MT.VERNON HIGH SCHOOL

2016-2017

COURSE HANDBOOK
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INTRODUCTION

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

This guide will help you to think, to plan, to act to your best advantage as you move from the freshman through the senior year at Mt. Vernon High School. Be aware that we have a wide variety of electives from which you may choose; on the other hand, we also have a number of requirements for graduation which must be kept in mind throughout all stages of your planning. Please be guided in your choices of program by today's jobs and college admission requirements, not by standards which may be obsolete or by stories which may have been around for years. When you have a question, please see your counselor to obtain accurate and up-to-date information. Your counselor and your teachers stand ready to assist you when questions arise.

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

ADMINISTRATION, MT. VERNON COMMUNITY SCHOOL CORPORATION
Dr. Shane Robbins, Superintendent
Mike Horton, Assistant Superintendent
Dr. Jeff Bond, Curriculum and Assessment Director
Brian Tomamichel, Business Manager and Corporation Treasurer
Greg Rollo, Technology Director

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Jamie Beaver, Counseling Director and Counselor (Students: A-B and T-Z)
Lindsey Finn, Counselor (Students: C-Hi and S)
Bronwyn Kotarski, Counselor (Students: Hj-R)
Kelly Fleming, Registrar
Shelly Watt, Counseling Secretary
GRADUATION REQUIREMENTS

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

Students must receive one of the following diploma types:

- Core 40 with Academic Honors
- Core 40 with Technical Honors
- Core 40
- General Diploma - Must complete an “Opt out Form.”

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>95-99</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>0.7</td>
</tr>
</tbody>
</table>

* F  59 and Below

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

CORE 40 DIPLOMA (45 CREDITS)

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

Math: (6 credits total)
- Algebra I, Geometry, Algebra II
***Students must take 3 years of MATH credits between 9th-12th grade.***
***Students must take a math or quantitative reasoning course each year of high school.***

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

Social Studies: (6 credits total)
- Geography/History of the World or World History/Civilization (Take one only in 9th or 10th grade)
- U.S. History (Junior)
- U.S. Government and Economics (Senior)

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

Health: (1 credit total)

Business: (2 credits total)
- Digital Citizenship
- Personal Finance or Adult Roles (Junior)

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

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

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

CORE 40 WITH ACADEMIC HONORS (47 CREDITS)

Complete all Core 40 requirements (Some electives are replaced with additional classes below)
Earn 2 additional Core 40 Math credits
Earn 1 credit in Speech
Earn 6-8 credits in World Language (6 credits in one language or 4 credits in each of two separate languages for a total of 8 language credits)
Earn 2 Core 40 Fine Arts credits
Earn a “73” or better in all courses that count towards the Diploma
Have a GPA of “3.0” or Better

Complete one of the following:
A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
B. Earn 6 verifiable transcripted college credits in dual credit courses from the approved list.
C. Earn two of the following:
   1. A minimum of 3 verifiable transcripted college credits from the approved dual credit list,
   2. 2 credits in AP courses and corresponding AP exams,
   3. 2 credits in IB standard level courses and corresponding IB exams.
D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each.
E. Earn an ACT composite score of 26 or higher and complete written section
CORE 40 WITH TECHNICAL HONORS (47 CREDITS)
Complete all Core 40 requirements (Some electives are replaced with additional classes below)
Earn 1 credit in Speech
Earn a “73” or better (C) in all courses that count towards the Diploma
Have a GPA of “3.0” or Better

● Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. State approved, industry recognized certification or credential, or
  2. Pathway dual credits from the approved dual credit list resulting in 6 transcripted college credits

● Complete one of the following,
  A. Any one of the options (A - E) of the Core 40 with Academic Honors
  B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
  C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
  D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.

GENERAL DIPLOMA (42 TOTAL CREDITS REQUIRED)
A General Diploma can only be received through an opt-out process. The General Diploma is not considered a college-prep curriculum and will not qualify students for direct admittance into any 4 year College Program. You must see your counselor if you plan on receiving this diploma as it requires an opt-out of Core 40 form.

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

Reading, writing and math are essential life skills, and students must demonstrate a basic understanding of English/language arts and mathematics as part of the requirements for graduation.

The assessment requirement for graduation can be met in three ways:

1. **Classes of 2017 and 2018:** Pass the English 10 and Algebra I End of Course Assessments (ECAs). **Classes of 2019 and 2020:** Pass ISTEP+ 10 (English/Language Arts and Math).

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

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

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

Students who are unable to make up deficiencies at Mt. Vernon High School may do so by attending summer or night schools, which have been approved by MVCSC. Those needing to take correspondence work must do so through Indiana University Online or Indiana Online Academy, Brigham Young University or as approved by the high school administration.

A student who fails one of these required exams may choose to repeat the course or attend remediation before the next retest date. The student’s counselor can help students and parents decide which would be the best option for them.
Quantitative Reasoning Courses

**AP**
- AP Biology
- AP Calculus
- AP Chemistry
- AP Physics
- AP Statistics

**Agriculture Education**
- Advanced Life Science, Animals
- Agribusiness Management

**Business**
- Intro to Accounting
- Business Math
- Computer Science I
- Computer Science II

**Engineering and Technology**
- Civil Engineering and Architecture

**Family and Consumer Sciences**
- Personal Financial Responsibility

**Science**
- Chemistry I
- Chemistry II
- Integrated Chemistry-Physics
- Physics I
- Physics II

**Social Studies**
- Economics
Career and Technical Education Opportunities

Students at Mt. Vernon High School have the opportunity to apply for Career and Technical Education classes through the District 26 Career and Technical Education program at various locations on the Anderson Career Campus (765-641-2046) and Walker Career Center (317-532-6150) at Warren Central High School.

These courses are primarily two year programs. Students will only be at Mt. Vernon for a portion of the day. Students must be in good academic standing and on track to graduate, and they are eligible for vocational programs starting their junior year. If a student earns dual credit through one of these programs then it will count towards an Academic Honors Diploma. Some programs have a certificate that can be applied to a Technical Honors Diploma.

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

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

<table>
<thead>
<tr>
<th>Anderson Career Campus</th>
<th>Walker Career Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Auto Collision Repair I</td>
<td>Two Year Programs</td>
</tr>
<tr>
<td>● Auto Services Tech</td>
<td>● Auto Collision Technology</td>
</tr>
<tr>
<td>● Advanced Manufacturing</td>
<td>● Auto Service Technology</td>
</tr>
<tr>
<td>● Business</td>
<td>● Construction Trades</td>
</tr>
<tr>
<td>● Construction Trades</td>
<td>● Cosmetology</td>
</tr>
<tr>
<td>● Cosmetology (Seniors Only)</td>
<td>● Culinary Arts</td>
</tr>
<tr>
<td>● Criminal Justice</td>
<td>● Electronics &amp; Computer Networking</td>
</tr>
<tr>
<td>● Culinary Arts</td>
<td>● Graphic Design &amp; Layout</td>
</tr>
<tr>
<td>● Dental Careers</td>
<td>● Health Science Education</td>
</tr>
<tr>
<td>● Early Childhood Education</td>
<td>● PC Tech Support/Network Fundamentals</td>
</tr>
<tr>
<td>● Education Professions (Seniors Only)</td>
<td>● Precision Machining</td>
</tr>
<tr>
<td>● Emergency Medical Services</td>
<td>● TV/Radio Production</td>
</tr>
<tr>
<td>● Entrepreneurship &amp; New Ventures</td>
<td>● Welding</td>
</tr>
<tr>
<td>● Fashion &amp; Textiles</td>
<td>One Year Programs</td>
</tr>
<tr>
<td>● Fire &amp; Rescue</td>
<td>● 3D Computer Animation</td>
</tr>
<tr>
<td>● Health Sciences I: Intro Medical</td>
<td>● Architectural Drafting</td>
</tr>
<tr>
<td>● Health Sciences II: CNA Program</td>
<td>● Aviation (Grade 12 Only/Airport)</td>
</tr>
<tr>
<td>● Landscaping &amp; Agriculture</td>
<td>● Dental Careers</td>
</tr>
<tr>
<td>● Radio/TV</td>
<td>● Early Childcare Education</td>
</tr>
<tr>
<td>● Vet Careers</td>
<td>● Education Professions</td>
</tr>
<tr>
<td>● Welding</td>
<td>● Vet Tech</td>
</tr>
</tbody>
</table>

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

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

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

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

How do I take Dual Credit courses?
The easiest and most common way to earn dual credit is to sign up for a dual credit class taught by an MVHS teacher. These are listed in this handbook. Talk to your counselor about choosing appropriate courses for your high school, college, and career goals. If you decide to take a course for dual credit, you will need to complete a Mt. Vernon enrollment form and an application from the credit-granting college (your teacher will give you these forms in the first week of class). You will also need to fulfill any additional requirements as laid out by the credit-granting institution. Some courses involve a fee as well.

You may also work with your counselor to sign up for a college or university class offered either online or through a local post-secondary institution. Many courses offered at the college level would also be able to count as dual credit for your high school transcript. If you would like more information about this, see your counselor.

What Dual Credit courses are available?
Most of the dual credit courses currently offered at Mt. Vernon are in the technology departments. These include Project Lead the Way courses, Computer Programming, Intro to Design Processes (CAD I), Computers in Design and Production (CAD II), and several IT courses. The Education Professionals course taught by Mt. Vernon High School is also offered as a dual credit.

Who can take Dual Credit courses? Mt. Vernon typically recommends that students be a Junior or Senior before taking Dual Credit Courses, though some are available to underclassmen. Again, your counselor will be able to help you determine when to take dual credit courses.
Dual Credit courses available for the 2016-2017 School Year

High Tech Academy
The college credit is offered through Vincennes University’s EXCEL program for Juniors and Seniors only. Some courses may require a fee to receive the college credit.
- Computer Telecommunications
- Computer Illustration and Graphics
- Computer Science I
- Computer Science II
- Computer Tech Support
- Digital Photography
- Interactive Media
- Networking I
- Web Design

Business Department
The college credit is offered through Vincennes University for Juniors and Seniors only. Some courses may require a fee to receive the college credit.
- Digital Application and Responsibility (formerly known as Information and Communication Technology)
- Principles of Marketing

Engineering and Technology Education
The college credit is offered through Ivy Tech.
- Design Fundamentals (CAD I) *formally known as Introduction to Design Processes
- Computers in Design and Production (CAD II)
- Introduction to Engineering Design (PLTW)
- Civil Engineering and Architecture (PLTW)

Family & Consumer Science Courses
- Education Professions I, II
  - The student will need permission from Mrs. Bauchert with the completion of the application. This is a cadet teaching course. Students will receive dual credit if all the criteria is met and the AAFCS Pre-Pac exam is passed.
Advanced Placement

Due to the difficulty level of AP courses, students and parents will be asked to sign an AP Contract such as the one given below.

Advanced Placement Information and Contract

Name___________________________________

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

Initial the AP classes requested for the 2016-2017 school year.

<table>
<thead>
<tr>
<th>Parent</th>
<th>Student</th>
<th>AP Course</th>
<th>Parent</th>
<th>Student</th>
<th>AP Course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Eng. Lang &amp; Comp. (12th)</td>
<td></td>
<td></td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>U.S. History</td>
<td></td>
<td></td>
<td>Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eng. Lit. &amp; Comp. (11th)</td>
<td></td>
<td></td>
<td>Physics 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Art History</td>
<td></td>
<td></td>
<td>Physics 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Calculus</td>
<td></td>
<td></td>
<td>Statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Studio-2D Art</td>
<td></td>
<td></td>
<td>AP Studio-3D Art</td>
</tr>
</tbody>
</table>

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

General Information

- AP Exams will be given between May 1st and May 20th.
- Exams include both multiple choice and essay questions.
- A score of 3 or higher (range of 1-5) is the usual credit cutoff for most colleges or universities. Each college or university has specific requirements.
- The cost of the AP exam is approximately $95 (Partial fee waivers are available for students who qualify).
- The state of Indiana currently pays for all math and science exams for juniors and seniors.
- The average number of credits awarded by the university is 3-8 college credits per exam with a score of 3 or more. Credit awarded and scores required are at the discretion of the college or university.
- Grades are reported to students, high schools, and universities in mid-July.

