

Central High School
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CENTRAL HIGH SCHOOL

Career & Education
Planning Guide

2024~2025



Evansville Vanderburgh School Corporation

Bringing Learning to Life

EDUCATIONAL PLANNING GUIDE

The Indiana Department of Education (IDOE) adopts course and credit requirements for earning a high school diploma in the State of Indiana. This guide includes information to assist students, parents, teachers, and counselors in the selection of high school courses that meet the educational and career goals of Central High School students. Graduation requirements, recommended courses of study, athletic eligibility requirements, and descriptions of specific courses provide guidelines for the selection of courses for the upcoming school year.

There are four different diploma types available to our students. Those diploma types are:

- ◆ **Core 40**
- ◆ **Core 40 w/ Academic Honors**
- ◆ **Core 40 w/ Technical Honors**
- ◆ **Standard Diploma**



GRADUATION

Indiana High School Graduation Requirements

Beginning with the Class of 2023

These requirements seek to ensure that every student graduates from high school with:

1. A strong foundation of academic and technical skills
2. Employability skills that lead directly to meaningful opportunities for postsecondary education, training, and gainful employment
3. A broad awareness of and engagement with individual career interests and associated career options

1.

High School Diploma

Earn one of the diploma designations:

- Core 40
- Academic Honors
- Technical Honors
- General

2.

Learn & Demonstrate Employability Skills

Complete at least one of the following experiences:

- Project-Based Learning Experience
- Service-Based Learning Experience
- Work-Based Learning Experience

3.

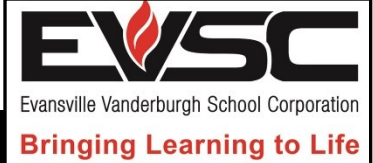
Postsecondary-Ready Competencies

Must meet at least one of these competencies:

- **Honors Diploma:** Fulfill all requirements of either the Academic or Technical Honors Diploma
- **ACT:** College-ready benchmarks
- **SAT:** College-ready benchmarks
- **ASVAB:** Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military
- **State- and Industry-recognized Credential or Certification**
- **State-, Federal-, or Industry-recognized Apprenticeship**
- **Career-Technical Education Concentrator:** Must earn a C average or higher in at least 6 high school credits in a career sequence
- **AP/IB/Dual Credit/Cambridge International courses or CLEP Exams:** Must earn a C average or higher in at least three courses
- **Locally Created Pathway:** Meets the framework from and earns the approval of the State Board of Education

COURSE & CREDIT REQUIREMENTS

INDIANA



Core 40 Diploma

English/ Language Arts	8 credits Including a balance of literature, composition and speech.
Mathematics	6 credits (in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math or quantitative reasoning course each year in high school</i>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career and Technical Education
Physical Education	2 credits ** EVSC requires 3 PE credits for graduation
Health and Wellness	1 credit
Electives*	6 credits (College and Career Pathway courses recommended)

****41 Total Credits Required by the EVSC**

40 Total Credits Required by IDOE

**The EVSC requires an additional PE credit for graduation.

* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

COURSE & CREDIT REQUIREMENTS



with Academic Honors Diploma

(minimum 47 credits)

For the Core 40 with Academic Honors diploma, students must:

Complete all requirements for Core 40.

Earn 2 additional Core 40 math credits.

Earn 6-8 Core 40 world language credits

(6 credits in one language or 4 credits each in two languages).

Earn 2 Core 40 fine arts credits.

Earn a grade of a “C” or better in courses that will count toward the diploma.

Have a grade point average of a “B” or better.

Complete one of the following:

- A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
- B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
- C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed 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
- F. Earn 4 credits in IB courses and take corresponding IB exams.



with Technical Honors Diploma

(minimum 47 credits)

For the Core 40 with Technical Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. State approved, industry recognized certification or credential, or
 2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following,
 - A. Any one of the options (A - F) 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.

COURSE DESCRIPTIONS

Business

Computer Illustrations and Graphics (11-12) (CC)

Computer Illustration and Graphics introduces students to the computer's use in visual communication. Software for this includes Adobe Photoshop, InDesign and Illustrator. These skills are then developed by creating work with imaging, drawing, interactive, and page layout software. The course includes learning experiences that include 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. **College credit is available for this course in VISC 115-Introduction to Computer Graphics.**

Digital Applications and Responsibility (10-12) (CC)

Digital Applications and Responsibility is a year long course that 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 to 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. **College Credit is available for this course in CINS 101—Introduction to Microcomputers.** Digital Applications and Responsibility counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. **This course is a Prerequisite for Web Design and Interactive Media.**

Introduction to Computer Science (10)

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

Personal Financial Responsibility (11-12)

Personal Financial Responsibility addresses the management of personal financial resources to meet the financial needs and wants of individuals and families. 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.

Sports and Entertainment Marketing (11-12)

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.

Pre-requisite: Marketing Fundamentals

Web Design (11-12)

Web Design is a course that provides instruction in the principles of web design using HTML/XHTML and current/emerging software programs. Software covered in this class includes Adobe Creative Suite Dreamweaver, Flash and Fireworks. 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. **Prerequisite: Digital Applications & Responsibility.**

Marketing and Sales CTE Pathway

Principles of Business Management (10-12)

Principles of Business Management examines business ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of business enterprises. This course will also emphasize the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision making. Attention will be given to developing business communication, problem-solving, and decision-making skills using spreadsheets, word processing, data management, and presentation software. **This class is the first in a sequence of three courses that will fulfill the Marketing & Sales CTE Pathway.**

Marketing Fundamentals (11-12)

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

Digital Marketing (12)

Digital Marketing provides an introduction to the world of e-commerce and digital marketing media. The course covers how to integrate digital media and e-commerce into organizational and marketing strategy. Students will explore e-commerce applications and the most popular digital marketing tactics and tools. Emphasizes familiarity with executing digital media, understanding the marketing objectives that digital media can help organizations achieve, and establishing and enhancing an organization's digital marketing presence. **This class is the third course in a sequence of three courses that will fulfill the Marketing & Sales CTE Pathway.**

English Department

English 10

The five critical areas of ***English 10*** are based on Indiana's Academic Standards for English/Language Arts. It is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and argumentative/persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. English 10 fulfills an English/Language Arts requirement for the Standard, Core 40, Academic Honors and Technical Honors diplomas.

