HIGH SCHOOL COURSES

These are the high school course descriptions with the number of semesters and high school credits at the end of the description. If it is a dual credit course the college course number, course title and number of college credit hours will be listed under the high school course title.

BUSINESS

ADVANCED BUSINESS, COLLEGE CREDIT

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

ADVANCED BUSINESS, COLLEGE CREDIT

Accounting I (11-12)

*ACCT 100 Basic College Accounting (3 cr hrs)
(estimated tuition $75) Not on CTL

A course in the fundamentals of accounting practices. Emphasis is on journalizing, posting, preparing financial statements, reconciling bank statements, and understanding elements of payroll. The course is specifically designed for students with little or no previous accounting or bookkeeping experience and who are enrolled in an occupational program requiring only one accounting course.
(1 semester; 1 credit)

ADVANCED BUSINESS, COLLEGE CREDIT

BUSINESS FOUNDATIONS (10-12)

*MGMT100 Business Fundamentals (3 cr hrs)
(estimated tuition $75)

This is an introductory business course that provides the framework for pursuing additional business courses. This core course acquaints students with economics, entrepreneurship, management, marketing, law, risk management, banking, personal finance, and careers in business. The importance and application of business etiquette and ethics are included. Opportunities may be provided for the student to participate in job shadowing, job mentoring, and other field experiences. Instructional strategies may include simulations, projects, and cooperative ventures between the school and the community.
(1 semester; 1 credit)

ADVANCED BUSINESS, COLLEGE CREDIT

COMPUTER APPLICATIONS (9–12)

*COMP 110 Introduction to Computer Concepts (3 cr hrs)
(estimated tuition $75) Not on CTL

Computer Applications is a business course designed to provide the student with instruction in computer hardware and software concepts including input and output devices, directory structure and management, operating systems, word processing, spreadsheets, graphics, and presentation software. The use of a Windows-based professional software suite is recommended. Instructional strategies may
include computer/technology applications, teacher demonstrations, collaborative instruction, interdisciplinary and/or culminating projects, problem-solving and critical thinking activities, simulations, projects, cooperative learning, and mini baskets/in-basket projects.

*Required of all freshmen.
(1 semester; 1 credit)

ADVANCED BUSINESS, COLLEGE CREDIT
PERSONAL FINANCIAL RESPONSIBILITY (11-12)
*ECON 208 Personal Financial Management (3 cr hrs)
(estimated tuition $225)

This course addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged. This course is a transferIN course.
(1 semester; 1 credit)

COMPUTER PROGRAMMING (10-12)
Prerequisite: Algebra 2 completed with a C or higher

Computer Programming is a business course that introduces students to computer programming using various languages. Throughout the course, information regarding programming-related careers and career/educational paths are provided. Logical thinking processes are required for problem analysis and solving. Instructional strategies should include project based activities, in-baskets, minibaskets, and LAPS, which expose students to workplace scenarios that require the development/programming of simple applications.
This course will also introduce students to the fundamentals of video game design and provide a hands-on experience with a game engine. The course also integrates cross-curriculum and STEM activities. Students will apply principles of advanced mathematics and science through STEM reading material applied in this course.
(1 semester; 1 credit)

WEB DESIGN (10-12)

Web Design is a business course that provides instruction in the principles of web design using HTML/XHTML and current/emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Instructional strategies should include peer teaching, collaborative instruction, project-based learning activities, and school and community projects.
(1 semester; 1 credit)

FINE ARTS

ADVANCED FINE ARTS, CC (10-12)
*ARTT 110 Art Appreciation (3 cr hrs)
(estimated tuition $225)
Prerequisite: Pass Accuplacer

An introductory course in art which explores the creative processes of humankind, its usage of specific traditional and contemporary media for communication and the study of periods and styles in art as they relate to the human condition. The course will explore the nature of art, the evaluation of art, and the processes and materials of art. The students will examine the formal elements of design and look at a wide variety of both two and three-dimensional artworks and will learn about the processes and tools involved in their creation. Advanced Fine Arts, College Credit is a title covering any advanced course in fine arts (music, visual arts, theatre arts, or dance) offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school or any other postsecondary fine arts course offered for dual credit under the provisions of 511 IAC 6-10. This course is a transfer IN course.

(1 semester; 1 credit)

ADVANCED 2-D ART I (9-12) (2nd sem of 1st year)

Prerequisite: Intro to 2-D Art

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

(1 semester; 1 credits)

ADVANCED 3-D ART I (10-12) (2nd sem)

Prerequisite: Intro to 2-D Art/Adv 2-D Art/Intro to 3-D Art

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

(1 semester; 1 credits)

ADVANCED CHORUS (10-12) Tiger Pizazz

* By audition only
* Auditions include singing, choreography, and a student interview with the Director.
* Students may also audition for: Pianist (Accompanist)/Student Manager/Percussionist/Bass Guitar/Guitar positions
* If auditions have not occurred by the time a student must choose class preferences, students should choose this elective knowing that if they do not get accepted into this course, the Director will place them into the class that best fits them.

16-30 Students

Tiger Pizazz is the vocal performance ambassador ensemble of LHS. Students taking this course should plan to perform frequently. Students should be able to organize school work, extra-
Students taking Advanced Chorus (Tiger Pizazz) develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances will serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Requires an audition and monetary responsibilities include costume and contest fees as well as participation in extra concerts, competitions, and programs. Students pay for new costumes, contest entry fees, and are expected to participate in national competitions or concert tours and all fund-raisers.

(2 semesters; 2 credits)

ADVANCED CHORUS (10-12) Concert Choir

* By audition only
*Auditions are private, with only the Director hearing each student sing
*N0 preparation is necessary for the audition. Simply schedule a time each spring for the Director to hear you sing.
*If auditions have not occurred by the time a student must choose class preferences, students should choose this elective knowing that if they do not get accepted into this course, the Director will place them into the class that best fits them.

*30+ Students
*Students may also audition for: Pianist (Accompanist)/Percussionist/Manager positions

Advanced Chorus provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. Mastery of basic choral technique must be evident. Areas of refinement include a cappella singing, sight-reading, and critical listening skills. Activities create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited number of public performances serve as a culmination of daily rehearsal and music goals.

