

Central High School

5400 First Avenue

Evansville, Indiana 47710

(812) 435-8292



# CENTRAL HIGH SCHOOL

Career & Education

Planning Guide

2020~2021



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, information on career clusters, recommended courses of study, athletic eligibility requirements, and descriptions of specific courses provide guidelines for the selection of courses for the upcoming school year.

These requirements affected the Graduating Class of 2016 and thereafter and they are outlined in this guide. 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**

# COURSE & CREDIT REQUIREMENTS

INDIANA



## Core 40 Diploma

English/ Language Arts	<b>8 credits</b>
	Including a balance of literature, composition and speech.
Mathematics	<b>6 credits (in grades 9-12)</b>
	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	<b>6 credits</b>
	2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	<b>6 credits</b>
	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	<b>5 credits</b>
	World Languages Fine Arts Career and Technical Education
Physical Education	<b>2 credits</b> ** EVSC requires 3 PE credits for graduation
Health and Wellness	<b>1 credit</b>
Electives*	<b>6 credits</b> (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.



## 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 DESCRIPTIONS

## Business

### ***Computer Illustrations and Graphics (10-12) (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 Business (10)***

Introduction to Business is a **one semester course** that develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law.

### ***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.

### ***Introduction to Entrepreneurship (10):***

Introduction to Entrepreneurship is a **one semester course** that provides an overview of what it means to be an entrepreneur. Students will learn about starting and operating a business, marketing products and services, and how to find resources to help in the development of a new venture. This course is ideal for students interested in starting their own art gallery, salon, restaurant, etc.

### ***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.

### ***Principles of Marketing (10-12)***

Principles of Marketing is a course that provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management. **This course is a Prerequisite for Sports & Entertainment Marketing and Strategic Marketing.**



***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: Principles of Marketing**

***Strategic Marketing (12)***

Strategic Marketing builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of theories from psychology, social psychology and economics. The relationship between consumer behavior and marketing activities are reviewed. **Pre-requisite: Principles of Marketing**

***Web Design (10-12)***

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.**

***Work Based Learning Capstone (12)***

In a work based learning experience, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Students are monitored in their experiences by the content-related CTE teacher or a CTE teacher. This strategy builds students' skills and knowledge in their chosen career path or furthers their study within the area of interest. **Required prerequisites: A minimum of 4 credits of introductory and advanced courses related to a student's CTE pathway and work site placement related to a student's CTE pathway.**

# English Department

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## ***English 10 & Language Arts Lab (Every Day English) 2 periods:***

This program consists of a period of English 10 and a period of Language Arts Lab. All students enrolled in English 10 will also be enrolled in English Lab. The two classes provide students the opportunity to receive instruction in English/Language Arts every day on our block schedule. English 10 provides rigorous, grade-level appropriate course work. Language Arts Lab is an English/Language Arts support course taken in conjunction with English 10 to provide students with additional time to build the foundations necessary for high school English courses. 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. **Language Arts Lab** is a multidisciplinary course which provides students continuing opportunities to develop skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) note taking, (6) study and organizational skills, and (7) problem-solving skills that are essential for high school course work achievement. English 10 fulfills an English/Language Arts requirement for the Standard, Core 40, Academic Honors and Technical Honors diplomas. Language Arts Lab counts as an elective credit for all 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 10A***

This year-long, integrated tenth-grade course continues to develop all skills outlined in English 9A. English 10A literature provides a variety of reading materials, representing different genres, cultures, times, authors, themes, and forms. The study of literature, both fiction and nonfiction, stimulates expository/technical writings and refinement of the oral and written processes. Using the writing process, students write essays that demonstrate a command of standard English. Students incorporate the development of research and library media skills in conjunction with writing and speaking. Students refine skills identified in the tenth-grade Indiana language arts standards and competencies, as well as test-taking strategies.

## ***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 high-ability students in language arts who are self-motivated to meet academic challenges. High achievers who wish admittance to this course but do not meet high ability criteria are encouraged to apply through the English Department Head.)

## ***English 11/11A***

English 11A continues to develop all skills as outlined in English 9A and English 10A 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) (CCC)**

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 have successfully completed English 10 Honors and are prepared and motivated to learn and work at a much advanced level. High achievers who wish admittance to this course but do not meet gifted and talented criteria are encouraged to apply through the English department head.)