Teacher recommendation:

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

___________________________________________
Teacher Signature & Subject Area

___________________________________________
Teacher Signature & Subject Area

Parent or Guardian Statement of Consent:

I am aware that AP courses are more difficult and therefore require more preparation than regular courses. I understand that some AP courses have required assignments that must be completed prior to the start of the course. This could mean summer assignments for fall courses or fall assignments for courses that begin in January. I understand that if my student enrolls in an AP course, my student will be expected to complete the course and take the AP exam. I also understand that if I am permitted to drop the class, I will receive a failing grade (Courses can be dropped without penalty if dropped by April 22, 2016). I support my student’s decision to participate in the AP program.

Parent (Guardian) signature: ___________________________________________ Date __________

Student Statement of Consent:

I will commit myself to the rigorous expectations of an AP course that may require 2-3 hours of daily preparation for each class. I will meet deadlines and complete all assignments, including assignments due before the course begins. I understand that if I enroll in an AP course, I will be expected to complete the course or accept a failing grade for the class.

Student Signature: ___________________________________________ Date __________
### AP Course Offerings for 2016-2017

*Course offerings for only 1 semester are noted as such

**AP course offerings and semesters available are subject to change

<table>
<thead>
<tr>
<th>1st blk</th>
<th>2nd Blk</th>
<th>3rd Blk</th>
<th>4th Blk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology MWF or TTH</td>
<td>US History MWF</td>
<td>Biology MWF or TTH</td>
<td>AP Lang MWF</td>
</tr>
<tr>
<td>Calculus MWF or TTH</td>
<td>AP LIT TTH</td>
<td>Chem MWF or TTH</td>
<td>Euro MWF</td>
</tr>
<tr>
<td>Studio Art (1\textsuperscript{st} Sem only)</td>
<td>Spanish (2nd Sem only)</td>
<td>Physics I (Sem 1)</td>
<td>AP Psych (2\textsuperscript{nd} Sem)</td>
</tr>
<tr>
<td>US Gov’t (2\textsuperscript{nd} Sem only)</td>
<td>Statistics MWF</td>
<td>Physics 2 (2nd Sem)</td>
<td></td>
</tr>
</tbody>
</table>

* Both Physics courses are introductory courses. Students may take just one or both. Students may just take Physics 2.

#### Year Long AP
- Biology
- Calculus
- US History
- Chemistry
- English Literature (11\textsuperscript{th} grade)
- English Language (12\textsuperscript{th} grade)
- Statistics
- Psychology
- European History

#### Semester AP
- Studio Art
- US Government
- Spanish
- Physics 1
- Physics 2
- Psychology
Mt Vernon Clubs and Activities

ACADEMIC TEAMS
  English Super Bowl
  Fine Arts Super Bowl
  Math Super Bowl
  Science Super Bowl
  Social Studies Super Bowl
  Quiz Bowl
  Spell Bowl

BAND ACTIVITIES
  Concert Band
  Indoor Drumline
  Fall and/or Winter Guard
  Jazz Band
  Marching Band
  Pep Band
  Pit Orchestra
  Solo Ensemble
  Steel Drum Ensemble

BEST BUDDIES

BOOK CLUB

CHESS CLUB

CHOIR ACTIVITIES
  Center Stage
  Ovation
  Premier
  Solo and Ensemble

DRAMA CLUB

FCCLA (Family, Career, Community Leaders of America)

FCA (Fellowship of Christian Athletes)

FFA (Future Farmers of America)

FRENCH CLUB

GREEN TEAM RECYCLING

MARAUDER MENTORING

MV. CURRENT (newspaper)

NATIONAL HONOR SOCIETY

PROM COMMITTEE

SCIENCE OLYMPIAD TEAM

SPANISH CLUB

STUDENT GOVERNMENT

STUDENT TRIPS ABROAD

THEATRE PRODUCTIONS

VOICE (Anti-Tobacco)

WRITING TUTORS

YEARBOOK COMMITTEE (Echelon)
SCHEDULING REQUIREMENTS
Certain courses need to be scheduled during specific years. A minimum of 45 credits are needed. These scheduling requirements are listed below.

FRESHMAN YEAR
- Math 2 quarters
- English 9 2 quarters
- Science 2 quarters
- PE I 1 quarter
- Geography and History of the World (2 credits) or World History and Civilization (2 credits) (You only need to take one of these classes during the 9th or 10th grade)
- Digital Citizenship 1 quarter

SOPHOMORE YEAR
- Math 2 quarters
- English 10 2 quarters
- Science 2 quarters
- PE II 1 quarter (Can be taken freshman year)
- Health 1 quarter
- Geography and History of the World (2 credits) or World History and Civilization (2 credits) (You only need to take one of these classes during the 9th or 10th grade)

JUNIOR YEAR
- 2 non-elective English 11 courses 2 quarters
- U.S. History 2 quarters
- Math 2 quarters
- Science 2 quarters
- Personal Financial Responsibility or Adult Roles & Responsibilities

SENIOR YEAR
- 2 non-elective English 12 courses 2 quarters
- Government 1 quarter
- Economics 1 quarter
- Math and or Quantitative reasoning course 2 quarters (See list in math courses)

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

MID-YEAR or Early GRADUATION
Students are advised to complete four full years of high school. However, it is possible to meet graduation requirements in less than four years. Students, who wish to be an early graduate, must fill out an Early Grad application when choosing classes for the senior year. To graduate in less than four years a student must have earned the required credits and must have passed the Core 40 End of Course Assessments in Alg. I & English 10.

Students graduating at mid-term **DO NOT** receive a high school diploma until the scheduled date of graduation. A mid-year graduate may participate in end-of-year senior activities and graduation exercises.
ATHLETIC ELIGIBILITY
1. A student who is or shall be twenty (20) years of age prior to or on the scheduled date of the IHSAA state finals in a sport, shall be ineligible for interscholastic competition in that sport; a student who is nineteen (19) years of age on the scheduled date of the IHSAA state finals shall be eligible as to age for interscholastic competition in that sport.

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

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

REPEATING A COURSE FOR ACADEMIC/TECH HONORS DIPLOMAS
While repeating a course already passed is not recommended nor encouraged, it is sometimes permitted to raise a score to the standard needed for the Honors Diploma. Both passing scores will show on the transcript, but only the first grade will receive credit and be calculated in the GPA. You must submit a “request to repeat a course” form when scheduling courses for next year. Factors which would affect the decision to allow repeating a course include: course availability, class size, etc.

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

COURSES FAILED
Required courses failed must be repeated. However, courses failed in first semester may not be taken the next semester. In fact, some courses are only offered in alternating years. Failure of courses is very disruptive to a student’s academic planning. Your best course of action is, of course, to pass each course. Grades for courses failed always remain on the transcript and are always calculated in the GPA.

GRADING POLICIES, INCLUDING WEIGHTED GRADES
While scheduling and grading seem to have nothing to do with each other, course difficulty is something to consider. Some students attempt to develop a schedule that results in semesters of equal difficulty. This cannot always be accomplished but should be considered. Weighted grades are given for Advanced Placement and Dual Credit, Honors and 3rd year world language courses. (Weights vary- See the Student Handbook) Final exams are 20% of a student’s final quarter grade.
HANDBOOK EXPLANATIONS

This handbook is intended to provide a brief description of each course available to MVHS students. More detailed information will usually be necessary before the best decision can be made. That information is available from teachers and counselors and should be requested early in the scheduling process. This handbook provides recommendations, prerequisites and advice. However, the student and his/her parents/guardians are major partners in the decision-making process. We advocate extensive dialogue to ensure the best choices. Courses listed in the handbook are subject to change based upon enrollment numbers and staff availability. Please list alternate courses for elective courses chosen when completing your scheduling form.

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

PLAN FOR NO CHANGES
Immediate planning for course requests for next year is critical to our efforts to provide the courses and teachers to meet student requests. Changes to these requests damage our ability to match courses with requests. Changes are discouraged unless there are extenuating circumstances such as adjusting for failed courses, substituting for courses dropped from schedule because of a lack of demand, or accommodating injury, illness or other emergencies. Course requests made for the next school year will be finalized on May 4, 2016. After this date, no schedule changes will be allowed, with exception to the previously noted circumstances.

SUMMER SCHOOL 2016
More than likely summer school will be offered. We do not yet have approval for summer school but are expecting approval soon. If approved, summer school will run for 25 days (5 weeks). Please plan your schedule to include summer school if you desire. Pick up a summer school flyer in the Counseling Office.

TEACHER and OFFICE ASSISTANTS
Teacher and office assistant positions offer students the opportunity to work with teachers, office personnel and students at MVHS. The positions require an application and teacher approval prior to May 4. This is a no-credit course available only to juniors and seniors in good academic standing. Students may only assist two quarters per year. Applications are posted on the high school webpage under “Counseling Department”, “Scheduling”, and “forms”.

Agriculture Education

Courses Available for Each Grade Level

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Introduction to Agriculture, Food and Natural Resources</th>
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<tbody>
<tr>
<td></td>
<td>(Pre-requisite for most Agriculture classes)</td>
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<tr>
<td>Grade 10</td>
<td>Supervised Agricultural Experience (SAE)</td>
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<td>Animal Science</td>
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<td>Natural Resources</td>
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</tbody>
</table>

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

FFA

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

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

5056 INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES (INT AGFNR)
Prerequisite: None
Eligibility: 9-11
2 quarters, 2 credits
Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
Introduction to Agriculture, Food and Natural Resources is a two semester course that is highly recommended as a prerequisite to and a foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure and technology, leadership development, supervised agricultural experience and career opportunities in the area of agriculture, food and natural resources.

5228 SUPERVISED AGRICULTURAL EXPERIENCE (SAE)
Prerequisite: Introduction to Agriculture, Food, and Natural Resources
Eligibility: 10-12
1 credit per quarter, maximum of 8 quarters, 8 credits maximum
Curriculum content and standards should not be duplicated when this course is taken for multiple semesters.
Supervised Agricultural Experience is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students should experience and apply what is learned in the classroom, laboratory and training site to real-life situations. Students work closely with their agricultural science and business 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. SAE may be offered as a Cooperative Education Program. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicated.

5008 ANIMAL SCIENCE (ANIML SCI)
Prerequisite: Introduction to Agriculture, Food and Natural Resources or by permission of teacher
Eligibility: 10-12
2 quarters, 2 credits
Fulfills a Life Science or Physical Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
Animal Science is a two semester program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science.
5102 FOOD SCIENCE (FOOD SCI)
Prerequisite: Introduction to Agriculture, Food and Natural Resources or by permission of teacher
Eligibility: 11-12
2 quarters, 2 credits
Fulfills a Life Science or Physical Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Food Science is 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, team building and problem solving activities to enhance student learning, leadership development, supervised agricultural experience and career opportunities in the area of food science.

5180 NATURAL RESOURCES (NAT RSS)
Prerequisite: Introduction to Agriculture, Food and Natural Resources or by permission of teacher
Eligibility: 10-12
2 quarters, 2 credits
Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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

5002 AGRIBUSINESS MANAGEMENT (AG BUS MGMT)
Prerequisite: Introduction to Agriculture, Food and Natural Resources or by permission of teacher
Eligibility: 10-12
2 quarters, 2 credits
Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Agribusiness Management provides foundational 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 while incorporating technology. Concepts covered in the course include food and fiber, forms of business, finance, marketing, management, sales, leadership development, supervised agricultural experience career opportunities in the area of agribusiness management.
All Visual Arts courses work to meet the Indiana State Standards. In each of the courses students are engaged in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. These classes lead to the creation of portfolio quality works. We encourage all students to participate in an art class. **Students should not feel they have to be gifted artistically** to take an art class; the classes are designed to build skills and technique regardless of talent. However, **all art classes are demanding and require consistent hard work**. Some of the courses have an academic focus and use a textbook. Almost all courses have some “outside” work, including outside reading, research, and sketchbooks. Courses are structured and paced to produce quality pieces that students can be proud of and possibly use in portfolios.