Requires an audition and monetary responsibilities include costume and contest fees as well as participation in extra concerts, competitions, and programs. Students pay for new costumes, contest entry fees, and are expected to participate in national competitions or concert tours and all fund-raisers.

(2 semesters; 2 credits)

ADVANCED CONCERT BAND (9-12)

Prerequisite: Middle School Band or High School Beginning Band

Advanced Concert Band provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, (7) studying historically significant styles of literature. Experiences include, but are not limited to improvising, conducting,
playing by ear, and sight-reading. Students develop the ability to understand and convey the composer’s intent in order to connect the performer with the audience. Students also have opportunities to experience live performances by professionals during and outside of the school day.

Students are required to attend summer camp and perform at all home football and basketball games, various competitions, parades, and concerts. Performances occur throughout the year.

Band repertoire must be of the highest caliber. Mastery of advanced wind band technique must be evident. Areas of refinement consist of advanced techniques including, but not limited to: (1) intonation, (2) balance and blend, (3) breathing, (4) tone production, (5) tone quality, (6) technique, (7) rhythm, (8) sight-reading, and (9) critical listening skills. Evaluation of music and music performances is included.

(2 semesters; 2 credits)

BEGINNING CHORUS (9) Freshman Chorus

*No audition necessary
*50+ Students
*Students may also audition for: Pianist (Accompanist)/Student Manager/Percussionist/Bass Guitar/Guitar positions

Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer’s intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Freshman Chorus will explore many genres of music; thus, preparing students for participation in Tiger Pizzazz, Concert Choir, or Chorus at the end of their Freshman year. Students will pay for a Chorus Shirt to wear at performances.

(2 semesters; 2 credits)

INTERMEDIATE CHORUS – Mixed (10-12)

*No audition necessary
*50+ Students
*Students may also audition for: Pianist (Accompanist)/Student Manager/Percussionist/Bass Guitar/Guitar positions

Intermediate Chorus provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. Additional emphasis is placed on sight-reading, critical listening skills, and vocal technique. Activities create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited number of public performances serve as a culmination of daily rehearsal and music goals. Students must participate in at least two LHS concert performances and all rehearsals that support and extend learning in the classroom.

(2 semesters; 2 credits)
INTRODUCTION TO 2-D ART (1st sem) (9-12)

Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.
(1 semester; 1 credit)

INTRODUCTION TO 3-D ART (1st sem) (10-12)

Pre-requisite: Intro to 2-D Art/Adv 2-D Art

Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.
(1 semester; 1 credit)

MUSIC HISTORY AND APPRECIATION (11-12)

*MUSM 218 Music Appreciation (3 cr hrs)
(estimated tuition $225)

Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts. This course is a transferIN course.
(1 credit; 1 semester)

HEALTH/PHYSICAL EDUCATION

ADVANCED HEALTH, WELLNESS & FITNESS (10-12)

*PFWL 100 Lifetime Fitness/Wellness (2 cr hrs) Not on CTL
(estimated tuition $50)

Prerequisite: Health & Wellness and PE I & II

An elective course that provides advanced knowledge and skills to help students adopt and maintain healthy behaviors. Through a variety of instructional strategies, students practice the development of functional advanced health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. Advanced Health & Wellness
provides students with an in-depth study of promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. The scientific components of health and wellness, health issues and concerns, health risk appraisals, individual wellness plans, health promotion and health careers are expanded and explored within the context of the course. This course provides students with the advanced knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

(1 semester; 1 credit)

ADVANCED CTE, CC (11-12)
*HIMT 110 Medical Terminology (3 cr hrs)
(estimated tuition $225)

Prerequisite: Pass Accuplacer

This course is designed to acquaint students with the specialized language of medicine by focusing on the precise communication required by practitioners in medicine (i.e., health information managers, physical therapists, nurses, surgical technologists, occupational therapists, respiratory care practitioners, dental hygienists, doctors, etc.) and related fields. After memorizing the word elements (prefixes, suffixes, and combining forms), and being taught the correlation between word elements, abbreviations and symbols with the basic anatomy, physiology and disease processes of the human body, students will be able to quickly recognize medical word meanings and understand medical reports. This course is a transferIN course.

(1 credit; 1 semester)

ELECTIVE PHYSICAL EDUCATION: Strength & Power (10-12)

Prerequisite: Physical Education I and II and a current physical on file which must be dated after May 1st of 2014 for the 14-15 school year.

Elective Physical Education promotes increases in lean body mass, body fat reduction, explosiveness, reactivity, strength gains, and improvement in flexibility. A minimum of two of the following activities should be included: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility and body composition), (2) team sports, (3) individual or dual sports, (4) aquatics. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Testing will include: Power Clean, Back Squat, Bench Press, Incline Bench Press, Trap-Bar Deadlift, and a variety of auxiliary exercises which are sport-specific. Performance testing will include: 20 yard dash, 40 yard dash, Vertical Jump, Standing Long Jump, Sit and Reach, Pro-Shuttle and the Dot Drill. Conditioning will be anaerobic (1st energy system) with variety in testing methods which emphasize improve starting, mid-sprint efficiency, and finishing techniques. Sprint training should occur two times per week with a monthly timing session where improvements can be charted by the participant. Personal testing for BMI (Body Mass Index), BF% (Body Fat Percentage), HgT (Height), WgT (Weight), will be administered both pre/post testing periods.

(1 credit per semester)
HEALTH AND WELLNESS (9-12)

This course is required to meet state graduation requirements. Health & Wellness provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student’s ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

(1 semester; 1 credit)

PHYSICAL EDUCATION I (9)

This course is required to meet state graduation requirements. Physical Education I emphasizes health-related fitness and development of the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in the following movement forms: (1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) aquatics, (6) agility workouts, and (7) recreational games. An emphasis will be placed on improving Body Mass Index (BMI) and Body Fat Percentage (BF%) with pre/post testing. Students will also be tested on performance tests including: 20 yard dash, 40 yard dash, Vertical Jump, Standing Long Jump, Sit and Reach, Pro-Shuttle, Mile Run, and the Dot Drill. Students will be graded daily on participation and dressing out in their assigned uniform. There are also weight lifting and conditioning points to be earned throughout the week. Ongoing assessment includes both written and performance-based skill evaluations.