**English 12/12A**

Through the integrated study of language, British and world literature, composition, and oral communication, English 12A continues to develop all skills as outlined in English 9A through 11A 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 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) (CCC)**

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 have successfully completed English: Language and Composition AP and are prepared and motivated to learn and work at a much advanced level. High achievers who wish admittance to this course are encouraged to apply through the English department head.)

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

### **Advanced Speech and Communication**

Advanced Speech and Communication 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 multi-media presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized or manuscript delivery. In this course, students will complete a project, such as a 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. **College credit is available for this course.**

### **Etymology**

Etymology is the study and application of the derivation of English words and word families from their roots in ancient and modern languages. Students will analyze meanings of English words by examining roots, prefixes, and suffixes. Students will also analyze the connotative and denotative meaning of words in a variety of contexts and reasons for language change.

### **Creative Writing (CCC) (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. This course is offered second semester.

### **Language Arts Labs (11)**

This course is designed for upper grade students who have not passed the English 10 ISTEP+.

### **Novels (11-12)**

Novels is a one-semester course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors in the past and present or sets of novels in a given time period or across time periods or covering a particular theme. Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course. Novels fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. Prerequisites: English 9 and English 10.

### **Short Stories (11-12)**

Short Stories is a one-semester course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study of the distinct features of the short story, such as being tightly focused narrative fiction. The course may be organized by historical periods, themes, or authors. Students examine short stories with modernist and contemporary themes by a variety of authors from the perspective of audience, purpose, and historical development. Students analyze what distinguishes the short story genre from other literary genres, such as the novel, epic, romance, biography, and others. Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course. Short Stories fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. Prerequisites: English 9 and English 10.

### **Student Publications (Yearbook Staff) (10-12)**

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. **Teacher recommendation required.**

# Family & Consumer Science

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## ***Advanced Child Development (10-12)***

Advanced Child Development is a **one-semester course** for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. 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**. Advanced Child Development includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory laboratory/field experiences with children in preschool and early elementary school settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children. Advanced Child Development counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

## ***Child Development (10-12)***

Child Development is a **one semester course**, introductory course that is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Authentic applications such as introductory laboratory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children. Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6) 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

## ***Education Early Childhood Lab/Class (11-12) (CCC)***

This course prepares students for employment in early childhood education and services and provides the foundations for study in higher education that leads to early childhood education and child-related careers. The course of study includes, but is not limited to: planning and guiding developmentally appropriate activities for young children; developmentally appropriate practices of guidance and discipline; application of basic health and safety principles when working with children; overview of management and operation of child care facilities; Indiana state child care regulations; and employability skills. Intensive child care/preschool laboratory experiences are required. Student laboratory experiences may be in either school-based or "on-the-job" in community-based child care centers or in a combination of the two. Foundation work may be completed for students to obtain the CDA (Child Development Associate) credential. Students completing the course may meet dual credit/articulation requirements for course work at Ivy Tech State College. (Two credit class.)

## ***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.

### ***Interpersonal Relationships (10)***

Interpersonal Relationships is a **one semester** introductory course that is relevant for students interested in careers that involve interacting with people and for everyday life relationships. 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, self-determination, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project or community based approach is recommended in order to apply these topics of interpersonal relationships. This course provides a foundation for all careers and everyday life relationships that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, the general public, family and friends.

### ***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.



# Fine Arts

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## 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 (11-12)***

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 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 must have teacher permission to sign up for this course.

### ***AP Studio Drawing (11-12)***

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 must 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***

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### ***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. Instruction is designed so that students develop an understanding of the piano keyboard, develop skills leading to self-directed playing, and develop an appreciation for keyboard music. Students will (1) perform with proper posture, hand position, fingering, rhythm, and articulation; (2) improvise melodic and harmonic material; (3) create and perform simple accompaniments; (4) listen to, analyze, sight-read, and study the literature performed; (5) study the elements of music as exemplified in a variety of styles; and (6) make interpretive decisions. **This is a Core 40 and Academic Honors course.**

***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.

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***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

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## ***Algebra I & Algebra I Lab (Every Day Math) (2 periods) (10-12)***