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

### Courses Available for Each Grade Level

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<thead>
<tr>
<th>Grade 9</th>
<th>Introduction to 2D Art &amp; Introduction to 3D Art</th>
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<tbody>
<tr>
<td>Grade 10</td>
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<td>Drawing 1</td>
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<td>Photography 1 &amp; 2</td>
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<td>Grade 12</td>
<td>Introduction to 2D Art &amp; Introduction to 3D Art</td>
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<td>Photography 1 &amp; 2</td>
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<td></td>
<td>AP Studio Art (2D Design, 3D Design, or Drawing)</td>
</tr>
</tbody>
</table>
VISUAL ARTS COURSES

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

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

**40402 CERAMICS 3 & 4**
Prerequisite: Ceramics 1 & 2
Eligibility: 10-12
2 quarters, 2 credits
Ceramics 3 & 4 will involve an advanced experience, designed to build on methods learned in Ceramics 1 & 2. An emphasis will be placed on developing and defining personal style and direction, refining of technical ability and skill in handling glazes. Students will learn more about clay bodies, glazing, loading and firing of the kiln. Students will also create functional forms through learned techniques using the potter’s wheel.

**4062 PHOTOGRAPHY 1 & 2**
Prerequisite, Intro to 2D and 3D Art
Eligibility: 11-12
2 quarters, 2 credits
Photography students will use a digital camera and Adobe Photoshop to learn traditional photography techniques and current digital techniques for manipulating images. Projects will focus on the examination of composition and the elements and principles of art. Stop-action, studio lighting, depth-of-field, and other conventional methods of capturing images will be studied. Photoshop will be used to create non-traditional photographs involving layered images, merged images, and collaged images. There will be a significant amount of outside the class work in the form of shooting assignments. *Students must provide their own digital camera and 2GB flash drive.*

**4048 (DRAWING PORTFOLIO) or 4050 (2-D DESIGN PORTFOLIO), or 4052 (3-D DESIGN PORTFOLIO) STUDIO ART ADVANCED PLACEMENT**
Prerequisite, Intro to 2D and 3D Art and 2 credits in area of concentration
Eligibility: 12 and teacher recommendation
2 quarters, 2 credits
Students in the A. P. Studio course are expected to meet the performance standards of a first year university art program. There are three areas in which students may submit a portfolio; Drawing, 2-D Design, and 3-D Design. The A.P. Studio course culminates in a portfolio exam consisting of three sections requiring students to demonstrate their understanding of media, style, and subject. Students in the A. P. Studio course will learn to communicate themes, ideas, and meaning through problem solving in their artwork. The course also focuses on analyzing, evaluating, and critiquing their work and the work of other artists. Interested students should contact Mrs. Evans for recommendation.
4060 DRAWING 1
Prerequisite, Intro to 2D and 3D Art
Eligibility: 10 -12
1 quarter, 1 credit
This course encourages the development of drawing skills through still life, portrait, and perspective exercises. Various techniques such as sketching, contour, rendering, and gesture are explored as the student experiences a variety of drawing media. Technique and skill building are essential aspects of this class. Perceptual awareness and the application of design fundamentals are also stressed.

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

4064 PAINTING 1 & 2
Prerequisite, Intro to 2D and 3D Art
Eligibility: 10-12
2 quarters, 2 credits
This course is designed to give students experience using a variety of painting materials such as; acrylic, oil, and watercolor. Students will create realistic and abstract paintings that focus on visual problem solving through composition and technique. They will engage in advanced study of color theory and the use of values to create space with the various painting media. Subject matter will include landscape, still life, collage, and others.

40641 PAINTING 3 & 4
Prerequisite, Intro to 2D and 3D Art and Painting 1 & 2
Eligibility: 11-12
2 quarters, 2 credits
This course gives students the opportunity to expand basic skills and knowledge learned in Painting 1 & 2. An emphasis will be placed on developing and defining personal style and direction through painting mediums, techniques, and a study of famous painters. Students will develop a body of work that communicates unique ideas and concepts through visual problem solving.
BUSINESS DEPARTMENT

4524 INTRODUCTION TO ACCOUNTING (ACC)
Prerequisites: Algebra 1
Eligibility: 10-12
2 quarters, 2 credits
Introduction to Accounting introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making.
***Possible dual credit for Juniors and Seniors, but this has not been finalized. ***Can be used as a Quantitative Reasoning Course.

4512 BUSINESS MATH (BUS MATH)
Prerequisites: Algebra I
Eligibility: 11-12
2 quarters, 2 credits
Business Math is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.
Fulfills a Mathematics requirement for the General Diploma only or can be used as a Quantitative Reasoning Course.

4528 DIGITAL APPLICATIONS AND RESPONSIBILITY (formerly Information Communications & Technology)
Eligibility: 9-12
2 quarters, 2 credits
Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications.
This course is aligned with postsecondary courses for Dual Credit through Vincennes University for juniors and seniors ONLY.

5966 ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE (ENT VENT CAP)
Recommended Prerequisites: Principles of Marketing
Eligibility: 11-12
2 quarters, 2 credits
Entrepreneurship and New Ventures Capstone introduces entrepreneurship, and develop skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value propositions, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies will be explored through mini case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software. ***Possible Dual Credit for Juniors and Seniors; this has not been finalized.. ***
5962 MERCHANDISING (MERCH)
Recommended Prerequisites: Principles of Marketing
Eligibility: 11-12
2 quarters, 2 credits
Merchandising is a specialized marketing course providing instruction of marketing practices that support the sale of products to retail consumers. Emphasis is placed on oral and written communications, problem solving and critical thinking skills as they relate to product design, selling, pricing, distribution, retail promotion, visual merchandising, retail cycles, retail theories, and career opportunities in the retail industry. This course can focus on a specific retail sector, such as fashion, sporting goods, or electronics.

4518 INTRODUCTION TO BUSINESS (INTRO BUSS)
Prerequisites: None
Eligibility: 9-10
1 quarter, 1 credit
Introduction to Business is an introductory business course that provides the framework for pursuing additional business courses. This core course acquaints students with economics, entrepreneurship, management, marketing, law, risk management, banking, personal finance, and careers in business. The importance and application of business etiquette and ethics are included. Opportunities may be provided for the student to participate in job shadowing, job mentoring, and other field experiences. Instructional strategies may include simulations, projects, and cooperative ventures between the school and the community.

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

5394 PREPARING FOR COLLEGE AND CAREERS (PREP CC)
Prerequisites: None
Eligibility: 9-10
1 quarter, 1 credit
Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today’s choices on tomorrow’s possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.
5914 PRINCIPLES OF MARKETING (PRN MRKT)
Prerequisites: None
Eligibility: 11-12
2 quarters, 2 credits
Principles of Marketing provide a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management. ***Dual Credit for Juniors and Seniors Only. ***

5984 SPORTS AND ENTERTAINMENT MARKETING (SPRT ENT MRK)
Recommended Prerequisites: Principles of Marketing
Eligibility: 11-12
1 quarter, 1 credit
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.

4564 ADVANCED BUSINESS, COLLEGE CREDIT (ADV BUS CC)
Prerequisites: 4 or more credits in a business career pathway
Eligibility: 11-12
2 quarters, 2 credits
Advanced Business, College Credit, is a title covering (1) any college-level business course offered for credit by an accredited postsecondary institution through an approved agreement with a secondary school, or (2) any other post secondary business course offered for dual credit under the provisions of 511 IAC 6-10. The intent of this course is to allow students to earn college credit for courses with content that goes beyond that currently approved for high school credit. ***Dual Credit for Juniors and Seniors Only. ***

5902 ICE - INTERDISCIPLINARY COOPERATIVE EDUCATION (ICE)
Prerequisites: Recommended: A minimum of 4 credits in a logical sequence of courses from program areas related to the student’s career pathway
Eligibility: 12
4 quarters, 6 credits per year
Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. This course is designed for seniors who are interested in obtaining some actual work experience. Applications will be taken for this program and acceptance will be based on GPA, attendance, and teacher recommendation. The course requires class time each day as well as at least 15 hours of on-the-job training per week. The student will attend school part of the day and work part of the day. Students will be expected to provide their own transportation to work in order to meet the work requirements. Students will earn money as well as school credit while at their place of employment.
ENGINEERING AND TECHNOLOGY EDUCATION

4790 INTRO TO COMMUNICATIONS
Prerequisite: None
Eligibility: 9-12
1 quarter, 1 credit

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

4792 INTRO TO CONSTRUCTION
Prerequisite: None
Eligibility: 9-12
1 quarter, 1 credit

Intro to Construction is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

4782 CONSTRUCTION SYSTEMS
Prerequisite: Intro to Construction
Eligibility: 9-12
1 quarter, 1 credit

Advanced Construction is a course that specializes in how people use modern construction systems and management of resources to efficiently produce a structure in a site. Students will explore the application of tools, materials, and energy in designing, producing, using, and assessing the construction of structures. Classroom activities introduce students to the techniques used in applying construction technology to the production of residential, commercial, and industrial buildings in addition to civil structures. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course.
4784 INTRODUCTION TO MANUFACTURING
Prerequisite: None
Eligibility: 9-12
1 quarter, 1 credit
Introduction to Manufacturing is a course that specializes in how people use modern manufacturing systems with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a background toward developing engineering & technological literacy. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. Students will apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. After gaining a working knowledge of these materials, students will study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling.

4798 INTRO TO TRANSPORTATION
Prerequisite: None
Eligibility: 9-12
1 quarter, 1 credit
Intro to Transportation is an introductory course designed to help students become familiar with fundamental principles in modes of land, sea, air, and space transportation, including basic mechanical skills and processes involved in transportation of people, cargo and goods. Students will gain and apply knowledge and skills in the safe application, design, production, and assessment of products, services, and systems as it relates to the transportation industries. Content of this course includes the study of how transportation impacts individuals, society, and the environment. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant transportation related activities, problems, and settings.

4834 DESIGN FUNDAMENTALS (Formerly known as Design Processes) CAD 1
Prerequisite: None
Eligibility: 9-12
2 quarters, 2 credits
Design Fundamentals introduces students to fundamental design theory. Investigations into design theory and color dynamics will provide experiences in applying design theory, ideas and creative problem solving in the areas of communication technology. Student learning experiences encompass art history, art criticism, aesthetics, and production which lead to the creation of portfolio quality works. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art in areas of communication; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Can be Dual Credit (Info will come in class).

4800 COMPUTERS IN DESIGN AND PRODUCTION (COMP DES) CAD 2
Prerequisite: Design Processes or Design Fundamentals
Eligibility: 10-12
2 quarters, 2 credits
Computers in Design and Production Systems is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills. The content and activities should be developed locally in accordance with available advanced technologies in the school. Course content should address major technological content related to topics such as: design documentation using CAD systems; assignments involving the interface of CAD, CAM and CIM technologies; computer simulations of products and systems; animation and related multimedia applications; control technologies; and automation in the modern workplace. Can be Dual Credit (Info will come in class).

5530 3D COMPUTER ANIMATION AND VISUALIZATION
Prerequisite: Computers in Design
Eligibility: 10-12
2 quarters, 2 credits
3D Computer Animation and Visualization prepares students to use computer applications and related visual and sound imaging techniques to create and manipulate images and information. The course includes instruction in three-dimensional solid model creation, sketching, and storyboarding, time and motion study, color and lighting studies, and camera positioning. Using current computer animation software that reflects industry standards, students should produce projects...
4812 INTRODUCTION TO ENGINEERING DESIGN (PLTW 1)
Prerequisite: None
Eligibility: 9-10
2 quarters, 2 credits
Introduction to Engineering Design is an introductory course which develops student problem solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. The will learn a problem solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned, and equipment used, is state of the art and is currently being used by engineers throughout the United States. Only those schools having a signed agreement with the national Project Lead the Way organization can use this course title. Can be Dual Credit (Info will come in class).

