level 11-12**

It is to be understood that all objectives/outcomes included in Spanish I, II, and III will continue to be expectations for Spanish IV students as well. Students are routinely assessed in the areas of reading, writing, listening, culture and speaking, and are expected to be able to spell vocabulary and write complete sentences and phrases correctly. Spanish IV provides students the opportunity to: 1) ask questions regarding a variety of social situations, and express opinions and make judgments, 2) give presentations on cultural topics including traditions, historical and contemporary events and major historical and artistic figures, 3) paraphrase or restate what someone else has said, 4) read for comprehension from a variety of longer authentic materials, such as newspapers, magazines articles, novels, essays, as well as make judgments about what is read, 5) write well organized compositions on a given topic, 6) begin using Spanish creativity in writing simple poetry and prose, 7) be aware of relationship between various art forms in at least one major historical period, 8) be aware of the major literary, musical, and artistic periods and genres of at least one of the cultures in which the language is spoken, 9) be able to adjust speech appropriate to the situation and audience, 10) be able to participate appropriately in a variety of specific circumstances which could include public meetings, attending concerts, and using public transportation, 11) use and understand grammar concepts of the target language, and 12) comprehend basic situation scenarios in the language through both video and audio CD.

## **SPANISH I (DHS 3851/3852-DOE 2120)**

**2 Semesters / 2 Credits**

**Grade Level 9-12**

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

## **SPANISH II (DHS 3861/3862-DOE 2122)**

**2 Semesters / 2 Credits**

**Grade Level 9-12**

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

## **SPANISH III (DHS 3891/3892-DOE 2124)**

**2 Semesters / 2 DHS Credits**

**Grade Level 10-12**

It is to be understood that all objectives/outcomes included in Spanish I and II will continue to be expectations for the level iii students as well. Students are routinely assessed in the areas of writing, reading, listening, culture, and speaking, and are expected to be able to spell vocabulary and write complete sentences and phrases correctly. Spanish III provides students the opportunity to: 1) ask questions regarding a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases, 2) read for comprehension from a variety of authentic materials, such as advertisements in newspapers, magazines, cartoons and personal correspondence, 3) read short literary selections of poetry, plays, and short stories, 4) complete authentic forms and documents and take

notes that require familiar vocabulary and structures, 5) write paraphrases, summaries, and brief compositions, 6) describe different aspects of the culture, using the Spanish language where appropriate, including: a) major historical events, b) value systems, c) visual arts, d) architecture, e) literature, f) music, 7) seek help in a crisis situation and participate appropriately at special family occasions, such as birthdays, weddings, funerals, and anniversaries 8) use and understand grammar concepts of the target language, and 9) comprehend basic situation scenarios in the target language through both video and audio.

#### **SPANISH IV (DHS 3901/3902-DOE 2126)**

**2 Semesters / 2 DHS Credits**

**Grade Level 11-12**

It is to be understood that all objectives/outcomes included in Spanish I, II, and III will continue to be expectations for Spanish IV students as well. Students are routinely assessed in the areas of reading, writing, listening, culture and speaking, and are expected to be able to spell vocabulary and write complete sentences and phrases correctly. Spanish IV provides students the opportunity to: 1) ask questions regarding a variety of social situations, and express opinions and make judgments, 2) give presentations on cultural topics including traditions, historical and contemporary events and major historical and artistic figures, 3) paraphrase or restate what someone else has said, 4) read for comprehension from a variety of longer authentic materials, such as newspapers, magazines articles, novels, essays, as well as make judgments about what is read, 5) write well organized compositions on a given topic, 6) begin using Spanish creativity in writing simple poetry and prose, 7) be aware of relationship between various art forms in at least one major historical period, 8) be aware of the major literary, musical, and artistic periods and genres of at least one of the cultures in which the language is spoken, 9) be able to adjust speech appropriate to the situation and audience, 10) be able to participate appropriately in a variety of specific circumstances which could include public meetings, attending concerts, and using public transportation, 11) use and understand grammar concepts of the target language, and 12) comprehend basic situation scenarios in the language through both video and audio CD.

## **MISCELLANEOUS**

#### **CAREER EXPLORATION INTERNSHIP (DHS 9301/9302-DOE 0530)**

**2 Semesters / 2 periods enrolled / 2 credits**

**Grade Level 12**

**Career Exploration Internship is offered both in the AM and PM. Students interested in an internship at an elementary school must sign up for the AM session.**

**Application is REQUIRED for this course and students are responsible for picking up applications from the Internship teacher.**

The Career Exploration Internship course is a work experience in the public or private sector that provides for workplace learning in an area of student career interest. This course is an elective for seniors who have focused career goals and wish to do an internship. To participate, students must: 1) have no more than 5 uncertified absences in any class in the semester prior to the beginning of the internship, 2) have no failing grades in the previous semester prior to the beginning of the internship, 3) have no disciplinary referrals in the semester prior to the beginning of the internship, and 4) be a senior and have sufficient credits for graduation.