Every Day Math is available for students who are repeating their freshman year of Math. This program consists of a period of Algebra I and a period of Algebra I Lab. The two classes provide students the opportunity to receive instruction in mathematics every day on our block schedule. Algebra I Lab is a mathematics support course taken in conjunction with Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate course. The five critical areas of Algebra I Lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

## ***Math 10 (10)***

Math 10 is a new two-semester course designed to reinforce and elevate the Algebra 1 and 7<sup>th</sup> and 8<sup>th</sup> grade geometry knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra 1 and essentials for passing the state's graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra 1 or Integrated Math 1 teacher based on diagnostic results of performance in Algebra 1 and/or mathematics competency assessments. The standards for this course are aligned to the state standards that students need to master for success with the state's graduation qualifying exam in mathematics and the next level math courses. Emphasis is on a variety of instructional methods designed to meet each student's needs and delivered through competency-based units with frequent pre and post assessment data analyzed to drive instructional design and delivery. Math 10 counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. **Prerequisite: Algebra 1**

## ***Pre-Calculus/Trigonometry (11-12) (CC)***

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.

***Business Math (11-12)***

This course explores the world of personal finance and introduces students to business and consumer applications. The course is designed to give students the opportunity to improve their basic mathematical skills through practical consumer applications. Students will learn to apply computational skills and basic algebraic concepts to everyday problems. Problem-solving applications will be used to analyze and solve business problems for such areas as: taxation, savings and investments, payroll records, cash management, financial statements, purchases, sales, inventory records, and depreciation. This course may fulfill up to two credits of the minimum mathematics requirement for graduation. **This course is not a Core 40 math course.**

***Math Lab (ISTEP) (11-12)***

This course is designed for upper grade students who have not passed the Math ISTEP.

***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 ITH.)

***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

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## ***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 (9-12)***

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

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## ***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. **Prerequisite: Biology IH or Department Chair recommendation.**

## ***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.

**Prerequisites: Chemistry I with a grade of "C" or higher.**

## ***Earth and Space Science (11-12)***

Earth and Space Science focuses on the study of the earth's lithosphere, atmosphere, hydrosphere, and its celestial environment. Students will analyze and describe Earth's interconnected systems that may be changing or may be in equilibrium. Students examine energy at work in forming and modifying earth materials, landforms, and continents through geological time. Through regular laboratory and field investigations, students understand the history and development of the earth and space sciences, explore the uses of knowledge of the earth and its environment in various careers, and investigate earth and space science problems concerning personal needs and community issues related to science. **A Core 40 and AHD life science course.**



***Environmental Science, Advanced (11-12) (CCC)***

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>. **Prerequisite: Two credits in Core 40 and ADH science course work. 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. **Prerequisite: Algebra I (may be taken concurrently with this course.) A Core 40 and AHD physical science course.**

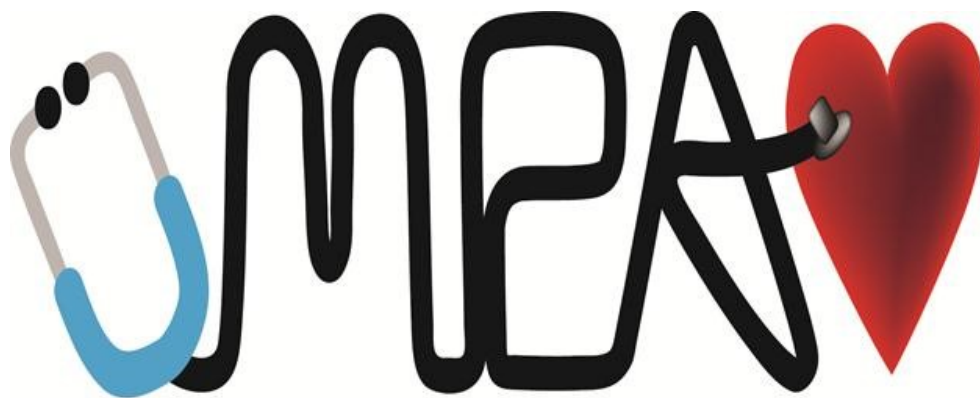
***Physics I (11-12) (CCC)***

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. **(Prerequisites: Chem I, Geometry. Co-requisite – Algebra II, Trigonometry, Pre-calculus, or Calculus. 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. **Prerequisites: Algebra II and Chemistry I. A Core 40 and ADH course. This course prepares students for the College Board's AP Physics I exam.**