4820 CIVIL ENGINEERING AND ARCHITECTURE (PLTW 2)
Prerequisite: Introduction to Engineering Design
Eligibility: 10-12
2 quarters, 2 credits
This course should introduce 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 review of regulatory procedures that would affect the project design. Only those schools having a signed agreement with the national Project Lead Way organization can use this course title.
***Can be used as a Quantitative Reasoning Course. Can be Dual Credit (Info will come in class).

4806 TECHNOLOGY ENTERPRISES
Prerequisite: None
Eligibility: 10-12
1 quarter, 1 credit
Technology Enterprises is an application course that allows students to apply technological, engineering, and managerial principles in organizing, financing, and operating a company to produce a product, structure, or service. Students learn through this course how enterprises are developed and operated in an efficient manner. The key focus of this course is to allow students to structures and operate a real-life enterprise within the classroom environment. Students learn about the kinds of productive enterprises; principles of management; how to develop products and services; how to organize an enterprise; how to operate an enterprise; the delivery of products or services; the marketing of products or services and the closing of and enterprise.
ENGLISH/LANGUAGE ARTS

10481 THEMES/10901 COMP 9
Prerequisite: This class is available only to students who meet specific identification criteria.
Eligibility: 9
4 quarters, 2 credits
This class will be required for any freshman who meets the identification criteria.
Themes: This class will focus on improving reading comprehension. Students will examine themes in writing to help them better understand literature. As part of this class, students will use software to help with reading comprehension. Students will also use skill development workbooks. A variety of fiction and nonfiction works will be read, including technical documents, such as business letters, in order to prepare students for the “real world.”
Composition: This class will focus on improving writing skills. Students will explore the writing process: drafting, peer editing, revision, and teacher review. Students will also study essay structure, including writing thesis statements and topic sentences, putting paragraphs together, and following five-paragraph essay structure. As part of this class, students may use software to teach grammar and mechanics as well as to improve writing. These two classes equal one full block of study and will be a year-long class.

10022 ENGLISH 9
Prerequisite: none
Eligibility: 9-12
2 quarters, 2 credits
Students will receive instruction in literature, composition, grammar, and oral communication. Students practice identifying, analyzing, and composing with different elements, structures, and genres of written language. Students will read and comprehend a broad variety of literature, applying appropriate reading strategies to enhance reading skills and literary appreciation. Students will write for various audiences and purposes while strengthening skills in essay writing. This course includes instruction of the writing process with an emphasis on revision. Additionally, students learn research skills to aid in the writing of a research paper using the MLA style. Students will enhance their speaking abilities by giving a variety of oral presentations. They will also strengthen their vocabularies through a variety of activities. Students will discuss literature and practice critical listening skills. Students also will learn to keep a notebook.

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

10042 ENGLISH 10
Prerequisite: none
Eligibility: 10-12
English 10 reinforces English 9, adding increased focus on comprehension and writing strategies. Instruction focuses on opportunities to practice distinguishing among the different types of content and purpose language can hold. Moreover, students practice using language for different, purposes. The composition component of the class provides students with opportunities to write for various audiences and purposes. Students will do a research paper using MLA style, as well as 3 other benchmark papers and various other writings. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing.

**10041 ENGLISH 10 HONORS**
Prerequisite: None
Eligibility: 10
2 quarters, 2 credits
This class continues work begun in English 9 Honors. The focus remains on intensive instruction in literature, composition, grammar, and oral communication. Students apply writing skills, with a focus on the use of the writing process, including expository, persuasive, narrative, and descriptive modes of discourse. Also, this class continues the development of cultural literacy and vocabulary begun in English 9 Honors. Students will write a research paper using MLA style, as well as using research as support in various assignments. Students will participate in Socratic seminars to discuss literature and develop critical thinking skills, as well as making connections between literature and life. This class is both accelerated and enriched, offering a differentiated curriculum for highly motivated students. **This class is required for students wishing to enroll in AP English courses at the 11th and 12th grade levels.**

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

**1058 ADVANCED PLACEMENT LITERATURE/COMPOSITION**
Prerequisite: English 10 Honors. It is recommended that students have a 90% or higher in previous English classes and a strong foundation in language arts.
Eligibility: 11
4 quarters, 2 credits
The content of this course is established by the College Board. Students enrolled in this class will critically analyze the structure, style, and themes of representative literature from various genres and periods. Students will also describe the use of elements of language and write well-developed and organized essays that are clear, coherent, and persuasive in nature in preparation for the AP exam. Course materials are those normally covered in a college class.

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

**1056 ADVANCED PLACEMENT ENGLISH LANGUAGE/COMPOSITION**
Prerequisite: English 10 Honors. It is recommended that students have a 90% or higher in previous English classes and a strong foundation in language arts.
Eligibility: 12
4 quarters, 2 credits
The content of this course is established by the College Board and involves the intensive accelerated study of literary classics, speeches, and essays in relationship to their historical context. Writing focuses on expository, analytical, and argumentative writing skills necessary for college and to prepare students for the AP exam. Students will analyze the use of literary strategies/devices in relationship to audience and purpose and write coherent essays on a variety of topics. The content of this class is that normally covered in a college class.

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

**1060 ETYMOLOGY**
Prerequisite: English 9
Eligibility: 10-12
1 quarter, 1 credit
Counts as an English elective for all diploma types
This course provides instruction in the derivation of English words and word families, primarily from their Latin and Greek roots. Students build a strong vocabulary by the intensive study of words, their usage, and their connotative and denotative meanings. Vocabulary study is helpful in preparing students to perform well on tests such as the SAT and ACT. Students also develop skills to help identify the meanings of unfamiliar words in future reading. By studying roots, words, prefixes, and suffixes, students learn to dissect and define unfamiliar vocabulary. Study also includes the use of context clues in text. Students will conduct research and apply their vocabulary study to several written pieces, including essays, reflections, research papers, and multimedia presentations.
1092 CREATIVE WRITING
Prerequisite: English 9
Eligibility: 10-12
1 quarter, 1 credit
Counts as an English elective for all diploma types
This course provides students with opportunities to create original writing in a variety of genre. Students will learn strategies for evaluating and responding to their own writing and the writing of others in peer-sharing writing workshops. The course focuses on all stages of the writing process, with an emphasis on revision. Additionally, students become familiar with standard literary elements and grammatical conventions through the reading and study of published prose and poetry and are taught to use those elements in their own writing. Students will also use their knowledge of literary elements to write critically and analytically about published works, both classic and contemporary. Students will share their writing and make oral presentations.

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

1078 ADVANCED SPEECH AND COMMUNICATION
Prerequisite: Speech or Teacher Recommendation
Eligibility: 11-12
1 quarter, 1 credit
Counts as an English elective for all diploma types
Advanced Speech and Communication, a course based on the Indiana Academic Standards for English/Language Arts and emphasizing the High School Speech and Communication Standards, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multimedia presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery. ADVANCED SPEECH AND COMMUNICATION PROJECT: Students complete a project, such as multi-media presentations that are reflective, reports or historical investigations, responses to literature, or persuasive arguments, which demonstrates knowledge, application, and speaking progress in the Advanced Speech and Communication course content.

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

1086 STUDENT PUBLICATIONS/Yearbook
Prerequisite: application and teacher recommendation
Eligibility: 9-12
4 quarters, 1 credit
Counts as an English elective for all diploma types
Student Publications/Yearbook is a course based on the High School Journalism Standards and the Student Publications Standards. It is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications such as yearbooks and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.
10861 STUDENT PUBLICATIONS/Newspaper
Prerequisite: application and teacher recommendation
Eligibility: 9-12
4 quarters, 1 credit
Counts as an English elective for all diploma types
Student Publications/Newspaper is a course based on the High School Journalism Standards and the Student Publications Standards. It is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications such as newspaper and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

English Course offerings for juniors and seniors
During their junior and senior years, students not taking Advanced Placement 11 or 12 will take two English courses. Each year, students will choose a literature course which will be paired with a composition course: Composition for juniors and Advanced Composition for seniors. So that no gap arises between high school English courses and post-secondary English courses, students will take two courses their junior year and two courses their senior year. A brief description of each course follows.

Literature courses offered for juniors (Choose one course below and 1090 Composition)

10485 THEMES IN LITERATURE: MYTHOLOGY
Prerequisite: none
Eligibility: 11
1 quarter, 1 credit
This course will provide the study of mythology from various countries and cultures throughout history, from ancient through modern times. The cultural significance and parallel themes of these stories will be examined and compared. Students will examine themes such as creation, heroes, morality, geographic areas, or historical time periods. The influence of mythology on modern culture, language, and literature will also be explored. Reading will include original texts, retellings, writing influenced by myths and legends, and critical analyses of various texts. Students will have opportunities to demonstrate knowledge through a variety of creative, analytic, and expository writings, projects, and oral presentations.

1042 NOVELS
Prerequisite: none
Eligibility: 11
1 quarter, 1 credit
This course focuses on the relationships between the form and meanings in the genre. Novels are contrasted with other literary genres, in particular other narrative genres. Students also explore the distinct features of the novel. Issues of audience, purpose, and historical development are also considered. The course may be organized by historical periods, authors, or themes. Opportunities to write about and discuss the novel are elements of the course.

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

Composition course for juniors
1090 COMPOSITION (Required for Juniors)
Prerequisite: none
Eligibility: 11
1 quarter, 1 credit
Composition, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study and application of the rhetorical (effective) writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature.

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

1034 FILM LITERATURE
Prerequisite: none
Eligibility: 12
1 quarter, 1 credit
This course studies the diversified ideas and concepts that interact when written literature is adapted to film or when a work of literary art is originally conceived for film presentation. This course includes the impact of film on the human condition, the ways in which the roles of men and women and various ethnic minorities are portrayed, visual interpretations of literary techniques, a history of film as a medium of literary interpretation, and the limitations and special capacities of the two media to present the work. In a comprehensive speech component, students are given opportunities to present and discuss their ideas as well as opportunities to role-play as movie directors to stage scenes. Students also have frequent writing assignments in which they explore and analyze issues of interpretation, production, and cross-genre adaptation.

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

1046 SHORT STORIES
Prerequisite: none
Eligibility: 12
1 quarter, 1 credit
This course focuses on relationships between the form and meanings in the genre. Short stories are contrasted with other literary genres, in particular other narrative genres. Students also explore the distinct features of the short story, as well as issues of audience, purpose, and historical development. This course might be organized by historical period, theme, or author. Students are also given opportunities to express their knowledge of this genre and its content through creative and analytic writing, class discussion, and other speaking experiences.

Composition course for seniors

1098 ADVANCED COMPOSITION (Required for Seniors)
Prerequisite: none
Eligibility: 12
1 quarter, 1 credit
Advanced Composition, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study and application of the rhetorical (effective) writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports.