#### **PEER TUTORING (DHS 9342/9351-DOE 0520)**

**1 or 2 Semesters / 1-2 Credits**

**Grade Level 9-12**

**Application is REQUIRED for this course and students are responsible for picking up applications from the Peer Tutoring teacher.**

#### **STUDY HALL (DHS 9901/9902)**

**1-2 Semesters / 0 Credits**

**Grade Level 9-12**

**Students are allowed to take a Study Hall for only Semester 1, or only Semester 2, or for all year.**



## **DELTA LEARNING CENTER (DLC)**

**DELTA LEARNING CENTER AM (DHS 9911/9912) 8:00 AM – 11:00 AM**

**DELTA LEARNING CENTER PM (DHS 9921/9922) 12:00 PM – 3:00 PM**

### **Grade Level 12**

Students may be enrolled at the Delta Learning Center (DLC) to complete requirements needed for graduation. This option is available to students for a variety of circumstances for successful completion of enough credits for graduation requirements. A student/parent interview with school administration is necessary prior to placement. Students/Parents are responsible for transportation.

## **MUNCIE AREA CAREER CENTER (MACC)**

The Muncie Area Career Center (MACC) is an area career and technical education school dedicated to the development of academic and career skills to prepare students for college and a career. The Muncie Area Career Center serves high school juniors and seniors from the following participating high schools in Blackford, Delaware, and Randolph counties: Blackford, Burris, Cowan, Daleville, Delta, Monroe Central, Muncie Central, Union City, Wapahani, Wes-Del, Winchester, and Yorktown.

**MUNCIE AREA CAREER CENTER AM (DHS 9801/9802) 7:55 AM-10:30 AM = 4 Classes at Delta (Periods 4-7)**

**MUNCIE AREA CAREER CENTER PM (DHS 9811/9812) 12:25 PM-3:00 PM = 3 Classes at Delta (Periods 1-3)**

**2 Semesters / 3-4 Periods / 3 Credits per Semester**

**Students are REQUIRED to apply by MACC Application EACH YEAR. This Application requires both parent and student signatures. Please see <http://macc.muncie.k12.in.us/programs> for current CTE programs and program details.**

### **MACC Programs:**

**Auto Technology**  
**Building Trades**  
**Construction Technology**  
**Cosmetology**  
**Criminal Justice**  
**Dental Careers**  
**Early Childhood Education**  
**Electrical Technology**  
**Fire & Rescue**  
**Health Science I**  
**Health Science II**  
**Interactive Media**  
**PLTW Biomedical**  
**Welding Technology**

## **CTE CONCENTRATORS FOR CLASS OF 2023 & 2024**

- **MUST TAKE BOTH CLASSES LISTED**
- **MUSH HAVE "C" AVERAGE IN BOTH CLASSES**
- **FULFILLS BUCKET #3 OPTION IN PATHWAY : Postsecondary-Ready Comp.**
  - Ag Power & Ag Business Mgt
  - Horticulture Science & Landscape Mgt I
  - Early Childhood Ed I & Early Childhood Ed II
    - PLTW POE & PLTW CEA
    - PLTW POE & PLTW CIM
  - Computer Science I & Computer Science II
  - Principles of Business Mgt. & Accounting Fundamentals
  - MACC - year 1 and year 2 of same MACC program

## **CTE CONCENTRATORS FOR CLASS OF 2025 & BEYOND**

- **MUST TAKE BOTH CLASSES LISTED**
- **MUSH HAVE "C" AVERAGE AND COMBINED 6 CREDITS**
- **FULFILLS BUCKET #3 OPTION IN PATHWAY : Postsecondary-Ready Comp.**
  - Ag: Begin with Principles of Ag
  - FACS: Begin with Principles of Early Childhood Education
    - FACS: Begin with Principles of Culinary & Hospitality
      - PLTW: IED & POE & CEA
      - PLTW: IED & POE & CIM
  - Computer Science: Principles of of Computers (Computer Science I) & Topics in Computing (Computer Science II) & Computer Sciences III (NLPS)
  - Business:Principles of of Business Management & Accounting Fundamentals & TBD
    - MACC - year 1 and year 2 of same MACC program