## MEDICAL PROFESSIONS ACADEMY

### ***Medical Professions Academy (9-12)***

The Medical Professions Academy (MPA) 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. MPA integrates the curricula of the Project Lead the Way Biomedical Science courses, sciences courses, English courses and digital technology courses. **MPA courses must be taken sequentially and it is recommended that students enter the MPA at the beginning of their freshman year. Admittance is determined by an application process.**

### ***MPA Course Sequence***

#### **Year One of MPA**

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

#### **Year Three of MPA**

AP Language  
AP Psychology  
AP Biology  
Medical Interventions (PLTW)/  
Medical Terminology (CCC)

#### **Year Two of MPA**

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

#### **Year Four of MPA**

MPA Research Internship  
Organic/Bio Chemistry  
Physics I (CCC)  
English 12 H (CCC)

# Social Studies Department

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## ***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.**

## ***World History Honors (9-10):***

World History Honors 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 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. **(This course is designed for high-ability students who are self-motivated to meet academic challenges.)**

## ***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: (CCC) (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>. Prerequisite: Instructor approval.

## ***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 19<sup>th</sup> 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: (CCC) (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>. **Prerequisite: Instructor approval.**

***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 studies from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

***International Relations (11-12)***

International Relations is a one semester course providing a survey of the formal relations among sovereign states in the international system, emphasizing the operation of diplomacy. The procedures for settlement of disputes and various methods of international conflict resolution are included. This course examines power, interdependence, global development, and international organizations. This course counts as an elective credit for all diplomas.

***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. **Prerequisites: department head or instructor approval.**

***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. **Prerequisites: department head or instructor approval.**

### ***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

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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

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All Technology classes have a fee per semester.

## ***Introduction to Construction (9-12)***

Introduction 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.

## ***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.

## ***Engineering Design and Development (PLTW) (11-12)***

Engineering Design and Development is designed to introduce students to the fundamental aspects of engineering and engineering technology. Instruction will emphasize underlying principles of engineering processes and the development of three-dimensional solid models. Instructional activities will build skills ranging from sketching simple geometric shapes to applying a solid modeling computer software package. Students will develop critical thinking and problem-solving skills through instructional activities that pose design and application challenges for which they develop solutions. The techniques learned and the equipment used should be state of the art and reflect equipment and processes currently being used by engineers throughout the United States. **(Prerequisites: Introduction to Engineering Design, Principles of Engineering, and Digital Electronics. A senior who has completed IED and POE but has not completed Digital Electronics must complete an application and have it approved by the course instructor prior to enrollment.)**

## ***Introduction to Engineering and Design (PLTW) (9-12) CCC***

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) CCC***

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

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## ***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 **French, 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.

### ***Workplace Spanish (10-12)***

Workplace Spanish is a course designed to fuse students' desired future career path with the use of the Spanish language in a variety of scenarios. Students will focus on culturally appropriate interactions, both verbal and non-verbal, along with specific vocabulary that relates directly to students' chosen career path, ultimately connecting this course to a variety of content areas. A major focus of this course is on students' proficiency (both oral and written) and will use a high percentage of only Spanish in instruction and students' work production.

**Required Pre-requisite: Spanish 1 (2 credits).**



# EVSC Satellite 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 schedules 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 the following 3-credit courses. Students must complete an application for the program they have selected.

Animal Science/Pre-Veterinarian	Architectural Design/CAD	Automotive Collision Repair Technology
Automotive Service Technology	Building Construction Technology	Civil Engineering/Architectural Design - PLTW
Computer Integrated Manufacturing – PLTW	Computer Network Technology	Computer Science
Culinary Arts	Diesel Service Technology	Electricity/Residential & Industrial Technology
Engineering Design & Development - PLTW	Graphic Communications/Digital Media	Health Sciences Education
HVAC-R and Energy Systems	Horticulture Science	Industrial Maintenance/Advanced Manufacturing Technology
Precision Machine Metalworking Technology	Mechanical Engineering	Public Safety/Law Enforcement/Fire Science
Radio/TV Communications	Welding Technology	

## 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](http://www.ihsaa.org) for complete information about eligibility.