(1 semester; 1 credit)

PHYSICAL EDUCATION II (9)

This course is required to meet state graduation requirements. Physical education II emphasizes personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This will be achieved through the opportunity to perform self-directed workouts throughout the course of the semester. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increases their knowledge of fitness concepts. A more in-depth look will be taken at the purpose of such workouts such as cardiovascular and strength training. Movement forms included in this course include: (1) health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) aquatics, (6) agility workouts, and (7) recreational games. A continued emphasis will be placed on improving Body Mass Index (BMI), and Body Fat Percentage (BF%) with post testing. Students will be tested to measure improvement in the following
performance tests: 20 yard dash, 40 yard dash, Vertical Jump, Standing Long Jump, Sit and Reach, Pro-Shuttle, Mile Run, and the Dot Drill. Students will be graded daily on their participation and dressing out. There are also weight lifting and conditioning points to be earned throughout the week. Ongoing assessment includes both written and performance-based skill evaluations.

(1 semester; 1 credit)

**Summer PE and Alternative PE are additional options for earning the 2 required PE credits. Both PE credits must be completed by the end of the 10th grade school year or students will automatically be scheduled into a regular PE course during the junior year.**

### LANGUAGE ARTS

**ADVANCED ENGLISH, COLLEGE CREDIT (English 11 or 12)**

*ENGL 101 English Composition I (3 cr hrs)

(estimated tuition $75)

*Prerequisite:* Pass Accuplacer

This course title covers any English language and composition advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school. It also covers any other postsecondary English language and composition course offered for dual credit under the provisions of the Indiana Code (511 IAC 6-10: Rule 10 - Postsecondary Enrollment Program). **This course is a transferIN course.**

(1 semester; 1 credit or 2 semesters; 2 credits)

**ADVANCED ENGLISH, COLLEGE CREDIT (English 11 and 12)**

*ENGL 102 English Composition II (3 cr hrs)

(estimated tuition $75)

*Prerequisite:* Pass Accuplacer

This course title covers any English language and composition advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school. It also covers any other postsecondary English language and composition course offered for dual credit under the provisions of the Indiana Code (511 IAC 6-10: Rule 10 - Postsecondary Enrollment Program). **This course is a transferIN course.**

(1 semester; 1 credit)

**ADVANCED ENGLISH, COLLEGE CREDIT (English 12)**

*ENGL 102 English Composition II (3 cr hrs)/LITR 100 Intro to Literature (3 cr hrs)

(estimated tuition $150)

*Prerequisite:* Pass Accuplacer

This course title covers any English language and composition advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school. It also covers any other postsecondary English language and composition course offered for dual credit under the provisions of the Indiana Code (511 IAC 6-10: Rule 10 - Postsecondary Enrollment Program). **This course is a transferIN course.**

(2 semesters; 2 credits)
ADVANCED ENGLISH, COLLEGE CREDIT (English 12 only)
*LITR 100 Intro to Literature (3 cr hrs)
(estimated tuition $75)

Prerequisite: Pass Accuplacer

This course title covers any English language and composition advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school. It also covers any other postsecondary English language and composition course offered for dual credit under the provisions of the Indiana Code (511 IAC 6-10: Rule 10 - Postsecondary Enrollment Program). This course is a transferIN course.
(1 semester; 1 credit)

ADVANCED ENGLISH, COLLEGE CREDIT (English 12 only)
*ENGL 108 Technical Writing (3 cr hrs)
(estimated tuition $75)

Prerequisite: A grade of C or better in ENGL 101.

A course designed to provide students of technology with the communication skills that enable them to compose effective, precise, concise, technical reports. This course title covers any English language and composition advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school. It also covers any other postsecondary English language and composition course offered for dual credit under the provisions of the Indiana Code (511 IAC 6-10: Rule 10 - Postsecondary Enrollment Program). This course is a transferIN course.
(1 semester; 1 credit)

ADVANCED SPEECH AND COMMUNICATION (10-12)
*SPCH143 Speech (3 cr hrs)
(estimated tuition $225)

Prerequisite: Pass Accuplacer

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. ADVANCED SPEECH AND COMMUNICATION PROJECT: Students complete a project, such as multi-media presentations that are reflective, reports or historical investigations, responses to literature, or persuasive arguments, which demonstrates knowledge, application, and speaking progress in the Advanced Speech and Communication course content. This course is a transferIN course.
(1 semester; 1 credit)

CREATIVE WRITING (10-12)

Creative Writing provides students with ample opportunities to combine literary creativity with the discipline of written discourse. The concept of the manipulation of language to convey ideas, feelings, moods and visual images should be the basis of the course. Students become familiar with standard literary elements through the reading and study of published prose and poetry and are taught to use those elements in their own writing. Additionally, students learn strategies for evaluating and responding to their own writing and the writing of others in a peer-sharing component. In this peer-sharing
component, students receive specific training in providing constructive, substantive feedback, while role playing as likely readers of each creative work. Representative models of literary excellence may also be studied.

(1 semester; 1 credit)

**ENGLISH 9**

Through the integrated study of literature, composition, and oral communication, English 9 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. Students practice identifying, analyzing, and composing with different elements, structures, and genres of written language. The composition component of language arts requires students to write for various audiences and purposes while strengthening skills in paragraph and multi-paragraph writing. Composition also provides opportunities to create multiple types of writing, including expository essays of persuasion and literary analysis, and technical writing assignments in various forms, including business letters. Oral communication (speech) emphasizes effective listening and speaking techniques and provides opportunities for students to integrate other reading and language arts skills as they learn to express ideas verbally. Oral communication should incorporate correct grammar, usage, vocabulary, reading, and composition skills. Expectations for students emphasize both making presentations and being critical participants and listeners.

(2 semesters; 2 credits)

Material from VU college-prep courses for reading and writing will be incorporated into this course with the goal of raising those skills for eventual placement in college-level courses.