English 9

English 9 is available for students repeating their freshman year of English and is available for semester 1, semester 2 or all year. An integrated English course based on Indiana's Academic Standards for English/Language Arts, is a study of language, literature, composition, and oral communication with a focus on exploring a side-variety of genres and their elements. English 9 fulfills an English/Language Arts requirement for the General, Core 40, Academic Honors and Technical Honors diplomas.

English 10H (Honors)

English 10H is a year-long course designed for students gifted and talented in the language arts and self-motivated to meet academic challenges. This course integrates the study of American literature, grammar, composition (expository/technical and creative) and oral communication skills, while identifying Indiana language arts standards and competencies. Students further develop listening and speaking techniques through oral presentations and peer evaluations. Students further composition skills with an increase in emphasis on technical writing (i.e. personal and business correspondence) and academic writing (i.e. literary analysis and informative and persuasive essays.) In addition, students continue to develop skills in research and in writing research papers. Literature includes technical reading selections as well as fiction. Literature study develops an understanding of the relationship between literature and culture as well as an awareness of the individual's identity within that culture. This course is designed for students in language arts who are self-motivated to meet academic challenges.

English 11

English 11/11A continues to develop all skills from previous years and refines skills identified in the eleventh-grade Indiana language arts standards. This year-long eleventh-grade course integrates the study of American literature, grammar, composition (expository/technical and creative), and oral communication skills. The students further develop listening and speaking techniques through oral presentations and peer evaluations. Students further develop composition skills with an increase in emphasis on technical writing (i.e. personal and business correspondence) and academic writing (i.e. literary analysis and informative and persuasive essays). In addition, students continue to develop skills in conducting research and in writing research papers. Literature includes technical reading selections as well as fiction. Literature study develops an understanding of the relationship between literature and culture as well as an awareness of the individual's identity within that culture.

English 11H (Honors) (CC)

English 11H is a year-long course designed for students gifted and talented in the language arts and self-motivated to meet academic challenges. Students in this course may choose to participate in the College Achievement Program (CAP) offered by the University of Southern Indiana. Through CAP, students earn valuable college coursework experiences that will help build a strong base for a future college career. College credit is available in **English 101 – Rhetoric and Composition I: Literacy and the Self**. This is a course that focuses on the critical arts of reading, writing, reflection, and discussion with an introduction to rhetoric and informal logic. College Credit is transferable to most colleges and universities. Students wishing to earn the college credit will have to meet all requirements of the CAP program. More information is available at <http://www.usi.edu/outreach/cap/capstudentguide#availablecapcourses>.

English Language Advanced Placement (11)

The Development of Self is the theme of this year-long course that prepares eleventh-grade students for the College Board's Language and Composition Examination. This course focuses on the study of social, physical, metaphysical, and historical influences on self-development. Students develop skills in critical and creative thinking, independent inquiry, and affective processes to write and evaluate essays of analysis and evaluation, present oral reports, participate in group discussions, and work independently at problem solving and research. The course is designed for students who are prepared and motivated to learn and work at an advanced level.

English 12/12A

Through the integrated study of language, British and world literature, composition, and oral communication, English 12/12A continues to develop all skills and to refine skills identified in the twelfth-grade Indiana language arts standards. This year-long, twelfth-grade course teaches final refinement of writing skills. A career exploration unit which includes a research paper, a product or job shadowing activity, a portfolio, and a multi-media presentation is incorporated in the class. This course increases students' awareness and development of language arts skills required of students to achieve success in postsecondary experiences, whether in the world of higher education or in the world of work. With emphasis on the needs and future plans of the students, English 12/12A sharpens critical reading and interpretive skills to prepare students to make informed decisions as citizens of a democratic society. Oral communication prepares students to adapt content, presentation, and delivery to an audience and to establish purpose in formal and informal speaking situations.

English 12H (Honors) (CC)

English 12H is a year-long course designed for students gifted and talented in the language arts and self-motivated to meet academic challenges. Students in this course may choose to participate in the College Achievement Program (CAP) offered by the University of Southern Indiana. Through CAP, students earn valuable college coursework experiences that will help build a strong base for a future college career. College credit is available in **English 105 – Introduction to Literature**. This course is an introduction to literature emphasizing the ability to read critically. College Credit is transferable to most colleges and universities. Students wishing to earn the college credit will have to meet all requirements of the CAP program. More information is available at <http://www.usi.edu/outreach/cap/capstudentguide#availablecapcourses>.

English Literature Advanced Placement (12)

Self Actualization is the theme of this year-long honors course that prepares twelfth-grade students for the College Board's Literature and Composition Examination. Centered on the theme of self-actualization, this course integrates composition, world literature, history, sociology, psychology, philosophy, and rhetoric. Students develop skills in critical and creative thinking, independent inquiry, and affective processes to write essays of analysis and evaluation, present panel discussions and oral reports, participate in group discussions, and work independently at problem solving and research. The course is designed for students who are prepared and motivated to learn and work at an advanced level.