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

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

**Courses Available for Each Grade Level**

http://www.doe.in.gov/achievement/ccr/course-titles-and-descriptions

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<th>Grade</th>
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<td><strong>9</strong></td>
<td>5342 Nutrition &amp; Wellness  &lt;br&gt; 5340 Advanced Nutrition and Wellness  &lt;br&gt; 5364 Interpersonal Relationships  &lt;br&gt; 5380 Introduction to Fashion &amp; Textiles I  &lt;br&gt; 5394 Preparing for College and Careers</td>
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<td><strong>10</strong></td>
<td>53401 Advanced Nutrition and Fitness  &lt;br&gt; 5362 Child Development  &lt;br&gt; 5360 Advanced Child Development  &lt;br&gt; 5364 Interpersonal Relationships  &lt;br&gt; 5350 Introduction to Housing &amp; Interior Design  &lt;br&gt; 5380 Introduction to Fashion &amp; Textiles I &amp; II  &lt;br&gt; 5342 Nutrition &amp; Wellness  &lt;br&gt; 5340 Advanced Nutrition and Wellness  &lt;br&gt; 5394 Preparing for College and Careers</td>
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<td><strong>11</strong></td>
<td>5330 Adult Roles &amp; Responsibilities  &lt;br&gt; 53401 Advanced Nutrition and Fitness  &lt;br&gt; 5362 Child Development  &lt;br&gt; 5360 Advanced Child Development  &lt;br&gt; 5364 Interpersonal Relationships  &lt;br&gt; 5408 Education Professions I  &lt;br&gt; 5350 Introduction to Housing &amp; Interior Design  &lt;br&gt; 5380 Introduction to Fashion &amp; Textiles I &amp; II  &lt;br&gt; 5342 Nutrition &amp; Wellness  &lt;br&gt; 5340 Advanced Nutrition and Wellness</td>
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NOTE: The Health and Safety credit may be fulfilled when a student earns 3 credits from three different FACS courses listed below in any combination. See Rule 511 IAC 6-7-6 (6). All courses count as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Academic content standards are at:
https://learningconnection.doe.in.gov/Standards/PrintLibrary.aspx

College and Career Pathways are located at:
https://www.doe.in.gov/pathways

Choose three different courses from the following list:
* Adult Roles and Responsibilities or
  Preparing for College and Careers
  and
* Nutrition & Wellness
* Child Development

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

53401 ADVANCED NUTRITION AND FITNESS
Prerequisite: None
Eligibility: 10-12
1 Quarter, 1 Credit
Course for sports enthusiasts and those that want to understand fitness through food. Students will be expected to participate in physical fitness activities also in this course. The focus of this course is to help students realize the components and lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday life. This course is the science of nutrition and the role foods play in the human body through daily activity, sport performance, illness, etc. Students learn about the basic nutrients through many hands-on activities and lab work. This project-based course will include the following: planning for a healthy sports lifestyle; selection and preparation of nutritious meals and snacks; safety, sanitation, storage of food; impacts of science and technology on nutrition, food and related equipment; and nutrition and wellness career paths. Lab experiences emphasize both nutrition and wellness practices. Students will investigate the connection between food consumption and its influence on physical performance and health. This course is the science of nutrition and the role foods play in the human body through daily activity, sport performance, illness, etc. Each individual learns to analyze his/her diet with the use of a computer program, and then begin to make healthy corrections to his/her eating plan. Wellness/fitness programs will be development for each individual to meet their physical needs. The class explores many of the facts and fallacies associated with food consumption, dietary plans and the use of supplements as they pertain to enhancing physical performance. Course found in the following Indiana College and Career Pathways: Health Sciences; Human Services; Education Professions; Hospitality, Tourism and Culinary Arts.

5362 CHILD DEVELOPMENT
Eligibility: 10-12.
Prerequisite: None
1 Quarter, 1 Credit
Course for those only interested in level one of child development. If planning on going into education or health careers see the information at the end of this introduction. The focus of this course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. This project-based class will focus on research-based nurturing and parenting practices and skills, which include brain development research, which supports positive development of children. Topics include: consideration of the roles, responsibilities, and challenges of parenthood; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and development needs of infants and children; impacts of heredity and environment, and family and societal crisis on development of the child; meeting children’s needs for food, clothing, shelter, and caregiving; caring for children with special needs; parental resources, services, and agencies; and career awareness. Real Care Infant simulators may be used to practice child care skills over a two-three day period outside of class or a research project may be chosen. Suggestion to students is to take Advanced Child Development the same year as Child Development if you are planning on careers in education or the medical/health fields. These two classes (Child Development and Advanced Child) will prepare you for the Education Professions course if you want to cadet teach.
Course found in the following Indiana College and Career Pathways: Education Professions; Human Services; May be paired with any other 9 weeks FACS course for your grade level.

5360 ADVANCED CHILD DEVELOPMENT
Prerequisite: None
Eligibility: 10-12.
1 Quarter, 1 Credit
This course addresses issues of child development from age 4 through age 8 (grade 3). It builds on the Child Development course, which is a prerequisite. The second part of the course will be on more complex issues of child development and early childhood education with emphasis on guiding physical, social, emotional, intellectual, moral, and cultural development throughout childhood ages 4-12. Topics include positive parenting and nurturing across ages and stages from ages 4-12; practices that promote long-term well-being of children and their families; developmentally appropriate guidance and intervention strategies with individuals and groups of children; Students will access, evaluate, and utilize information, including brain/learning research and other research results to meet the needs of children, including children with a variety of disadvantaging conditions. Students will explore ‘all aspects of the industry’ for selected child-related careers. Authentic applications may be through field-based/teaching or school-based experiences with children in locations such as pre-schools, elementary schools, or daycare settings. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children. Suggestion to students is to take Advanced Child Development the same year as Child Development if you are planning on careers in education or the medical/health fields. These two classes will prepare you for the Education Professions course if you want to cadet teach.
Course found in the following Indiana College and Career Pathways: Education Professions; Human Services.; Early Childhood Education.

5364 INTERPERSONAL RELATIONSHIPS
Prerequisite: None
Eligibility: 9-12
1 quarter, 1 credit
Interpersonal Relationships is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of interpersonal relationships. Direct, concrete language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

5350 INTRODUCTION TO HOUSING & INTERIOR DESIGN
Prerequisite: None
Eligibility: 10-12.
Introduction to Housing and Interior Design is an introductory course essential for those students interested in academic enrichment or a career within the housing, interior design, or furnishings industry. Use of the computer to generate floor plans, designs, and renderings of the home. This project-based/lab course addresses selecting and planning living environments to meet the needs and wants of individuals and families throughout the family life cycle. Students will create their interior design boards using design software programs and visit historical housing areas in central Indiana. Topics include housing styles, local restrictions, and ownership options; managing resources to provide shelter, contemporary housing issues, environmental and energy issues, impacts of technology, housing to meet special needs, elements and principles of design related to interiors, housing, and architecture; historical aspects and contemporary trends in housing, interiors, furniture, and appliances; and exploration of housing related careers. Course found in the following Indiana College and Career Pathways: Architecture & Construction; Interior Design

5380 INTRODUCTION TO FASHION AND TEXTILES I, II
Prerequisite: None
Eligibility: 9-12.
2 Quarters, 2 Credits (maximum of 2 credits)
The beginning/intermediate level project-based course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashions and textiles arenas. Topics include exploration of textiles and fashion industries, elements of science and design in textiles and apparel; fashion marketing/merchandising; textile principles and applications; Consumer options for fashion, textiles, and related equipment, and tools; care and maintenance of textile products, impacts of technology; construction and alteration skills. Course found in the following Indiana College and Career Pathways: Fashion Design/Interior Design; Education Professions; Business; Human Services

5342 NUTRITION AND WELLNESS
Prerequisite: None
Eligibility: 9-12.
1 Quarter. 1 Credit (maximum of 2 credits)
Nutrition and Wellness must be taken to enroll in Advanced Nutrition and Wellness. The focus of this course is to help students realize the components and lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday life. This project-based course will include the following: planning for a healthy lifestyle; selection and preparation of nutritious meals and snacks based on USDA Dietary Guidelines including MyPlate.gov; safety, sanitation, storage of food; impacts of science and technology on nutrition, food and related equipment; and nutrition and wellness career paths. Lab experiences emphasize both nutrition and wellness practices. Course found in the following Indiana College and Career Pathways: Education Professions; Health Science; Hospitality, Tourism and Culinary Arts.

5340 ADVANCED NUTRITION AND WELLNESS
Prerequisite: Nutrition & Wellness or Nutrition & Fitness with passing grade
Eligibility: 9-12.
1 Quarters, 1 Credits
Advanced Nutrition and Wellness is a course which provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. Advanced Nutrition and Wellness is an especially appropriate course for students interested in careers in the medical field, athletic training and dietetics. This course builds on the foundation established in Nutrition and Wellness, which is a required prerequisite. This is a project-based course; utilizing higher-order thinking, communication, leadership and management processes. Topics include extensive study of major nutrients, nutritional standards across the lifespan, and influences on nutrition/food choices, technological and scientific influences, and career exploration in this field. Laboratory experiences will be utilized to develop food handling and preparation skills; attention will be given to nutrition, food safety and sanitation. This course is the second in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness. Course found in the following Indiana College and Career Pathways: Hospitality, Tourism and Culinary Arts

5394 PREPARING FOR COLLEGE AND CAREERS
Recommended Grade Level: 9-10
Recommended Prerequisites: None
1 Quarter, 1 Credit
Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today’s choices on tomorrow’s possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended. Qualifies as one of the F&CS courses a student can take to waive the Heath & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c) (6). Follows all the Indiana College and Career Pathways.

5408/5404 EDUCATION PROFESSIONS I, II (Occupational): Cadet Teaching Experience
Recommended Courses: Preparing for Colleges and Careers & Child Development and/or Advanced Child Development, Nutrition/Wellness or Nutrition/Fitness; Permission of Instructor with the Completion of an application form. This is a cadet teaching course.
Eligibility: 11-12 Level I 5408. Eligibility: 12 Level II 5404 (must have taken 5408)
1-2 Years, 3 credits per year, up to a total of 6 credits
Students may receive dual credit for this course if all criteria is met for the course and the AAFCS Pre-Pac exam is passed. Must meet standards set by postsecondary school.
The focus is preparing students for employment in education through cadet teaching experiences and related careers and provides the foundation for study in higher education that leads to teaching and other education-related careers. A cadet teaching course that is project-based that includes planning and guiding developmentally appropriate activities for school age children, practices of guidance and discipline; application of basic health and safety principles when working with children; overview of management and operation of teaching/learning centers in educational settings; Indiana state regulations and licensing requirements related to school-age children; and employability skills. Lab experiences in one or more classroom settings from kindergarten through grade 8, teaching/career portfolio, and resumes are required components. Articulation with post-secondary programs will be explored. Students will complete the TEACH and TRAIN final project for FCCLA. Course found in the following Indiana College and Career Pathways: Education Professions; Early Childhood Education; Human Services.
Many of the courses in the High Tech Academy are dual credit courses. Only Juniors and Seniors can receive the Dual Credit from Vincennes University.

4564 ADVANCED BUSINESS, COLLEGE CREDIT (ADV BUS CC)
Prerequisites: 4 or more credits in a business career pathway
Eligibility: 12
2 quarters, 2 credits—Max 4 credits

Advanced Business, College Credit, is a title covering (1) any college-level business course offered for credit by an accredited postsecondary institution through an approved agreement with a secondary school, or (2) any other postsecondary business course offered for dual credit under the provisions of 511 IAC 6-10. The intent of this course is to allow students to earn college credit for courses with content that goes beyond that currently approved for high school credit.

- Courses that use this title are most often those taught through the post-secondary campus, taught either online or in traditional settings or a combination; and taught by higher education faculty.

***This course is offered through Vincennes University for Juniors and Seniors.***

***CPNS 150 - Computer Telecommunications

2 hrs (Sem II)
This is a telecommunication technology, basic network, and cabling course. This course will include the following subjects: Telecommunications and network terminology, cabling systems, and basic IP networking. Students will manufacture cables, test and install cable systems, and examine basic network technology. 1 lecture hour, 3 laboratory hours.

4516 COMPUTER ILLUSTRATION AND GRAPHICS (COMP ILL GRPH)
(DESN 155 Computer Illustration and Graphics – Vincennes University)
Prerequisites: Digital Applications & Responsibility or Introduction to Communications
Eligibility: 11-12
2 quarters, 2 credits
Computer Illustration and Graphics introduces students to the computer’s use in visual communication. The focus of the course is on basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. These skills are then developed by creating work with imaging, drawing, interactive, and page layout software. The course includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, produce vector illustrations, graphics and logos, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design products that impart information and ideas. Advanced instruction might also include experiences in silk screening and airbrush techniques as well as activities in designing product packaging and commercial displays or exhibits.

- This course is aligned with postsecondary courses for Dual Credit

4534 COMPUTER SCIENCE I
(COMP 177 Programming 1 – Vincennes University)
Prerequisites: Algebra I
Eligibility: 11-12
2 quarters, 2 credits

*Computer Programming I* covers fundamental concepts of programming are provided through explanations and effects of commands, and hands-on utilization of lab equipment to product correct output. This course introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. Program includes flowcharting, pseudo coding, and hierarchy charts as a means of solving these problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems. Reviews algorithm development, flowcharting, input/output techniques, looping, modules, selection structures, file handling, and control breaks. Course offers students an opportunity to apply skills in a laboratory environment. Visual Basic is the only (computer) language being examined and utilized. Demonstrations of business problems and solutions techniques will be reviewed.