**ENGLISH 9H**

**Prerequisites:**
- 8th grade English teacher input based on the following:
  - a review of portfolio writing from grades 6 – 8
  - previous grades
  - work ethic
- Pass the English portion of the 8th grade ISTEP test, Acuity testing results

The honors label designates more rigorous coursework and a more in-depth study of the topics. Students will be required to complete a summer assignment or project. There will be a performance assessment. Failure to complete this satisfactorily will prohibit a student from taking the honors course.

This course will meet all the requirements of English 9 with a more academic approach intended to challenge students and provide them with activities to direct their own learning. Outside reading and writing requirements will be intensive. Research projects will emphasize the extensive resources available for use throughout high school. Critical thinking, solid comprehension of texts, and effective writing and speaking skills will be stressed.

(2 semesters; 2 credits)

**ENGLISH 10**

**Prerequisite:** English 9

English 10 reinforces and continues to make full use of many of the activities and skills of English 9 (as well as those presented in middle school and elementary school language arts classes). Beyond these, English 10 adds the following emphasis: (1) consideration of a given canon of literature, currently, World Literature, and (2) increased focus on the self-conscious choice of comprehension and writing strategies. The composition component of language arts provides students with opportunities to write for various audiences and purposes. Students identify and employ various elements of good
writing in well organized, descriptive, expository, and narrative writings. Oral communication (speech) provides students with opportunities to develop greater facility with choosing and employing different elements of effective oral communication.

(2 semesters; 2 credits)

**ENGLISH 10 H**

**Prerequisite:** English 10 with at least a “C” average, scores on Accuplacer test, cumulative GPA of 2.5 or higher

* Recommended for Academic Honor Diploma

The honors label designates more rigorous coursework and a more in-depth study of the topics. Students will be required to complete a summer assignment or project. There will be a performance assessment. Failure to complete this satisfactorily will prohibit a student from taking the honors course.

This course will meet all the requirements of English 10 with a more academic approach intended to challenge students and provide them with activities to direct their own learning. Outside reading and writing requirements will be intensive. Research projects will emphasize the extensive resources available for use throughout high school. Critical thinking, solid comprehension of texts, and effective writing and speaking skills will be stressed.

(2 semesters; 2 credits)

**ENGLISH 11**

**Prerequisite:** English 10

Through the integrated study of literature, composition, and oral communication, English 11 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. In English 11, students move from predominantly analyzing and using the elements of written language to making judgments based on those analyses. English 11 also incorporates a literary canon, much of which is from a culture or time period different from that of the students--currently, a survey of American Literature from different periods. The composition component of language arts provides students with opportunities to produce a variety of forms, including persuasive writing, synthesis, and analysis of information from a variety of sources, completing complex forms, describing procedures, giving directions, and using graphic forms to support a thesis. Oral communication continues to emphasize effective listening and speaking techniques. This includes providing opportunities for students to integrate other reading and language arts skills as they incorporate correct grammar, usage, vocabulary, reading, and composition skills while learning to express ideas verbally. A research paper is required.

(2 semesters; 2 credits)

**ENGLISH 11 H**

**Prerequisite:** English 10 with at least a “C” average, pass the English portion of the ISTEP test, scores on Accuplacer test, cumulative GPA of 2.5 or higher

* Recommended for Academic Honor Diploma

The honors label designates more rigorous coursework and a more in-depth study of the topics. Students will be required to complete a summer assignment or project. There will be a performance assessment. Failure to complete this satisfactorily will prohibit a student from taking the honors course.

This course will meet all the requirements of English 11 with a more academic approach intended to challenge students and provide them with activities to direct their own learning. Outside reading and
writing requirements will be intensive. Research projects will emphasize the extensive resources available for use throughout high school. Critical thinking, solid comprehension of texts, and effective writing and speaking skills will be stressed.

(2 semesters; 2 credits)

**ENGLISH 12**

**Prerequisite:** English 11

This course is designed for college-bound seniors. English 12 continues to refine students’ ability and desire to learn and communicate about language and literature. While students developed judgments informed by keen literary analysis in English 9-11, in English 12 they practice explaining and defending their readings to others. In addition, the emphasis on different cultural contexts is intensified in a focus on British literature. To negotiate these texts, students learn to identify and communicate about the broad themes, trends, and cultural issues present in British literature. The composition component of English 12 continues to provide students with opportunities to hone their writing. Writing at this stage has: (1) a clearly identified audience, (2) a well-articulated purpose and thesis, and (3) a structured body that fulfills its stated purpose and supports its thesis in a way accessible to its audience. Writing at this stage is also well informed by careful research and intelligent analysis. Oral communication continues to emphasize the organization of ideas, awareness of audience, and sensitivity to context in carefully researched and well-organized speeches and recitations.

(2 semesters; 2 credits)

**ENGLISH 12 H**

**Prerequisite:** English 11 with at least a “C” average, pass the English portion of the ISTEP test, scores on Accuplacer test, cumulative GPA of 2.5 or higher

* Recommended for Academic Honor Diploma

The honors label designates more rigorous coursework and a more in-depth study of the topics. Students will be required to complete a summer assignment or project. There will be a performance assessment. Failure to complete this satisfactorily will prohibit a student from taking the honors course.

This course will meet all the requirements of English 12 with a more academic approach intended to challenge students and provide them with activities to direct their own learning. Outside reading and writing requirements will be intensive. Research projects will emphasize the extensive resources available for use throughout high school. Critical thinking, solid comprehension of texts, and effective writing and speaking skills will be stressed.

(2 semesters; 2 credits)

**LANGUAGE ARTS LAB**

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with Indiana’s Academic Standards for English/Language Arts in Grades 9-12 and the Common Core State Standards for English/Language Arts, focusing on the Writing Standards (Standards 4, 5, and 6).

**NOVELS (9-12)**

Novels, a course based on Indiana’s Academic Standards for English/Language Arts and emphasizing the High School Literature Standards, 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.
(1 semester; 1 credit)

**STUDENT PUBLICATIONS – YEARBOOK (9-12)**

This class is organized as a staff to publish the school’s yearbook, *Orange & Black*. This course provides the study of and practice in gathering and analyzing information, interviewing, and note taking for the purpose of: (1) writing, (2) editing, (3) publishing for print, and (4) broadcast media, including publication of the student yearbook. All staff members will design pages, conduct interviews, take photographs, write copy, and sell advertising. Accuracy and responsibility for meeting deadlines are stressed and form the basis for course grades.