English Electives (These courses do not fulfill English requirements for graduation.)

Creative Writing (10-12)

This one-semester course helps students develop writing skills used primarily in creating poetry and prose. Through processes of reading, writing, and critiquing, students work toward preparing publication-quality manuscripts. Students learn to manipulate language to convey ideas, feelings, moods, and visual images. Students become familiar with standard literary elements through the reading and study of published prose and poetry and practice using those elements in their own writing. **College Credit may be available to students who have met pre-requisites.**

Student Publications (Yearbook Staff) (11-12)

This course offers practical training in planning, publishing, marketing, and distributing the school's yearbook. Students working on the yearbook staff produce and distribute an annual yearbook. This course provides the study of and practice in gathering and analyzing information, interviewing, and note taking for the purpose of writing, editing, and publishing the yearbook for print. This course includes instruction and practice in effective journalistic writing forms and techniques as well as computer-generated layout and design. Students study representative examples of professional journalism while learning, discussing, and practicing responsible journalism. **Students must complete and application for this course. Please see Mr. Herdegen for details.**

Genres of Literature (11-12)

Genres of Literature is a study of various literary genres, such as poetry, dramas, novels, short stories, biographies, journals, diaries, essays, and others. Students examine a set or sets of literary works written in different genres that address similar topics or themes. Students analyze how each genre shapes literary understanding or experiences differently, how different genres enable or constrain the expression of ideas, how certain genres have had a stronger impact on the culture than others in different historical time periods, and what the most influential genres are in contemporary times. The focus of this course will be African American literature.

Family & Consumer Science

Nutrition and Wellness (9-12)

Nutrition and Wellness is a **one semester course** that enables students to realize the lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday lives. Topics include impact of daily nutrition and wellness practices on long-term health and wellness; physical, social, and psychological aspects of healthy nutrition and wellness choices; planning for wellness and fitness; selection and preparation of nutritious meals and snacks based on USDA Dietary Guidelines including the **MyPlate Pyramid**; safety, sanitation, storage, and recycling processes and issues associated with nutrition and wellness; impacts of science and technology on nutrition and wellness issues; and nutrition and wellness career paths. Laboratory experiences which emphasize both nutrition and wellness practices are required components of this course.

Introduction to Housing and Interior Design (11-12)

Introduction to Housing and Interior Design is a **one semester** introductory course essential for those students interested in academic enrichment or a career within the housing, interior design, or furnishings industry. This course addresses the selection and planning of designed spaces to meet the needs, wants, values and lifestyles of individuals, families, clients, and communities. Housing decisions, resources and options will be explored including factors affecting housing choices and the types of housing available. Developmental influences on housing and interior environments will also be considered. Basic historical architectural styling and basic furniture styles will be explored as well as basic identification of the elements and principles of design. Design and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces. Fulfills a Fine Art requirement for the Core40 Academic Honors diploma.

Human Services CTE Pathway

Principles of Human Services (10-12)

Human and Social Services I is an year-long introductory course for students interested in careers in human and community services and other helping professions. Some of those careers include social workers, therapists, counselors, and nurses. Areas of exploration include family and social services, youth development, and adult and elder care, and other for-profit and non-profit services. Students will be introduced to human and social services professions through presentations from a variety of guest speakers, job shadowing, field trips and introductory and exploratory field experiences. **This class is the first in a sequence of three courses that will fulfill the Human Services CTE Pathway.**

Understanding Diversity (11-12)

Understanding Diversity encourages cultural awareness and appreciation of diversity. Focuses on cultural variation in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States. **This class is the second in a sequence of three courses that will fulfill the Human Services CTE Pathway.**

Relationships and Emotions (12)

Relationship and Emotions examines the key elements of healthy relationships, explores the main problems that damage relationships and presents research finding on successful and unsuccessful relationships, and emotional connections. The course also explores the impact of one's emotional and relationship history on current and future romantic relationships and presents practical, scientific-based skills for improving relationships. **This class is the third in a sequence of three courses that will fulfill the Human Services CTE Pathway.**

Education Pathway***Principles of Teaching (10-12) (CC)***

This course provides a general introduction the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A minimum 20 hour classroom observation experience is required for successful completion of this course. These observations will facilitated by the instructor. **This course has been approved to be offered for dual credit.**

Child and Adolescent Development (11-12) (CC)

Child and Adolescent Development examines the physical, social, emotional, cognitive, and more development of the child from birth through adolescence with a focus on the middle years through adolescence. Basic theories of child development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of parents, peers, the school environment, culture and the media are discussed. An observation experience up to 20 hours may be required for completion of this course. **This course has been approved to be offered for dual credit.**

Teaching and Learning (12) (CC)

Teaching and Learning provides students the opportunity to apply many of the concepts that they have learned throughout the Education Professions pathway. In addition to a focus on best practices, this course will provide an introduction to the role that technology plays in the modern classroom. Through hands-on experience with educational software, utility packages, and commonly used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management. **This course has been approved to be offered for dual credit.**

Fine Arts

Visual Arts

Advanced Art 2-D or Advanced Art 3-D (11-12)

These classes are a continuation of art studies through studio activity and an individualized concentration in an area. For Advanced 2D, students continue to explore techniques and materials in drawing and painting. For Advanced 3D, students continue to explore techniques with hand-building and wheel-throwing with clay. Prerequisite for Advanced 2D Art is Intro to 2D, Drawing/Painting. Prerequisite for Advanced 3D is Intro to 3D, ceramics.