- This course is aligned with postsecondary courses for Dual Credit

**5236 COMPUTER SCIENCE II: PROGRAMMING**

(Comp 203 Programming II – Vincennes University)

Prerequisites: Computer Programming I

Eligibility: 11-12

2 quarters, 2 credits

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

- This course is aligned with postsecondary courses for Dual Credit

**5230 COMPUTER TECH SUPPORT (COMP TECH)**

(Met 140 Tech Support – Vincennes University)

Prerequisites: Digital Applications & Responsibility

Eligibility: 11-12

2 quarters, 2 credits

*Computer Tech Support* allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems.

- This course is aligned with postsecondary courses for Dual Credit

**5232 INTERACTIVE MEDIA (INT MEDIA)**

(Comp 113 Interactive Media – Vincennes University)

Prerequisites: Digital Applications & Responsibility or Introduction to Communications

Eligibility: 11-12

2 quarters, 2 credits

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

- This course is aligned with postsecondary courses for Dual Credit

**5234 NETWORKING I**

(Comp 130 Network Fund – Vincennes University)

Prerequisites: Computer Tech Support

Eligibility: 11-12

2 quarters, 2 credits
Networking I introduces students to concepts of local and wide area networks, home networking, networking standards using the IEEE/OSI Model, network protocols, transmission media and network architecture/ topologies. Security and data integrity will be introduced and emphasized throughout this course. The purpose of this course is to offer students the critical information needed to successfully move into a role as an IT professional supporting networked computers. Concepts covered will include TCP/IP client administration, planning a network topology, configuring the TCP/IP protocol, managing network clients, configuring routers and hubs as well as creating a wireless LAN.

- This course is aligned with postsecondary courses for Dual Credit.

4574 WEB DESIGN (WEB DESIGN)
(COMP 107 Web Design – Vincennes University)
Prerequisites: Digital Applications & Responsibility or Introduction to Communications
Eligibility: 11-12
1 quarter, 1 credit
Web Design is a course that provides instruction in the principles of web design using HTML/XHTML and current/emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing.
Instructional strategies should include peer teaching, collaborative instruction, project-based learning activates and school community projects.
- This course is aligned with postsecondary courses for Dual Credit

5986 RADIO AND TELEVISION I (RAD TV I)
Recommended Prerequisites: Introduction to Communication
Eligibility: 11-12
2 quarters, 2 credits
Radio and Television I focus is on communication, media and production. Emphasis is placed on career opportunities, production, programming, promotion, sales, performance, and equipment operation. Students will also study the history of communication systems as well as communication ethics and law. Students will develop oral and written communication skills, acquire software and equipment operation abilities, and integrate teamwork skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, job shadowing, field trips, and internships.

5992 RADIO AND TELEVISION II (RAD TV II)
Recommended Prerequisite: Radio and Television I
Eligibility: 12
2 quarters, 2 credits
Radio and Television II prepares students for admission to television production programs at institutions of higher learning. Students train on professional equipment creating a variety of video projects. Students enrolling in this program should have successfully completed Radio and Television I. During this second-year program students integrate and build on first-year curriculum while mastering advanced concepts in production, lighting and audio.

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

**State Math Requirements**

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

*Students must pass the Core 40 ECA for Algebra I (Class of 2012 to Class of 2018)*

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

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

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

**Quantitative Reasoning Courses**

**AP**
AP Biology
AP Calculus
AP Chemistry
AP Physics
AP Statistics

**Agriculture Education**
Advanced Life Science, Animals
Agribusiness Management

**Business**
Accounting
Business Math
Computer Science I
Computer Science II: Programming

**Engineering and Technology**
Civil Engineering and Architecture

**FACS**
Personal Financial Responsibility

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

**Social Studies**
Economics
### Recommended Math Courses for the following diplomas:

<table>
<thead>
<tr>
<th>Core 40 w/ Academic Honors</th>
<th>Core 40</th>
<th>General</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>2 Possibilities</td>
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<tr>
<td>Algebra I</td>
<td>Algebra I</td>
<td>Alg. I, Geometry, &amp; Business Math</td>
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<tr>
<td>Geometry</td>
<td>Geometry</td>
<td>or</td>
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<tr>
<td>Algebra II</td>
<td>Algebra II</td>
<td>Algebra I taken with Alg I Enrichment &amp; Business Math</td>
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<tr>
<td>Finite Math</td>
<td>Finite Math</td>
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<tr>
<td>Pre Calculus/Trig</td>
<td>Pre Calculus/Trig</td>
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<tr>
<td>Probability and Statistics</td>
<td>Probability and Statistics</td>
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<tr>
<td>AP Statistics</td>
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<tr>
<td>AP Calculus AB</td>
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</tbody>
</table>

*See State Mathematics Requirements for the minimum courses required.

*See course descriptions for prerequisites.

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

2516 ALGEBRA I ENRICHMENT
**BY COUNSELOR PLACEMENT ONLY**
4 Quarters, 2 credits
Counts as a math course for the General Diploma Only or as an elective for all other diploma types
Algebra I Enrichment is a mathematics support course for Algebra I. This course must be taken along with Algebra I and will provide students with additional time to build the foundations necessary for high school math courses. Algebra I Enrichment combines standards from high school courses with foundational standards from the middle grades.

2532 GEOMETRY
Prerequisite: Algebra 1
2 quarters, 2 credits
Geometry students examine the properties of two and three dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles, and (4) polyhedral and other solids. Use of drawing programs is encouraged, including computer drawing programs.

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

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

2564 PRE CALCULUS / TRIGONOMETRY
Prerequisite: Algebra I, Geometry, and Algebra II.
2 quarters, 2 credits
Pre Calculus/Trigonometry is an accelerated course that blends the concepts and skills that must be mastered before enrollment in a college level calculus course. The course includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) trigonometry in triangles, (4) trigonometric functions, (5) trigonometric identities and equations, (6) polar coordinates and complex numbers, (7) sequences and series, and (8) data analysis.
**A graphing calculator such as TI-84 Plus is highly recommended and encouraged for course success. **
00025644 PRE-CALCULUS HONORS/TRIGONOMETRY
Prerequisite: Recommended “A-“ or above in Geometry and Algebra II or “B-“ or above in Honors Geometry and Honors Algebra II
The topics covered will be those presented in the regular Trigonometry/ Pre-Calculus course but with more in-depth study and a faster pace. The course continues to blend algebra, geometry, and the fundamentals of trigonometry as the concepts of distance, slope, lines, circles, graphs of functions and their inverses, trigonometric equations, triangle solutions and applications, complex numbers, polar coordinates and graphs, vectors and their applications, and conics, their applications and their projections into three-dimensions in space coordinates and surfaces.

2530 FINITE MATHEMATICS
Prerequisite: Algebra I, Geometry, and Algebra II
2 quarters, 2 credits
Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher level mathematics in college that may not include calculus. Topics include; (1) counting techniques, (2) matrices, (3) recursions, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory.

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

2570 STATISTICS, ADVANCED PLACEMENT
Prerequisite: Algebra I, Geometry, and Algebra II
Recommended Grade Level: Grades 11 or 12
4 quarters, 2 credits
Statistics, Advanced Placement is a course based on content established by the College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: (1) exploring data: describing patterns and departures from patterns (2) sampling and experimentation: planning and conducting a study, (3) anticipating patterns: exploring random phenomena using probability and simulation, and (4) statistical inference: estimating population parameters and testing hypotheses. The use of graphing calculators and computer software is required.
**A graphing calculator such as TI-84 Plus is highly recommended and encouraged for course success.**

2562 CALCULUS AB, ADVANCED PLACEMENT
Prerequisite: Pre Calc/Trig
Recommended Prerequisite: Finite Mathematics
4 quarters, 2 credits
Calculus AB, Advanced Placement is a course that provides students with the content established by the College Board. This is a rigorous college level course that covers both differential and integral calculus. The goal of this course is to prepare the student to be successful on the AB level of the Advanced Placement Exam in Calculus. As part of taking the AP test, students may be able to opt out of one semester of college calculus and earn college credit depending on the university’s requirement.
**A graphing calculator such as TI-84 Plus is highly recommended and encouraged for course success.**

MUSIC DEPARTMENT
Instrumental Courses

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

4170 ADVANCED CONCERT BAND
Prerequisites: 5th, 6th, 7th, and 8th Grade Band Participation. Anyone who does not meet this prerequisite must audition with the band director prior to enrollment. Eligibility: 9-12
4 Quarters, 4 Credits.
One semester fulfills requirement of 2 Fine Arts credits for Core 40 with Academic Honors diploma
During the first nine weeks this class will meet as the marching band. All students new to the MVHS band program will be required to participate in the marching program during their first year. This includes all incoming freshmen and transfers. Once a student has completed one season of marching band they may opt in their second, third, and fourth year of band to enroll in the intermediate band class during the first nine weeks. After the first nine weeks any student who wishes to participate in the advanced concert band and has met all the requirements will be moved at the discretion of the director. This course provides students with a balanced comprehensive study of music through the concert and marching band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

4162 INSTRUMENTAL ENSEMBLE
Prerequisites: 6th, 7th, and 8th Grade Band Participation. Anyone who does not meet this prerequisite must audition with the band director prior to enrollment. Eligibility: Grades 9-12
4 Quarters, 4 Credits
One semester fulfills requirement of 2 Fine Arts credits for Core 40 with Academic Honors diploma
Instrumental Ensemble (Percussion Class) allows percussion students to receive individualized instruction ideal for developing skills on percussion instruments. This class meets during the same block as the marching band in the first nine weeks of school. During the 2nd, 3rd, and 4th nine weeks, this class is separate from the “Advanced Concert Band” class. A non-licensed percussion instructor may be contracted with a licensed Fine Arts teacher serving as the teacher of record. Instrumental Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skill in the psychomotor, cognitive, and affective domains. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature as pertaining to chamber ensemble and solo literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Choral Courses Available for Each Grade Level

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Beginning Choir--Premier (no audition)</th>
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</thead>
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<td>Grade 10</td>
<td>Beginning Choir--Premier (no audition)</td>
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<tr>
<td></td>
<td>Intermediate Mixed Choir--Expressions(audition required)</td>
</tr>
</tbody>
</table>
VOCAL MUSIC COURSES

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

4186: INTERMEDIATE MIXED CHORUS (Ovation)
Recommended Prerequisite: Beginning Choir
Eligibility: Grades 10, 11, and 12
4 quarters, 4 credits
One semester fulfills requirement of 2 Fine Arts credits for Core 40 with Academic Honors diploma
Intermediate Choir is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate Choir develop musicianship through ensemble singing, and will build upon previously learned skills in vocal techniques, sight-reading, listening and performance skills. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Choir classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day will be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance and rehearsal opportunities outside of the school day that support and extend learning in the classroom. This is strictly a yearlong class, unless given special permission from the director.

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

PHYSICAL EDUCATION & HEALTH

One of the goals of the Mt. Vernon High School Health and Physical Education Department is to provide the student the opportunity to develop physical skills, knowledge, and attitudes that will lead to a lifetime of fitness and sports participation. Our curriculum provides a variety of classes for all
students who are interested in pursuing this opportunity. The state of Indiana requires that all students must graduate with 2 credits in Physical Education and 1 in Health and Wellness education. **A student may take as many elective physical education classes as they want but only 6 elective credits will be awarded. Elective classes over the 6 credits will be taken for no-credit and will not count towards athletic eligibility or graduation credits.**

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

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

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

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

**3542 PHYSICAL EDUCATION I**
1 quarter, 1 credit
Physical education 1 emphasizes health-related fitness and development of skill and habits necessary for lifelong activity. Examples of activities included in this class are individual, team and dual sports, recreational games, outdoor activities, cardiovascular and muscular strength, endurance and flexibility. Assessment in both written and performance-based skill evaluations will take place as related to these activities. These classes are co-educational. PE I will be scheduled in the Fall and Spring semesters to allow for outdoor activities.