(2 semesters; 2 credits)

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**MATHEMATICS**

For clarification of math sequence please see the separate document titled “Math Course Flow Chart.”

**ADVANCED MATHEMATICS, COLLEGE CREDIT (10-12)**

* MATH 102 College Algebra (3 cr hrs)
* MATH 104 Trigonometry (3 cr hrs)
* MATH 111 Finite Math (3 cr hrs)

(estimated tuition $75 each course)

**Prerequisite:** Pass Accuplacer

*Advanced Mathematics, College Credit* is a title covering (1) any advanced mathematics course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school or (2) any other postsecondary mathematics course offered for dual credit under the provisions of 511 IAC 6-10. These are transferIN courses.

* MATH 102 College Algebra (1 or 2 semesters; 1 or 2 credits)
* MATH 104 Trigonometry (1 semester; 1 credit)
* MATH 111 Finite Math (1 semester; 1 credit)
* MATH 110 Statistics (1 semester; 1 credit)

**ALGEBRA I ECA (9-12)**

*Required for graduation*

This course is designed for incoming freshmen students who are not ready for a traditional Algebra I course. Students enrolling in this course should have completed Pre-Algebra in the 8th grade but were not above state standard on their 8th grade ISTEP. The course will follow the same standards as Algebra I, but at a slower pace to allow time to review skills.

Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) properties of real numbers, (2) solution sets, (3) basic operations with polynomials, (4) solving quadratic equations and systems, (5) use of exponents, and (6) introductory topics from statistics and probability.

(2 semesters; 2 credits)
ALGEBRA I (9-12)

*Required for graduation
**Required for Indiana Core 40

Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) properties of real numbers, (2) solution sets, (3) basic operations with polynomials, (4) solving quadratic equations and systems, (5) use of exponents, and (6) introductory topics from statistics and probability. (2 semesters; 2 credits)

ALGEBRA ENRICHMENT (9-10)

*To be taken concurrently with Algebra I

This is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra Enrichment align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra Enrichment combines standards from high school courses with foundational standards from the middle grades. (2 semesters; 2 credits)

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

ALGEBRA II (9-12)

Prerequisite: Algebra I and Geometry with minimum C average
** Required for Indiana Core 40

Algebra II is a course that expands on the topics of Algebra I and provides further development of the concept of a function. The expanded topics of the course include: (1) the theorems and algorithms of algebra, (2) polynomials and polynomial functions, (3) rational exponents, (4) the complex numbers, sequences, and series, (5) matrices, and (6) exponential functions. Graphing calculators are used. (2 semesters; 2 credits)

ALGEBRA II H (9-12)

Prerequisite: Algebra I and Geometry with minimum C average
** Required for Indiana Core 40

The honors label designates more rigorous coursework and a more in-depth study of the topics.

Algebra II is a course that expands on the topics of Algebra I and provides further development of the concept of a function. The expanded topics of the course include: (1) the theorems and algorithms of algebra, (2) polynomials and polynomial functions, (3) rational exponents, (4) the complex numbers, sequences, and series, (5) matrices, and (6) exponential functions. Graphing calculators are used. (2 semesters; 2 credits)

CALCULUS (Advanced Placement) (11-12)

Prerequisite: Pre-calculus/Trig or *MATH 102 and *MATH 104 with minimum B average
Calculus is a high-level mathematics course offered with possible college credit awarded. This class is recommended for the student who is contemplating math or engineering in college. Some of the objectives covered are functions, limits, continuity, derivatives, applications of derivatives, integrals, and applications of integrals. Graphing calculators are used.

(2 semesters; 2 credits)

**ADVANCED MATHEMATICS, COLLEGE CREDIT (12)**

**MATH 115 Survey of Calculus I (3 cr hrs)**

(estimated tuition $75)

*Prerequisite:* Accuplacer scores or MATH 102/104

Recommended for any college majors other than math or engineering. Knowledge of high school trigonometry is assumed. Plane analytic geometry, limits, differentiation and applications, introduction to integration, inverse functions, logarithm and exponential functions, and hyperbolic functions. *This course is a transferIN course.*

(1 semester; 1 credit)

**GEOMETRY (10-12)**

*Prerequisite:* Algebra I with minimum C average

**Required for Indiana Core 40**

Geometry provides students with experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of: (1) angles, (2) lines, (3) planes, (4) congruent and similar triangles, (5) trigonometric ratios, (6) polygons, and (7) circles and spatial drawings. An understanding of proof and logic is developed.

(2 semesters; 2 credits)

**GEOMETRY H (10-12)**

*Prerequisite:* Algebra I with minimum B average

**Required for Indiana Core 40**

The honors label designates more rigorous coursework and a more in-depth study of the topics.

Geometry provides students with experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of: (1) angles, (2) lines, (3) planes, (4) congruent and similar triangles, (5) trigonometric ratios, (6) polygons, and (7) circles and spatial drawings. An understanding of proof and logic is developed.

(2 semesters; 2 credits)

**MATHEMATICS LAB (9-11)**

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana’s Academic Standards for Mathematics. This course may be required for any student who has not passed the Algebra I End of Course Assessment.

(1 or 2 semesters; 1 or 2 credits)

This course does not fulfill a math requirement for graduation.
PRECALCULUS/TRIGONOMETRY (11-12)

Prerequisites: Algebra II H and Geometry H with minimum C average

This college-prep mathematics course is recommended for all college-bound students and is a requirement for students intending to study mathematics, science, or engineering. This course blends together all of the concepts and skills that must be mastered prior to enrollment in a college-level calculus course. There will be development of the trigonometric relationships from an understanding of the circular functions and their properties and graphs. Inverse trig functions, trig equations and identities, the Law of Sines and the Law of Cosines, and applications of the trig functions are included. A functional approach provides for the integration of trigonometry concepts plus: (1) the relationship of equations and graphs of linear, quadratic, and higher degree equation, (2) translation of axes, and conics. Graphing calculators are used.
(2 semesters; 2 credits)

TRIGONOMETRY/PROBABILITY AND STATISTICS (11-12)

Prerequisites: Algebra I, Geometry, and Algebra II

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged.