AP Art History (10-12)

Art History, Advanced Placement is a year-long course based on the content established by the College Board. Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine major forms of artistic expression from the past and the present from a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. This course incorporates research, extensive reading, and analytical 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>. AP Art History fulfills the requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma and counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

AP Studio Design (12)

Advanced Placement – Studio Design is a two-semester course designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract, observational, and inventive works may demonstrate drawing competence. Any work that makes use of (appropriate) other artists' works (including photographs) and/or published images must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the formal qualities, design, and/or concept of the source. 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>. Prerequisites: Intro to 2D Art, Drawing & Painting and Advanced 2D Art. AP Studio Design fulfills requirements for 2 Fine Arts credits for the Core 40 with Academic Honors diploma and counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. Students should have teacher permission to sign up for this course.

AP Studio Drawing (12)

Advanced Placement – Drawing Portfolio is a two-semester course designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract, observational, and inventive works may demonstrate drawing competence. Any work that makes use of (appropriate) other artists' works (including photographs) and/or published images must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the formal qualities, design, and/or concept of the source. 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>. Prerequisites: Intro to 2D Art, Drawing & Painting and Advanced 2D Art. AP Studio Drawing fulfills requirements for 2 Fine Arts credits for the Core 40 with Academic Honors diploma and counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. Students should have teacher permission to sign up for this course.

Ceramics (10-12)

The ceramics course is devoted to the study of clay and the processes of making pottery and functional sculptural ware. Ceramics 1 is devoted to building a visual vocabulary based on the elements and principles of art. Production, tools, materials and techniques are emphasized; however, as in all other art courses, history, criticism and aesthetics are taught. Refinement of form and technique are primary; however, unique visual expression is expected. Individual studies may include experimentation with different clay bodies, glaze techniques and processes. Students will learn more about kilns and firing techniques. Production, tools, materials and techniques are emphasized; however, as in all other art courses, history, criticism and aesthetics are taught. Prerequisite: Intro to 2-D/3-D Art

Drawing/Painting (10-12)

Drawing: The objectives of this course include the development of visual sensitivity to line, form, value, texture and space. The structure of the course is centered around drawing problems which include still life, outdoor, and figure drawing. Skill in a variety of drawing media and techniques is encouraged, e.g., pencil, charcoal, pen and ink, conte, etc. Problems that require an understanding and use of perspective and observation are a part of this course. Group discussion/evaluation is used to develop evaluative skills. This course also includes some study of history, criticism and aesthetics. Second Semester: The objectives of this course are to broaden the development of unique visual expression and communication. Interpretive drawing, as well as drawing motivated by social, psychological and visual stimuli, are a part of this course. Individual interests are utilized to encourage optimal drawing quality. Group discussion/evaluation is used to develop evaluative skills. This course also includes some study of history, criticism and aesthetics. Prerequisite: Intro to 2-D/3-D Art.

Painting: Knowledge and skills developed in this course via introductory painting exercises include color theory, paint mixing, techniques in opaque and transparent media, care and use of materials and tools, and preparation of painting surfaces. Some examples of paintings include still lifes, landscape, and cityscapes. The order of painting includes watercolor, acrylic, and then oil. There is an emphasis on composition and technique. History, criticism, and aesthetics are included. Second Semester: Watercolor, acrylic, and oil paint techniques are explored in more depth. Individual painting problems are selected by the teacher and student in order to emphasize unique interpretive ideas. The development of the idea that painting is a means of personal expression is a primary objective of this course. Criticism and aesthetics are developed. Students are encouraged to buy their own brushes and some materials in order to start building their own cache of equipment most suited to their specific needs. Prerequisite: Intro to 2-D/3-D Art.

Introduction to 2D/3D Art (9-12)

The arrangement of elements (line, shape, color, texture, value, space and form) and principles (balance, emphasis, variety, repetition, harmony, etc.) of art are studied in these two courses. Students will explore these design elements with a variety of materials. The basics of drawing and painting are studied in the Intro to 2D class. Students will complete drawings, monotypes, and paintings. In the Intro to 3D class, the projects include relief prints, enameling on copper, ceramics and sculpture. Although production of projects is emphasized, both classes also include history, criticism, and aesthetics. These classes are a prerequisite for all other art classes except Art History.

Music

Instrumental Ensemble (10-12)

The highest level of band performance is attained in the concert band. Membership in this organization is chosen on the basis of ability and instrumentation requirements. A great deal of the activity of this organization is "production work". During football season, most of the time is spent in preparing music and marching routines for presentation at football games. Following football season, basic fundamentals are stressed in connection with the study of more difficult literature with the emphasis placed upon refinement of musicianship. The concert band is responsible for numerous concert appearances in addition to other varied activities. Smaller ensembles and chamber groups may be formed from the band membership to promote individual development and to meet the needs of the school and/or the community. **Prerequisite: Approval of instructor**

Orchestra Advanced (10-12)

Concert Orchestra represents the highest level of musical achievement for string instrumentalists. The primary purpose of the class is to encourage interest in some of the finest music literature available and to develop the ability to perform it. The concert orchestra performs concerts and is involved in other production work such as musicals, ensemble and chamber groups. While basic fundamentals are stressed in connection with the study of more difficult literature, emphasis is on refinement of musicianship. **Prerequisite: Approval of instructor**

Piano Electronic Keyboard (10-12)

This course is designed for beginning students. They will receive introductory instruction on the piano keyboard, in order to develop music proficiency and musicianship. Students develop an understanding of the piano keyboard, develop skills leading to self-directed playing, and develop an appreciation for keyboard music. Students will perform with proper posture, hand position, fingering, rhythm, and articulation; improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study the literature performed; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

Music Theory and Composition: Students develop skills in the analysis of music and theoretical concepts. Students develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music. This course fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

AP Music Theory (10-12)

Students develop skills in the analysis of music and theoretical concepts. They develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music. AP Music Theory is a year long course that fulfills requirements for two Final Arts credits for Core 40 with Academic Honors diplomas and counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course prepares students for the College Board's Music Theory Examinations.