**3544 PHYSICAL EDUCATION II**
1 quarter, 1 credit
PE II emphasizes a lifetime personal commitment to fitness and enjoyment of physical activity for life. Examples of activities include but are not limited to aerobic exercise, gymnastics, muscular strength, endurance, flexibility and body composition, team and dual sports, recreational games, indoor activities and other health related fitness activities. Assessment in both written and performance-based skill evaluations will take place as related to these activities. These classes are co-educational. PE II will be scheduled during the winter semesters to allow for indoor activities.

**3506 HEALTH AND WELLNESS EDUCATION**
Eligibility: 10-12
1 quarter, 1 credit
Health is a basic course in personal health. The various systems of the body are reviewed in addition to public health, mental health, nutrition, infectious diseases and exercise.

**3500 ADVANCED HEALTH EDUCATION**
Eligibility: 10-12
Prerequisite: Health and Wellness
1 quarter, 1 credit
Advanced Health & Wellness, an elective course that is aligned to the Indiana’s Academic Standards for Health & Wellness, provides advanced knowledge and skills to help students adopt and maintain healthy behaviors. Through a variety of instructional strategies, students practice the development of functional advanced 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. Advanced Health & Wellness provides students with an in-depth study of promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco, alcohol, and other drug free lifestyle, and promoting human development and family health. The scientific components of health and wellness, health issues and concerns, health risk appraisals, individual wellness plans, health promotion and health careers are expanded and explored within the context of the course. This course provides students with the advanced 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.

35603 CARDIOVASCULAR FITNESS I
Prerequisites: Must have taken or be taking PE I and PE II
Eligibility: 10-12
2 quarters, 2 credits
This coed course emphasizes cardiovascular and lifetime fitness. Students taking this class should be motivated to improve their physical fitness. Forms of aerobic activities incorporated into the class will be: interval circuit training, aerobic dance, and bench, low and high impact, running and walking. Lifetime fitness will emphasize and explore the importance of physical activity, nutrition and exercise in a lifelong fitness plan. Proper dress, classroom work, written tests and projects, daily participation, and creation of an aerobic video and exercise plan will be required.

35605/35606 INTRODUCTION TO WEIGHTLIFTING I AND II
Prerequisites: Must be taking or have taken PE I and II and successfully completed Introduction to Weightlifting I in order to take Weightlifting II.
Eligibility: 9-12
2 quarters, 2 credits.
Weightlifting I will concentrate on correct lifting techniques for all basic or core lifts with emphasis on flexibility. A personal record keeping system to evaluate progress will be used. The basic principles of strength training will be stressed including spotting techniques. Weightlifting II will study the many different types of programs available. Intended outcomes and goals of the student will determine effectiveness of each program. The basic principles of strength training will continue to be stressed including spotting techniques.

35609/35610 INTERMEDIATE WEIGHTLIFTING I and II.
Prerequisite: Must have successfully completed all introductory classes to enter these classes; Must be taking or have taken PE I and II. Student must have successfully completed Intermediate Weightlifting I to enter Inter. Weightlifting II.
Eligibility: 10-12
2 quarters, 2 credits.
This course will build on the lifting techniques and habits learned at the introductory level. Flexibility will continue to be stressed and ply metrics will be introduced. W II will introduce nutrition as it is involved in strength training and continue to build on principles learned in W I. Basic principles will be expanded to specific principles to accomplish personal goals. Cardiovascular workouts will continue as an important part of strength fitness.

A maximum of 6 elective credits in any combination of the following 11 courses will be awarded. Elective classes over the 6 credits will be taken as an audit and will not count towards athletic eligibility or credits toward graduation requirements.

Science Department

The science department at Mt. Vernon has an obligation to reach several different types of students. Each student has various needs that may change throughout their high school career. We believe we need to address four different types of students. They
are:

1. The student who needs the minimum credits necessary in order to graduate. This student does not intend to continue his education upon graduation. These students will still need to prepare a good science foundation should their career goal change.

2. The student who intends to continue his education in post-secondary education and needs to take college preparation classes in science that will improve his chances for success. Most importantly they will need to take the courses that will fulfill the requirements necessary to be accepted at these institutions.

3. The student who intends to continue his education in post-secondary education and intends to major in a science. This student will be encouraged and need to pursue advanced classes in his area of interest while in high school.

4. The student who intends to major in a science area in his post-secondary education and also intends to pursue a career in a science area. This student will be encouraged and need to seek a course of study that will maximize his preparation and also expose him to occupational experiences in his field of interest through field trips, projects or interviews.

   Students will be given appropriate instruction and opportunities to prepare and succeed in each class with the most up to date equipment we can purchase. They are expected to take care of that equipment and follow safety guidelines at all times.

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**3044 EARTH, SPACE SCIENCE I**
Prerequisite: None  
Eligibility 9-12  
2 quarters, 2 credits  
Earth and Space Science I provide a study of the earth’s lithosphere, atmosphere, hydrosphere, and space. Course study includes the formation of the earth and how its composition, land forms, and continents change over geologic time. Students will engage in lab study, observation and discussion of how man relates everyday experiences to the care of the planet.

**3024 BIOLOGY I**
Prerequisite: None
Eligibility: 9-12
2 quarters, 2 credits
This course addresses the complexity of unicellular and multi-cellular organisms. It includes the activities and structure of the cell, classification of living organisms, body organization of organisms, the bridge between the inorganic and organic world, genetics, ecology and the environmental conditions affecting life.

30241 BIOLOGY I HONORS
Prerequisite: By high school science department recommendation (based upon 8th grade test scores & grades)
Eligibility: 9-10
2 quarters, 2 credits
This course is recommended for students wishing to take AP Biology and pursue a career in a science related occupation. The exceptional students in this course will cover the following topics in depth and at an accelerated pace: Molecules and cells, cellular Respiration, Photosynthesis, developmental and Organism Biology, Biochemistry, Genetics and gene technology, Evolution and Ecology. Additional activities will be included to challenge the student’s critical thinking and problem solving abilities.

3020 BIOLOGY, ADVANCED PLACEMENT
Prerequisites: Biology I or Biology I, Honors, Chemistry I. (Recommended Biology I, Honors)
Eligibility: 10-12
4 quarters, 2 credits.
Biology, Advanced Placement is a course based on the content established by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. A comprehensive description of this course can be found on the College Board AP Central Course Description web page.
***Can be used as a Quantitative Reasoning course.

3108 INTEGRATED CHEMISTRY – PHYSICS
Prerequisite:
Eligibility: 9-12.
2 quarters, 2 credits.
Integrated Chemistry-Physics introduces the fundamental concepts of scientific inquiry, the structure of matter, chemical reactions, forces, motion, and the interactions between energy and matter. This course will serve students as a laboratory-based introduction to possible future course work in chemistry or physics while ensuring a mastery of the basics of each discipline. This course is not available for students who have previously earned credit in Chemistry or Physics. This course is recommended for those students not planning on a career in a science related field.
Can be used as a Quantitative Reasoning course.

3064 CHEMISTRY I
Prerequisites: Biology I, Algebra I & Geometry
Eligibility: 10-12 (Recommended: 11-12)
2 quarters, 2 credits
An experimental inquiry into the states of matter, organization and properties of the elements, behavior and interactions of elements and compounds, and the relationships between energy and matter will be examined. Heavily stresses mathematical relationships between substances and their physical surroundings. "Hands on" laboratory experiences compliment theoretical relationships and concepts. ***Can be used as a Quantitative Reasoning course.

3060 CHEMISTRY, ADVANCED PLACEMENT
Prerequisite: Chemistry I must be taking or have taken Pre-Calculus.
Eligibility: 10-12
4 quarters, 2 credits.
This course covers the subject matter and labs required for a freshman college course. Topics include: (1) Structure of matter – atomic theory and structure, chemical bonding, molecular models, nuclear chemistry: (2) states of matter – gases, liquids and solids, solutions: (3) reactions-reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.
***Can be used as a Quantitative Reasoning course.
**3084 PHYSICS I**
Prerequisites: Algebra I; Biology I  
Eligibility: 10-12 (Recommended 11-12)  
2 quarters, 2 credits  
Physics is a laboratory based course in which students synthesize the fundamental concepts and principles related to matter and energy, including mechanics, wave motion, heat, light, electricity, magnetism, atomic and subatomic physics. Students will examine through regular laboratory study such quantities as velocity, acceleration, force, energy, momentum, and charge. This is a college prep class for students that do not intend to enroll in a science-related career.  
Can be used as a Quantitative Reasoning course.

**3080 PHYSICS I: ALGEBRA-BASED, ADVANCED PLACEMENT** (formerly Physics B Advanced Placement)  
Prerequisite: Algebra I  
Recommended Grade Level: 10-11  
2 quarters, 2 credits  
Physics 1: Algebra-based, Advanced Placement is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:  
Can be used as a Quantitative Reasoning course.

**3088 PHYSICS 2: ALGEBRA-BASED, ADVANCED PLACEMENT**  
Recommended Prerequisite: AP Physics I; Algebra I  
Recommended Grade Level: 11-12  
2 quarters, 2 credits  
Physics 2: Algebra-based, Advanced Placement is equivalent to a second-semester college course in algebra based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:  

**003010 ENVIRONMENTAL SCIENCE**  
Eligibility: 10-12  
2 quarters, 2 credits  
Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

**030923 ADVANCED SCIENCE, GENETICS**  
Prerequisites: Biology I.  
Eligibility: 10-12 (Recommended 11-12)  
2 quarters, 2 credits.  
Genetics provides an opportunity for the student to learn basic genetic principles (human emphasis). This course presents problems and potentials of human and medical genetics prenatal diagnosis, genetic counseling, genetic screening, genetic engineering, and treatment of hereditary disorders.

**005276 ADVANCED SCIENCE, ANATOMY & PHYSIOLOGY**  
Prerequisites: Chemistry I; Biology I.  
Eligibility: 10-12; (Recommended 11-12).  
2 quarters, 2 credits.  
The class explores the functioning systems in the human body and many abnormalities that occur. Experiments such as blood pressure and muscle impulse are used to demonstrate many physiologic principles. Labs are designed to explore the inner-workings of the human body systems. Emphasis is placed on critical thinking skills.

**30927 ADVANCED SCIENCE FORENSICS**  
Prerequisites: Biology I  
Eligibility: 10-12 (Recommended 11-12)
Forensic Science is the application of science to the law. This course provides students and opportunity to learn real-life crime solving techniques and the science behind them. Students will learn how to observe, collect, analyze and evaluate evidence found at crime scenes. Students will be able to develop their critical thinking skills while also mastering scientific knowledge.

**SOCIAL STUDIES**

The goal of the Social Studies is to produce knowledgeable, culturally-aware, productive, and informed citizens. The Social Studies is uniquely relevant to the task of shaping and informing today's students through its focus on the cultural, economic, political, environmental, historical, and geographic conditions within which people exist. The commitment of the Social Studies staff is to stimulate, motivate, and prepare the students to be able to meet the future obligations and expectations they will encounter culminating in the student's metamorphosis into informed, participative citizens.
To maximize the student’s benefit of a social studies education and the integration of that education into the student's life structure, the Social Studies Department at Mt. Vernon High School has expectations of all social studies students. To that end the students will:

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

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

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

1528 MODERN WORLD CIVILIZATION HONORS
Prerequisite: World Hist & Civilizations or Geography and History of the World
***Student must also enroll in (1538) Topics in History: The 20th Century, Honors, ***
Eligibility: 10-12.
This class is recommended as a preparatory class for AP courses
1 quarter, 1 credit
This course is recommended for the academically motivated student seeking an enriched and differentiated curriculum. Academically advanced students will cover the following topics in great depth throughout this course: Modern World Civilization provides students an in-depth look at the twentieth and twenty-first century world. It is a study of different cultures as they exist in the world today, including comparative analysis of the various types of government, economic, and social systems. International relationships are examined partly from the viewpoint of national interests, including the successes and failures of diplomacy.
Additional activities/projects will be given in this course in order to promote higher order thinking skills (i.e., evaluation, synthesis, analysis) and provide real-world application in the 21st century. This course will utilize primary and secondary sources; additional essays, supplemental readings, and a research project.