Trigonometry includes the study of (1) trigonometry in triangles, (2) trigonometric functions, (3) trigonometric identities and equations, and (4) polar coordinates and complex numbers.
(2 semesters; 2 credits)

MISCELLANEOUS

BASIC SKILLS DEVELOPMENT (9-12)

*SSKL 103 Study Skills (3 cr hrs) Not on CTL
(estimated tuition $75)

Basic Skills Development is a multidisciplinary course which provides students continuing opportunities to develop the basic skills including: reading, writing, listening, speaking, mathematical computation, note taking, study and organizational skills, problem solving skills that are essential for high school course work achievement. This course prepares students for the skills necessary to be successful in college-level courses including goal-setting, textbook reading, test-taking, stress management, critical thinking, library skills, and memory skills.
(1 semester; 1 credit)

BASIC SKILLS DEVELOPMENT (9-12)

Basic Skills Development is a multidisciplinary course which provides students continuing opportunities to develop the basic skills including: reading, writing, listening, speaking, mathematical
computation, note taking, study and organizational skills, problem solving skills that are essential for high school course work achievement. This course covers the same skills as the course above but is for students who are not yet ready for a college-level course. 
(2 semesters; 2 credits)

**CADET TEACHING EXPERIENCE (12)**

This elective course provides students organized exploratory teaching experiences in grades kindergarten (K) through grade eight (8). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are interested in supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. Study topics and background reading provide the cadets information concerning the teaching profession and the nature of the cadet teachers’ assignments. Evaluation is based upon the cadet teachers’ cooperation, day-to-day practical performance, and class work including the cadets’ potential ability to teach.

This class can be taken for 1 semester or 1 year. To participate in this program students must have at least a 2.5 cumulative GPA with a good attendance and discipline record. Students may be required to complete an application and interview process in order to be considered for this course. 
(1 semester; 1/2 credit)

**CAREER INFORMATION AND EXPLORATION (9-12)**

*SSKL 106 Career Planning (2 cr hrs.) Not on CTL*  
(estimated tuition $50)

The course in Career Information and Exploration provides students opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in: (1) employability, and (2) character/ethics, and (3) understanding the economic process, and (4) decision making and planning. Opportunities are provided for students to observe various job situations through field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students. 
(1 semester; 1 credit)

**PEER TUTORING (10-12)**

Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12), through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

This class can be taken for 1 semester or 1 year. To participate in this program, students must have at least a 2.5 cumulative GPA with grades of a “C” or better in all core classes. Placement in this class will be determined by the building principal with a maximum of 7 to 14 students. 
(1 semester; 1 credit) or (2 semesters; 2 credits)
The following flowchart will help students enroll in the correct science course. The first level shows the two courses from which an entering freshman may choose. The flowchart assumes that the student is successful in each course.

Incoming freshmen who have had A’s and B’s in science may go into Biology I H or Biology 1 A. Those with C’s or D’s must start with Earth/Space Science or regular Biology I at the high school.

NOTES:
1. Advanced Science includes Principles of Biomedical Science (PLTW), Human Body Systems (PLTW), Physics I, Anatomy & Physiology, AP Biology, Chemistry 2
2. The PLTW courses are to be taken in conjunction with, not in place of, other science courses.
3. Students must have Biology I and Chemistry I with B’s or better in order to take AP Biology
4. Science course options will depend on previous science grades.
ADVANCED SCIENCE, COLLEGE CREDIT

ADVANCED BIOLOGY (11-12)
*BIO 101 (4 cr hrs)
(estimated tuition $300)

Prerequisite: Pass Accuplacer
** Required for VU Gen Ed 30 and Associate Degree

Plant and animal interrelationships involving identification and classification. Significance of plants and animals to environment and ultimately to man. This course is a transfer IN course.
(1 semester; 1 credit)

ANATOMY & PHYSIOLOGY (11-12)

Prerequisite: Biology I and Chemistry I with a minimum average of a C+
** Meets Science requirements for Indiana Core 40 and AHD

Anatomy & Physiology is a course in which students investigate concepts related to the Health Sciences. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Studies include the process of homeostasis and the essentials of human function at the level of genes, cells, tissues, and organ systems. Students will understand the structure, organization, and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields.

Students enrolled in this course should have a basic understanding of the Principles of Biology including:
- Molecules and Cells
- Developmental and Organismal Biology
- Genetics

Students should also know the principles of atomic structure, bonding, molecules, and structural formulas, types of chemical reactions, principles of acids and bases, and molarity.

The course should include ample laboratory experiences that illustrate the application of the standards to the appropriate cells, tissues, organs, and organ systems. Dissection is both appropriate and necessary. Students should be able to use basic laboratory equipment such as microscopes, balances, and pipettes.
(2 semesters; 2 credits)

BIOLOGY I (9-12)

* Required for graduation
** Required for Indiana Core 40 and AHD

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.
(2 semesters; 2 credits)

BIOLOGY I H (9-12)
* Required for graduation  
** Required for Indiana Core 40 and AHD

The honors label designates more rigorous coursework and a more in-depth study of the topics.

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.

(2 semesters; 2 credits)

**BIOLOGY, ADVANCED PLACEMENT (11-12)**

*Prerequisite:* Biology I, with a B or higher average  
Chemistry I with a minimum average of a C+

* Weighted course  
** Meets Science requirements for Indiana Core 40 and AHD

Biology, Advanced Placement is a course that provides students with the content established by the College Board. The advanced placement course has three major divisions that are typical of most general biology courses. The course is divided into molecular and cellular biology, which includes atoms and molecules, cells and their structures and functions, enzymes, aerobic and anaerobic respiration, genetics and chromosomal basis of inheritance. The course moves into organismal biology, moving through basic plant and animal studies with a late division emphasis on vertebrates. The third division deals with populational biology, evolution ecology, human ecology and behavior.

The marked difference in this course is the advanced level at which the course is taught, and the fact that the students have the opportunity to take an examination, which, if passed at a certain level, will exempt them from freshman college biology.

(2 semesters; 2 credits)

**CHEMISTRY I (9-12)**

*Prerequisite:* Algebra I with a minimum C average, Biology I  
** Meets Science requirements for Indiana Core 40 and AHD

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 enrolled 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.