Choir Intermediate (10-12)

Mixed chorus includes further study on voice development with attention to the controlled placement of the voice throughout the entire vocal range. There is increased emphasis on student independence in score reading and the singing of progressively more difficult music. Mixed chorus provides students with the opportunity for musical growth and satisfaction of performing with a group. It also prepares them for membership in concert choir for which they may audition. Those not qualifying may be reassigned to mixed chorus. **Prerequisite: One year of choral music at the freshman level or pass an audition with the choir director.**

Choir Advanced (10-12)

Concert choir members must have demonstrated advanced performance ability and have shown an interest and a willingness to be dependable. Course emphasis is on the development of choral balance and blend through the singing of a wide range of musical literature. Solo potential is explored further than in previous courses. There are possible presentations of stage productions (formal concerts, musical comedies, variety shows) or major choral works. Prerequisite: Advanced performance ability with membership by audition or recommendation of vocal music teacher.

Music History & Appreciation

Music History and Appreciation is a **one semester course** designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. This course fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

Theatre Arts

Musical Theatre (10-12)

Musical Theatre is a **one-semester course** based on the Indiana Academic Standards for Theatre. Students in this course study the history of musical theatre and its place in today's society. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. This class may be taught collaboratively among music, theatre, dance, and visual arts faculty. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community. Musical Theatre **does not** fulfill the Fine Arts requirement of the Core 40 with Academic Honors diploma but does count as an Elective for any diploma.

Theater Arts 1 & 2 (9-12)

Theatre Arts is a **one semester course** based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community. **Theater Arts fulfills the requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma and counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors diplomas.**

Mathematics

Algebra I (10-12)

Algebra I is available for students who are repeating their freshman year of Math. Algebra I provides students with additional time to build the foundations necessary for high school math courses and provides access to rigorous, grade-level appropriate course work. The five critical areas of Algebra I align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. Algebra I contains exclusively grade-level content.

Pre-Calculus/Trigonometry H (11-12)

This 2 credit course combines the material from Trigonometry and Pre-Calculus into one course. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to high-level sequences and series. The course provides skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. This course is designed for students who expect math to be a major component of their future college and career experiences. **Prerequisites: Algebra II and Geometry.**

AP Calculus (12)

AP Calculus is a two-semester course of advanced mathematics comparable to first-year college calculus. Current College Board "Advanced Placement Course Descriptions - Mathematics: Calculus AB, Calculus BC" guidelines are incorporated within the course, and some students will be expected to accelerate their mathematics education during the first year of college. In order to develop consistency in the curriculum taught in A.P. Calculus classes across Indiana, the level of difficulty of the material should be no less than that of an Advanced Placement Calculus - Level AB course. **The prerequisite for the course is Pre-Calculus.**

AP Statistics (11-12)

Statistics, Advanced Placement is a two-semester (year-long) 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 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/repository/ap-statistics-course-description.pdf>. **Prerequisite: Algebra II** AP Statistics counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Algebra II (11-12)

Algebra II expands and connects the topics of Algebra I and Geometry and provides further development of the concepts of functions and relations with an emphasis on the structure of the systems of real and complex numbers. The course focuses on applications and the appropriate use of graphing technology within the problem-solving process. Work in probability, matrices, logarithmic and exponential functions and series and sequences are all recommended parts of this course. **The prerequisites for this course are Algebra I and Geometry.**

Algebra II H (10-12)

The curriculum follows that of Algebra II by expanding and covering topics in more depth.

Geometry (10-12)

Geometry continues the mathematical study begun in Algebra I. Geometry plays an important role in other areas of mathematics. It also helps students represent and make sense of the world. Students will be provided with experiences that deepen their understanding of shapes and their properties. Students will be given opportunities to visualize and work with two- and three-dimensional figures to facilitate the development of spatial skills fundamental to careers and to everyday life. Geometry requires as much reading and reasoning skills as the ability to work with numbers. Students will develop their own abstractions in order to develop formal expressions of undefined terms leading to definitions, postulates, and theorems. **The prerequisite for this course is Algebra I.**

Mathematics Electives

Probability Statistics (11-12)

Statistics is a one-semester (1 credit) course that develops appreciation for statistical techniques in the analysis of data and also develops students' skills in applying these techniques. Any student planning on entering the fields of economics, business, education, psychology, sociology, biology, physics, chemistry or medicine will need statistics. Topics include: methods of data collection, organization of data, and graphical techniques for exhibiting data together with measures of central tendency and variation. Basic laws of probability sampling theory, hypotheses testing and making inferences and samples should also be included. Students will plan and conduct experiments or surveys and analyze the resulting data. Use of technology, including graphing calculators and relevant computer programs is essential. This course is offered during semester two. (Prerequisites for this course are Geometry or Geometry H and Algebra II or Algebra III.)