1538 TOPICS IN HISTORY: THE 20TH CENTURY, HONORS (TOP HIST)
Prerequisite: World History & Civilizations or Geography and History of the World
***Student must also enroll in (1528) Modern World Civilization Honors.***
1 quarter, 1 credit
Topics in History: the 20th Century, Honors provides students the opportunity to study specific historical eras, events, or concepts of the 20th century. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history.
Recommended Grade Level: Grades 10
- Credits: 1 quarter/1 credit. Must be tied to Modern World Civilizations, Honors which is also 1 quarter/1 credit for a total of 2 quarters/2 credits.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

1512 CURRENT PROBLEMS, ISSUES, AND EVENTS
Prerequisite: None
Eligibility: 10-12
1 quarter, 1 credit
Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studies from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

1516 ETHNIC STUDIES
Prerequisite: Geography and the History of the World (1570) or World History and Civilization (1548) or Modern World Civilization (1528)
Eligibility: 10-12
1 quarter, 1 credit
Ethnic Studies provides opportunities to broaden students’ perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.

1542 UNITED STATES HISTORY
Prerequisite: None
Eligibility: 11-12
2 quarters, 2 credits
United States History builds upon concepts developed in previous studies of U.S. History. Students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

1532 PSYCHOLOGY
Prerequisite: None
Eligibility: 11-12: Students enrolling in Psychology must also enroll in Sociology (1534)
1 quarter, 1 credit
Psychology is the scientific study of mental processes and behavior. The course is divided into six content areas and uses the scientific methods to explore research methods and ethical consideration. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of the course focus on learning, memory, information processing, and language. Personality, Assessment, and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual. The Biological Basis
focuses on the way the brain and nervous system function, including sensation, perception, motivation, and emotion. Development looks at all the changes through one’s life; physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one’s personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

1534 SOCIOLOGY
Prerequisite: None
Eligibility: 11-12. Students enrolling in Sociology must also enroll in Psychology (1532)
1 quarter, 1 credit
Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people’s attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students will describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students will examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students will also analyze the role of individuals in the community and social problems in today’s world.

1540 UNITED STATES GOVERNMENT
Prerequisite: None
Eligibility: 11-12
1 quarter, 1 credit
United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students will understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students will examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government’s role in world affairs will be examined. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politic, and civic activities and the need for civic and political engagement of citizens in the United States.

1514 ECONOMICS
Prerequisite: None
Eligibility: 11-12
1 quarter, 1 credit
Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, the role of financial institutions, economic stabilization, and trade.

1558 PSYCHOLOGY, ADVANCED PLACEMENT
Prerequisite: None
Eligibility: 11-12
2 quarters, 2 credits
Psychology, Advanced Placement is a course based on content established by the College Board. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes. Topics include: (1) history and approaches, (2) research methods, (3) biological bases of behavior, (4) sensation and perception, (5) states of consciousness, (6) learning, (7) cognition, (8) motivation and emotion, (9) developmental psychology, (10) personality, (11) testing and individual differences, (12) abnormal psychology, (13) treatment of psychological disorders, and (14)
social psychology. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

1560 GOVERNMENT AND POLITICS: UNITED STATES, ADVANCED PLACEMENT
Prerequisite: None
Eligibility: 11-12
2 quarters, 2 credits
United States Government and Politics, Advanced Placement is a course that provides students with the content established by the College Board. Topics include: (1) constitutional underpinnings of United States government, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

1556 EUROPEAN HISTORY, ADVANCED PLACEMENT
Prerequisite: World History and Civilization (1548)
Eligibility: 11-12 It is recommended that students taking AP European History are highly motivated, have a high interest in this academic area and are academically strong in English and History.
4 quarters, 2 credits
European History, Advanced Placement is a course based on content established by the College Board. Topics include: (1) intellectual and cultural history, (2) political and diplomatic history, and (3) social and economic history. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

1562 UNITED STATES HISTORY, ADVANCED PLACEMENT
Prerequisite: None
Eligibility: 11-12
4 quarters, 2 credits
United States History, Advanced Placement is a course based on the content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. history are to be examined from multiple perspectives. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

WORLD LANGUAGE

What is outlined in all of the world language course descriptions that follow aligns with both the national and state academic standards for world language instruction. As such, each course will deal with five areas—communication, cultures, making connections to other academic disciplines, comparisons between both the target language and culture and the native ones, and developing a sense of community by actively participating in the language and the life of the target cultures.
The area of communication is broken down into three different kinds of activities, or standards, in which students should engage to, learn about the other four content areas:
1) Students take part in written and spoken conversations on a variety of topics.  2) They interpret written and spoken language on a variety of topics.  3) They present to an audience of listeners or readers on a variety of topics.

2020 FRENCH I/2120 SPANISH I
Prerequisite: None
Eligibility: 9-12
2 quarters, 2 credits
In their first year of high school French and/or Spanish, students will convey information and opinions about themselves and question others about the same in guided conversations and writings. They will make requests and recognize and use non-verbal communication from the target cultures. First-year students will respond to everyday requests, commands, and directions. They will demonstrate their comprehension of non-authentic and authentic written and spoken language through various grade-level-appropriate tasks. They will hypothesize meaning in unfamiliar written contexts with the help of familiar vocabulary and cognates. First-year French and Spanish students will recite or sing proverbs, poetry, and song from the target cultures. They will present dialogues and skits. To improve their pronunciation, they will read passages aloud. They will compose messages, descriptions, and short narratives.

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

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

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

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

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

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

2156 AMERICAN SIGN LANGUAGE I
Prerequisite: None
Eligibility: 9-12
2 quarters, 2 credits
American Sign Language I is a course that introduces students to American Sign Language (ASL) and the deaf community. The course focuses on frequently used signs through a functional-notional approach, and discusses cultural features of the deaf community. Emphasis is placed on development of receptive and expressive language skills. Through this course, students are given the opportunity to develop visual acuity; follow brief verbal instructions; understand short statements, questions, and dialogues; develop short descriptions with guidance; begin to understand the current GLOSSING system used to write ASL; and examine other methods developed to write ASL, including Sign Writing. Students also learn to
recognize the difference between the pathological and psychological definitions of deafness, recognize the widespread use of ASL throughout the United States, and develop an understanding of the relationship between languages and cultures as a whole.

### 2022 FRENCHII / 2122 SPANISH II
**Prerequisite:** French I / Spanish I  
**Eligibility:** 9-12  
**2 quarters, 2 credits**  
**Communication**—exchange more detailed information and opinions or respond more specifically to questions orally and in writing; produce more open-ended materials, such as short reports, mock travel journals, newspaper excerpts, and poems.  
**Cultures**—recognize and explain the interrelations among the practices, products, and perspectives of the cultures studied; explain the contributions of these other cultures; identify those elements that shape cultural identity.  
**Connections**—use digital media to strengthen receptive and productive language skills, start watching news broadcasts in the target language.  
**Comparisons**—recognize and use increasingly complex language structures, such as independent and dependent clauses.  
**Communities**—Bring greater sophistication of language use to actively participating as a global citizen.

### 2158 AMERICAN SIGN LANGUAGE II
**Prerequisite:** American Sign Language I  
**Eligibility:** 9-12  
**2 quarters, 2 credits**  
American Sign Language II is a course that continues the focus on frequently used signs through a functional/notional approach and the discussion of the cultural features of the deaf community. Emphasis is placed on further development of receptive and expressive communication skills in American Sign Language (ASL). Through this course, students are given the opportunity to watch and understand short stories, dialogues and poetry in ASL; continue to develop visual discrimination skills; begin to understand various dialects of ASL by interacting with ASL users within the deaf community; begin to use classifiers appropriately; continue the mastery of the current GLOSSING system used in texts to write ASL; and begin to write in GLOSS their own simple dialogues, poetry and translations. Students will also learn to examine some of the political issues associated with the deaf community, and will further develop an understanding of the relationship between languages and cultures as a whole.

### 2024 FRENCH III / 2124 SPANISH III
**Prerequisite:** French II / Spanish II  
**2 quarters, 2 credits**  
**Communication**—initiate, sustain, and close conversations in limited, yet varied situations; exchange detailed information and opinions in writing on a number of topics; using circumlocution as a compensatory device; providing short summaries of a text in the target language; produce longer, open-ended materials, such as reports and short plays; compose cohesive writings that demonstrate varied vocabulary and structure in increasingly varied formats.  
**Cultures**—describe and analyze the cultural practices and products of the target cultures—for example, health practices, technology use, notions of gender equality—discussing the perspectives that produced them; in so doing, identify the significant events that gave rise to these perspectives, practices, and products.  
**Connections**—start using resources intended for native speakers to design materials that integrate the target language and cultures with concepts from other academic disciplines; identify and evaluate resources intended for native speakers.  
**Comparisons**—analyze word parts like roots, prefixes, and suffixes to derive meaning; begin to incorporate rhetorical devices like mood and tone; compare systems—educational, political, religious—of target cultures with one’s own; explore the elements that shape cultural identity in the target cultures and one’s own.  
**Communities**—Investigate a local and/or global need of concern to the target cultures.

### 2032 FRENCH LANGUAGE AND CULTURE, ADVANCED PLACEMENT & 2132 SPANISH LANGUAGE, ADVANCED PLACEMENT
**Prerequisite:** French III / Spanish III  
**2 quarters, 2 credits**  
Taught almost entirely in the target language, AP Spanish/French Language and Culture emphasizes exploration of the cultural products and practices of the host countries. Although important as a vehicle in developing clarity of expression, grammar plays a secondary role to effective communication strategies in these courses. Material studied is determined by six themes:  
- Beauty and Aesthetics  
- Contemporary Life
Thematic, or content-driven, instruction insures a realistic and useful mix of vocabulary and structure as students engage in the interpersonal, interpretive, and presentational modes of communication, all in the target language. They should expect to do the following:

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

Resource Department

The Resource Department provides collaborative, resource English, life skills, developmental reading, and language/math lab courses in accordance with Individual Education Plans (IEPs) developed through the Case Conference process. Placement in these classes requires permission of the resource department. Students in life skills classes do not earn credits. Credits earned in English courses taken through the resource department count toward a general diploma, not a Core 40 diploma.

05201 Peer Tutoring 1
Prerequisite: Desire to work with students with special needs.
Eligibility: Grades 10-12 and permission of Instructor through an interview process.  
2 Quarters/1 Credit

Course Description: This course provides students with an experience to assist high school students with mild and moderate challenges with their studies in a Life Skills program and with their personal growth and development. The course provides opportunities for students to develop better understand individual differences. Peer tutoring experiences are preplanned by the special education supervising teacher. Peer tutors will work with students to help develop communication, academic, and life skills. Throughout the course peer tutors will work on facilitation skills, decision-making skills, and teaching strategies. The course will include daily peer tutoring assignments, weekly course assignments, and a final paper.

050202 Peer Tutoring 2
Prerequisite: Desire to work with students with special needs. Peer Tutoring 1 and the recommendation of Peer Tutoring 1 instructor.
Eligibility: Grades 10-12
2 Quarters/1 Credit

Course Description: This course will include all of the components of Peer Tutoring 1, but students will also be required to develop and teach a one-to-one activity, learn to take data and accurately record results, invent a teaching lesson to assist a Life Skills student, and experience a disability for a day and write a final paper about it.

000003 Peer Tutoring 1, Essential Skills
Prerequisite: Desire to work with students with special needs. Recommendation of Essential Skills instructor.
Eligibility: Grades 10-12
2 Quarters/1 Credit

Course Description: This course provides students with an experience to assist high school students with moderate challenges with their studies in an Essential Skills program and with their personal growth and development. The course provides opportunities for students to develop better understand individual differences. Peer tutoring experiences are preplanned by the special education supervising teacher. Peer tutors will work with students to help develop communication, academic, and life skills. Throughout the course peer tutors will work on facilitation skills, decision-making skills, and teaching strategies. The course will include daily peer tutoring assignments, weekly course assignments, and a final paper.