Chemistry I involves lab, hands-on experimentation, which helps students understand concepts physically rather than just mentally. This is an excellent course for the college-bound, science-oriented student.

(2 semesters; 2 credits)

**CHEMISTRY II (11-12)**

*Prerequisite:* Biology I and Chemistry I with a minimum average of a C+
** Meets Science requirements for Indiana Core 40 and AHD

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.
(2 semesters; 2 credits)

** Meets Science requirements for Indiana Core 40

** EARTH/SPACE SCIENCE (9-12)

** Meets Science requirements for Indiana Core 40

Earth and Space Science I is a course focusing on the study of the earth’s lithosphere, atmosphere, hydrosphere, and its celestial environment. Students enrolled in Earth and Space Science 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.
(2 semesters; 2 credits)

Human Body Systems is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions. Schools must agree to be part of the Project Lead the Way network and follow all training and data collection requirements.
(2 semesters; 2 credits)

** INTEGRATED CHEMISTRY- PHYSICS (10-12)

Prerequisite: Algebra I with a minimum C average

** Meets science requirements for Indiana Core 40

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.
(2 semesters; 2 credits)

** MEDICAL INTERVENTIONS (PLTW) (11-12)

Prerequisite: Principles of Biomedical Science and Human Body Systems

** Meets science requirements for Indiana Core 40

PLTW Medical Interventions is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions including vascular stents, cochlear implants,
and prosthetic limbs. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. Using 3-D imaging software, students will design and build a model of a therapeutic protein. (2 semesters; 2 credits)

**PHYSICS I (11-12)**

*Prerequisite:* Algebra II, Pre-calculus with a minimum C average

**Meets Science requirements for Indiana Core 40 and AHD**

Physics I is a laboratory-based course in which students synthesize the fundamental concepts and principles related to matter and energy, including mechanics, wave motion, heat, light, electricity, magnetism, atomic and subatomic physics. Through regular laboratory study using such quantities as velocity, acceleration, force, energy, momentum, and charge, students (1) examine the nature and scope of physics, including its relationship to other sciences and its ability to describe phenomena using physical laws, (2) describe the history of physics and its role in the birth of technology, (3) explore the uses of its models, theories, and laws in various careers, and (4) investigate physics questions and problems related to personal needs and societal issues. (2 semesters; 2 credits)

**PRINCIPLES OF BIOMEDICAL SCIENCE (PLTW) (9-12)**

*Prerequisite:* Biology I H, or Biology I and ICP or Chem 1

**Meets Science requirements for Indiana Core 40 and AHD**

*Principles of Biomedical Science* provides an introduction to this field through “hands-on" projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person’s life.

Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. Schools must agree to be part of the Project Lead the Way network and follow all training and data collection requirements. (2 semesters; 2 credits)

**SOCIAL STUDIES**

**ECONOMICS (12)**

**Required for Indiana Core 40**

Our study of economics is primarily concerned with the workings of the marketplace in a free enterprise economy. It will explore the systems of production and distribution of goods and services in society and the interaction of these systems with institutions and individuals. The ways that societies deal with scarcity of goods and services is essential to economic literacy and will be considered.
The system of money, money supply and banking, as well as the fundamental laws of economics are studied and discussed. The complexities of national and international trade are to be explored. Other economic systems, which are based upon divergent political philosophies, are examined to compare and contrast them to the American economic system. Students will learn to utilize newspapers, statistics, charts, tables, graphs, and various maps as sources of information to supplement their understanding of the complexities of the world of economics. (1 semester; 1 credit)

**ADVANCED SOCIAL SCIENCES, COLLEGE CREDIT**

(See individual course titles and descriptions)

Advanced Social Sciences, College Credit is a title covering (1) any advanced social sciences course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school or (2) any other postsecondary social sciences course offered for dual credit under the provisions of 511 IAC 6-10.

**ADVANCED SOCIAL SCIENCES, COLLEGE CREDIT ECONOMICS (12)**

*ECON 100 Elements of Economics (3 cr hrs)
(estimated tuition $75)

Our study of economics is primarily concerned with the workings of the marketplace in a free enterprise economy. It will explore the systems of production and distribution of goods and services in society and the interaction of these systems with institutions and individuals. The ways that societies deal with scarcity of goods and services is essential to economic literacy and will be considered.

The system of money, money supply and banking, as well as the fundamental laws of economics are studied and discussed. The complexities of national and international trade are to be explored. Other economic systems, which are based upon divergent political philosophies, are examined to compare and contrast them to the American economic system. Students will learn to utilize newspapers, statistics, charts, tables, graphs, and various maps as sources of information to supplement their understanding of the complexities of the world of economics. This course is a transferIN course. (1 semester; 1 credit)

**GEOGRAPHY & HISTORY OF THE WORLD (9-12)**

**Meets Social Studies requirements for Indiana Core 40**

World Geography provides an opportunity to study the interaction of humans and their environments in a world setting. Students study global patterns of physical (natural) and cultural (human) characteristics, including earth/sun relationships, atmospheric and oceanic circulation, landforms, climate, vegetation, population, economic activity, political structures, culture, cultural diffusion, and international and interregional links. They use maps, graphs, and technology, such as geographic information systems (GIS) to establish spatial relationships: the interaction of two or more physical and cultural characteristics within a designated place, area, or region. Historical trends and events provide a context for understanding cultural change. Countries and regions selected for study include examples from each continent. Students are expected to apply knowledge of geographic concepts to research, inquiry, and participatory processes. Geographic concepts that guide the course follow the Five Themes of Geography and the Six Basic Elements of the National Geography Standards. The Five Themes of Geography are Location, the Characteristics of Place, Human/Environment Interaction, Movement between Places and Regions. The Six Elements of the National Geography Standards are: (1) The World in Spatial Terms, (2) Places and Regions, (3) Physical Systems, (4) Human Systems, (5) Environment and Society, and (6) The Uses of Geography.
This course provides the student with the materials necessary for understanding how government is related to the citizen. This involves how the government affects the citizen and what effect or influence the citizen can have upon the government. Study is made of the election process and the voting process. The individual citizen's rights and responsibilities are studied. Issues and problems in the democratic process are studied. A study is made of the legislative, executive, and judicial branches at the federal, state, and local levels. A study of the United Nations and United States foreign relations is also made. This class is required for graduation.