Trigonometry (11-12)

Trigonometry is a one-semester (1 credit) course that has its origins in the study of triangle measurement. Natural generalizations of the ratios of right-triangle trigonometry give rise to both trigonometry and circular functions. These functions, especially the sine and cosine, are mathematical models for many periodic real world phenomena. Students studying trigonometry will explore data from such real world phenomena, but will also identify and analyze the corresponding trigonometric identities; the Law of Sines and the Law of Cosines; vectors; and polar coordinates. **Prerequisite for this course is Algebra II.**

Quantitative Reasoning (12)

Quantitative Reasoning is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics course is designed to align with the college-level quantitative reasoning courses for dual secondary/college credit. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **Prerequisite for this course is Algebra II.**

Physical Education/Health

Aerobic Walking (10-12)

This course is designed to familiarize students with the joy and health benefits of aerobic walking. This class will primarily focus on cardiorespiratory endurance and includes fitness walking, power walking, race walking techniques, and basic body toning exercises with an emphasis on core development. Prerequisites include the completion of both PE I & PE II.

Lifetime Sports (10-12)

Lifetime Sports is a specialized course that students may select which will concentrate on all of the basic objectives of physical education and in-depth training on skill performance and knowledge training in order that students may develop to the maximum of their capability. Activities may include the following: archery, badminton, bowling, handball, fencing, table tennis, golf, tennis, and shuffleboard.

Physical Education II (10-12)

This physical education class is required for all students as the second level of the curriculum. The course is specifically designed to develop muscular strength, agility, cardiovascular endurance, and flexibility of the body. The objectives are to insure that a given amount of emphasis is placed on personal fitness and to provide a method through which controlling that fitness can be maintained.

Strength and Conditioning (10-12)

Strength and conditioning includes all aspects of personal fitness with greater emphasis placed on weight training and weight training techniques.

Team Sports (10-12)

Team sports is a specialized course that students may select which will concentrate on all of the basic objectives of physical education and in-depth training on skill performance and knowledge training in order that they may develop to the maximum of their capability. A basic course which may include, but is not limited to, the following areas on instruction will be offered: basketball, flag football, soccer, wrestling, speed ball, field hockey, flicker ball, volleyball, track and field, racket ball, and softball.

Health Education (10-12)

Health is offered to grades 10-12 for those students who are repeating this freshman level course. Health education is a course designed to help students attain competence in identifying, understanding, and helping to solve the health problems of today's society. Included in the health education program are: prevention of accidents; first aid and CPR; health concepts--an overview of body functions; medicines and medical care; mental health; pathology and diseases; ecology and health; emotions and personality; use, misuse, and abuse of tobacco, alcohol, and drugs; AIDS; human sexuality (includes human reproduction, venereal disease, and family living).

Science Department

Biology I (9-12)

Biology I is a course based on regular laboratory and field investigations that include a study of the structures and functions of living organisms and their interactions with the environment. At a minimum, students enrolled in Biology I explore the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students work with the concepts, principles, and theories of the living environment. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history and development of biological knowledge, (2) explore the uses of biology in various careers, and (3) investigate biological questions and problems related to personal needs and societal issues. **A Core 40 and AHD life science course**

Biology AP (11-12)

Biology, AP is a course whose major themes include: The process of evolution which 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. Prerequisites: Biology 1 or Biology 1H, Chemistry 1 (may be taken concurrently with this course). **A Core 40 and AHD life science course.**

Chemistry I (10-12)

Chemistry I is a course based on regular laboratory investigations of matter, chemical reactions, and the role of energy in those reactions. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. In addition, students enroll in this course are expected to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal needs and societal issues, and (4) learn and practice laboratory safety. **A Core 40 and AHD physical science course**

Chemistry I H (10-12)

The curriculum follows that of Chemistry I by expanding and covering topics in more depth.

Organic/Bio Chemistry (11-12)

Organic and Biochemistry is a two-semester, college-bound elective course designed to provide an introduction to organic chemistry and biochemistry in lecture and laboratory settings. It is specially designed for students who are pursuing degrees/careers in science/health fields. Topics include organic molecules (saturated/unsaturated hydrocarbons, functional groups) and biomolecules (carbohydrates, lipids, proteins, nucleic acids). Organic & Biochemistry satisfies the Core 40 and Academic Honors requirement for Science.

Environmental Science (10-12)

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course integrate Science and Engineering Practices and Crosscutting Concepts to conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles. Students completing Environmental Science acquire the essential tools for understanding the complexities of national and global environmental systems.

Environmental Science, Advanced (11-12) (CC)

Environmental Science, Advanced, 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, Advanced acquire the essential tools for understanding the complexities of national and global environmental systems. Students in this course may choose to participate in the College Achievement Program (CAP) offered by the University of Southern Indiana. Through CAP, students earn valuable college coursework experiences that will help build a strong base for a future college career. College credit is available in **Biology 251 – Environmental Conservation**. This course is designed to introduce students to the basic scientific principles needed to understand the interdisciplinary and multinational (multicultural) nature of environmental issues and concerns. College Credit is transferable to most colleges and universities. Students wishing to earn the college credit will have to meet all requirements of the CAP program. More information is available at <http://www.usi.edu/outreach/cap/capstudentguide#availablecapcourses>. **A Core 40 and AHD course.**

Integrated Chemistry-Physics (ICP) (11-12)

Integrated Chemistry-Physics is a laboratory-based course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom. **A Core 40 and AHD *physical science* course.**

Physics I (11-12)

Physics I is a survey course of physics where students investigate topics including motion, force, thermodynamics, electricity and magnetism, and wave phenomena. Through laboratory, mathematical, and conceptual methods, students will acquire the skills necessary to initiate investigations and solve problems involving multiple concepts. **A Core 40 and AHD course.)**

AP Physics I (11-12)

AP Physics I is a laboratory-based course that follows the guidelines of the AP Physics I course. Students in this course study motion in one or more dimensions, forces, circular motion, gravity, simple harmonic motion, momentum, rotational motion, wave phenomena, static electricity, and simple circuits. Due to the advanced rigor, students are expected to be self-motivated with strong algebra skills. **A Core 40 and ADH course. This course prepares students for the College Board's AP Physics I exam.**



Academy of Science & Medicine (9-12)

The Academy of Science & Medicine (ASM) emphasizes the attainment of skills for future medical professions through inquiry, critical thinking, and effective communication in the context of an integrated curriculum and community partnerships. ASM integrates the curricula of the Project Lead the Way Biomedical Science courses, sciences courses, English courses and digital technology courses. **ASM courses must be taken sequentially and it is recommended that students enter the ASM at the beginning of their freshman year. Admittance is determined by an application process.**

ASM Course Sequence

Year One of ASM

English 9H
Principles of Biomedical Sciences (PLTW)
Biology IH
Digital Applications & Responsibility (CC)

Year Three of ASM

AP Language
AP Psychology
Medical Interventions (PLTW)
Medical Terminology (CC)
Organic/Bio Chemistry

Year Two of ASM

English 10H
Chemistry H
Human Body Systems (PLTW)
Advanced Speech & Etymology

Year Four of ASM

MPA Research Internship
Physics I
English 12 H (CC)
AP Biology

Social Studies Department

World History and Civilization (10-12)

This two-semester course emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history. **World History and Civilization fulfills a Social Studies requirement for the Standard, Core 40, Core 40 with Academic Honors or Technical Honors diplomas.**

United States Government (12)

This is a one-semester course which surveys the principles, practices and political processes of our governmental system. The content should include topics such as: backgrounds and foundations of our system with emphasis on Indiana and United States constitutions; legislative, executive, and judicial functions at all levels and in all units of government; government finance; elections and political parties; and individual rights and responsibilities in a democratic society.

United States Government and Politics: (CC) (12)

This spring semester course surveys the organization, structure, and function of the legislative, executive, and judicial branches of our national government. It meets the government requirement for graduation and, in addition, requires students to demonstrate a thorough understanding of the American Constitution. Students who enroll may obtain dual credit through the University of Southern Indiana and may receive three hours of college credit. College credit is available in **Political Science 102 – Introduction to American Politics**. This is a course that explores the basic elements of the American political process and the institutions of American national government. College Credit is transferable to most colleges and universities. Students wishing to earn the college credit will have to meet all requirements of the CAP program. More information is available at <http://www.usi.edu/outreach/cap/capstudentguide#availablecapcourses>.

United States History (10-12)

U.S. History is offered to students in grades 10-12 who are repeating their freshman year of Social Studies. This is a two-semester course that is a continuation of previous U.S. history classes. The course will emphasize the geographic, political, economic, and social factors that have influenced the development of the United States since the late 19th century.

Economics (12)

This is a one-semester required course which will examine choices that must be made by societies, businesses and consumers because of the problem of scarcity. Students will examine decision making models at various levels and areas: including decisions made as a consumer, producer and voter. The course will also introduce students to basic theories in economics and will survey the U.S. economic system.

Economics: (CC) (12)

This fall semester course in fundamental economics provides students with an introduction to basic economic terms and concepts, such as scarcity, opportunity cost, trade, markets, prices, competition, unemployment, inflation, business cycles, and growth. Special emphasis is given to the application of these terms and concepts to the choices that individuals face everyday and to current social problems. This course meets the economics requirement for graduation. Students who enroll may also obtain dual credit through the University of Southern Indiana and may receive three hours of college credit. College credit is available in **Economics 175 – Fundamentals of Economics**. This is a course provides an introduction to basic economic terms and concepts, such as scarcity, choice, resources, opportunity cost, markets, incentive, prices, competition, employment, inflation, growth, output and changes in business activity. College Credit is transferable to most colleges and universities. Students wishing to earn the college credit will have to meet all requirements of the CAP program. More information is available at <http://www.usi.edu/outreach/cap/capstudentguide#availablecapcourses>.

Social Studies Electives

Current Problems, Issues, and Events (10-12)

This is a first semester course that 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 studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

Advanced Placement United States History (10-12)

This is a year-long 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>. AP US History fulfills the US History requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma.

Advanced Placement World History (10-12)

AP World History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance – focusing on the environment, cultures, statebuilding, economic systems, and social structures – provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. AP World History fulfills the World History requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma.

Ethnic Studies (11-12)

Ethnic Studies is a **one semester course** that 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.

Political Science(10-12)

Political Science provides for a study of the processes and goals of politics; processes of government; methods by which decisions are made; and the basis of decision making. The course goes beyond the study of governmental structure and functions to include an analysis of topics such as: (1) the nature of the American party system, (2) interest groups, (3) public opinion, (4) laws which affect students, (5) reasons laws are changed, (6) due process of law, (7) legal rights, and (8) legal responsibilities. The course will expand students' knowledge of political processes and political action. **(10-12)**

Sociology (11-12)

Sociology is a **one semester course** that allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world. **(11-12)**

Advanced Placement Psychology (11-12)

AP Psychology is a year-long 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>. This course and the corresponding exam are intended to be comparable to the corresponding one-semester college level course. AP Psychology counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Special Education



Students in grades 9 - 12 who qualify for special education are offered a full continuum of services as mandated by the State of Indiana. The special education department offers courses from all of the core disciplines, and placement of a student is determined by his or her Case Conference Committee. "The Evansville-Vanderburgh School Corporation recognizes the right of all students to a full and To ensure strict compliance with Indiana's Special Education laws, Indiana IEP (IIEP) is the tool used by our Teachers of Record to develop and monitor their student's IEP.

Engineering & Technology

All Technology classes have a fee per semester.

Introduction to Construction (9-12)

Introduction to Construction **is a one semester 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. (S1 or S2)

Introduction to Design Processes (10)

Introduction to Design Processes is a course that specializes in modern design and engineering processes with a focus on creative problem solving in developing, testing, communicating, and presenting post-evaluation of products. Students use the design process to analyze research, develop ideas, and produce products solutions. This process gives a framework through which they design, manufacture, test and present their ideas. Students will demonstrate and utilize design principles and elements for visual presentation. Designing aspects will also cover aesthetics, ergonomics, the environment, safety, and production.

Introduction to Engineering and Design (PLTW) (9-12) CC

This introductory course develops student problem solving skills, with emphasis placed upon the concept of developing a 3-D model or solid rendering of an object. Students focus on the application of visualization processes and tools provided by modern, state-of-the-art computer hardware and software. Inventory will be the primary software used. This modern computer-based process replaces the traditional hand drawing methods. Various design applications will be explored with discussion of possible career opportunities. **(Prerequisite: Algebra I – may be taken concurrently.)**

Principles of Engineering (PLTW) (10-12) CC

This year long, two semester course is designed to help students understand the field of engineering/engineering technology by exploring various technology systems and manufacturing processes. Students learn how engineers and technicians use math, science, and technology in an engineering process to benefit people. Students will develop critical thinking skills and problem solving skills through instructional activities that pose design and application challenges for which they develop solutions. The techniques learned and equipment used are state of the art and reflect equipment and processes used currently by engineers throughout the United States. (Prerequisite: Algebra I – may be taken concurrently) POE is a Core 40 directed elective as a part of a technical career area and qualifies as an Academic Honors or Technical Honors Diploma.

World Language

World Language

“The EVSC world language philosophy stresses the engagement of students in authentic activities to promote an appreciation and acceptance of other cultures and to develop high levels of communicative competency in the target language. Students develop skills necessary to become independent language learners and to use the language in multiple settings throughout their lives.” The world language department at Central High School offers a full course of study in **German and Spanish**. The following descriptions apply to each of these languages.

Level I (9-12)

Level I world language courses provide instruction, based on authentic materials and supported by technology, in which students engage in basic interpersonal communication and gain introductory knowledge and understanding of other cultures. In addition, the students begin to reinforce and further their knowledge of other disciplines as it relates to world language, develop initial insight into the nature of language and culture, and participate in multilingual communities at home and around the world at the beginning level.

Level II (9-12)

Level II world language courses provide instruction with enhanced use of authentic materials and support of technology to provide student re-entry into Level I information. Level II courses reinforce beginning proficiencies and emphasize the further development of student competency in the areas of communication, cultural awareness, interdisciplinary connections, comparative studies and community involvement as they relate to the world language.

Level III (10-12)

Level III world language courses provide instruction in the same mode of enhanced use of authentic materials and support of technology to allow students to continue to develop the proficiencies gained in Levels I and II. These proficiencies are developed within the context of interpersonal communication within and beyond the school setting, interpretation of language, presentation of information, and understanding of practices and products of culture. Other areas of instructional emphasis are the reinforcement of knowledge of other disciplines, the recognition of distinctive cultural viewpoints, the comparative study of languages and the encouragement of students to become lifelong learners.

Level IV/V (11-12) CC

Level IV/V world language courses provide instruction supported by authentic material use and technology in which students expand upon the proficiencies gained in the preceding three levels. These are expanded with an emphasis on critical thinking skills within the areas of communication, cultures, connections, comparisons and communities. The increased focus on lifelong learning, as well as on college preparation, results in a more mature awareness of the effects of world language study.

EVSC Innovative School Programs

Additional information including course descriptions and requirements for each of these programs can be found by clicking on “Schools” at <http://district.evscschools.com/>



Army JROTC I through IV is offered at Harrison High School. Students will be scheduled in two additional classes at Harrison H.S. to complete a full schedule of classes.



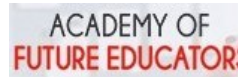
EVSC Early College High School courses are designed to provide students with the opportunity to earn both a high school diploma and work toward an associate’s degree or up to two years of credit toward a bachelor’s degree. Central students attend these classes at IVY Tech Community College located at 3501 N. First Ave., Evansville, Indiana.



Randall T. Shepard Academy for Law and Social Justice is a four year integrated studies program in law and social justice offered at Harrison High School.



Southern Indiana Career and Technical Center offers students courses in the following areas. Students must complete an application for the program they are interested in.



Academy of Future Educators is a half day program housed at Reitz High School and on the USI campus during students’ senior year.

Veterinary Sciences	Engineering/Architectural Design Technology	Automotive Collision Repair Technology
Automotive Service Technology	Building Construction Technology	Electricity Technology
Criminal Justice	Cybersecurity	Health Sciences: Exercise Science
Culinary Arts	Diesel Service Technology	Advanced Manufacturing Technology
Welding Technology	Graphic Communications/Digital Media	Computer Science
HVAC-R and Energy Systems	Media Communications and Broadcasting	
Precision Machine Technology	Health Sciences: Pre-Professional	Health Sciences: Exercise Science

Indiana High School Athletic Association - IHSAA - Athletic Eligibility



Your participation in high school athletics is dependent on your **eligibility**. Your eligibility is affected by a large number of things including, but not limited to your age, amateur status, conduct and character, school enrollment status, school attendance, contest participation, practice participation, grades, and having the proper documentation on file with the school each year. Visit www.ihsaa.org for complete information about eligibility.