Advanced Social Sciences, College Credit

US Government (12)

*(POLS 111 American National Government (3 cr hrs)
(estimated tuition $75)

This course provides the student with the materials necessary for understanding how government is related to the citizen. This involves how the government affects the citizen and what effect or influence the citizen can have upon the government. Study is made of the election process and the voting process. The individual citizen's rights and responsibilities are studied. Issues and problems in the democratic process are studied. A study is made of the legislative, executive, and judicial branches at the federal, state, and local levels. A study of the United Nations and United States foreign relations is also made. This class is required for graduation. This course is a transferIN course.

Advanced Social Sciences, College Credit

LAW EDUCATION (10-12)

This course is designed to give students a practical understanding of law and the legal system. The fundamental values of the legal system will be explored along with current issues relating to the law. Case studies, role-playing, guest speakers, films, and mock trials will be the teaching methods employed in this course.

Advanced Social Sciences, College Credit

Topics in Social Science, Philosophy (11-12)

*(PHIL 212 Introduction to Ethics (3 cr hrs)
(estimated tuition $225)

Prerequisite: Pass Accuplacer

This course is a study of the morality of human behavior. After discussion of certain introductory questions about the nature and verification of moral propositions, this course will focus on components of the morally good life and alternative theoretical approaches to its achievement, using case studies (civil disobedience, abortion, euthanasia, etc.) to illustrate the principles and norms involved. This course is a transferIN course. Reading, Writing and Speaking Intensive Course

Advanced Social Sciences, College Credit
PSYCHOLOGY (11-12)
*PSYCH 142 General Psychology (3cr hrs)
(estimated tuition $75)

**Prerequisite:** Pass Accuplacer

This course is a one-semester introduction to the science of mind and behavior. It is an academic course that combines social studies and science in an attempt to help students better understand themselves and other people. Topics covered include the origins of psychology, the brain and sensory systems, motivation, emotion, learning, memory, development, and personality. Emphasis is given to adolescent issues and social aspects of psychology, as well as to mental disorders and treatments. *This course is a transferIN course.*

(1 semester; 1 credit)

ADVANCED SOCIAL SCIENCES, COLLEGE CREDIT

SOCIOLOGY (11-12)
*SOCL 151 Principles of Sociology (3 cr hrs)
(estimated tuition $225)

**Prerequisite:** Pass Accuplacer

The purpose of this course is to explore the relationship of the individual and the society with particular emphasis on American Culture. A varied approach is utilized to help students arrive at an understanding of the major concepts of the subject. The process of socialization, or how the individual is molded in terms of values, ideas, and customs, is a major unit. Students will explore current social problems in our society by doing research and participation in class reports. The basic social institutions are explored with major emphasis on the family in America—its problems and prospects. The structure and relationships that create social stratification within a society are explored. The conditions and impact of ethnic or minority status is explored in human terms. Another major theme is change—how the society and the individual cause are affected by changes in the technological or social order. *This course is a transferIN course.*

(1 semester; 1 credit)

ADVANCED SOCIAL SCIENCES, COLLEGE CREDIT

TOPICS IN SOCIAL SCIENCE, CRIMINAL JUSTICE (10-12)
*LAWE 100 Survey of Criminal Justice (3 cr hrs)
(estimated tuition $225)

**Prerequisite:** Pass Accuplacer

This course will study the history, role, development, philosophy, and Constitutional aspects of the United States criminal justice system. The course will explore the various segments of the criminal justice system, their interrelationship, function, and responsibility. *This course is a transferIN course.*

(1 semester; 1 credit)

U.S. HISTORY (11)

United States History is a required two-semester course for juniors. The course consists of a chronological study of the historical development of the United States. A study of our nation’s past will give the students an understanding of the democratic ideals that have helped form the American government and way of life from colonial times to the present, with an emphasis on the period from 1877 to the present. Students will study how the events of our nation’s past have influenced its present and will influence its future.
The course is intended to help students become familiar with the values of the American democracy and how our heritage has united us as one nation. Students will study how individuals, events, and issues have shaped our country and the American way of life. (2 semesters; 2 credits)

**ADVANCED SOCIAL SCIENCES, COLLEGE CREDIT**

**U.S. HISTORY (11)**

*HIST 139/140 American History I & II (6 cr hrs)
(estimated tuition $150)

**Prerequisite:** Pass Accuplacer

United States History is a required two-semester course for juniors. The course consists of a chronological study of the historical development of the United States. A study of our nation’s past will give the students an understanding of the democratic ideals that have helped form the American government and way of life from colonial times to the present, with an emphasis on the period from 1877 to the present. Students will study how the events of our nation’s past have influenced its present and will influence its future.

The course is intended to help students become familiar with the values of the American democracy and how our heritage has united us as one nation. Students will study how individuals, events, and issues have shaped our country and the American way of life. *This course is a transferIN course.* (2 semesters; 2 credits)

**WORLD HISTORY/CIVILIZATION H (10-12)**

**Meets Social Studies requirements for Indiana Core 40**

**Prerequisite:** English 9 with at least a “C” average, pass the English portion of the ISTEP test, cumulative GPA of 2.5 or higher

* Recommended for Academic Honor Diploma

The honors label designates more rigorous coursework and a more in-depth study of the topics. Students will be required to complete a summer assignment or project. There will be a performance assessment. Failure to complete this satisfactorily will prohibit a student from taking the honors course.

World history is a two-semester course designed to allow the student to explore the conditions, events, and personalities that have contributed to the development of world civilization. While the major emphasis is placed on Western Civilization, non-western cultures are studied as well. Specific periods that are keys to understanding our world are explored in depth. These include ancient Greece, Rome, the Renaissance, the Enlightenment, and the Napoleonic Era, and the Twentieth Century. In addition to study of traditional history, students are encouraged to develop an awareness of current events and their link to the past. (2 semesters; 2 credits)
Classes for learning disabled students have the same course descriptions as the regular education classes. Accommodations are made in compliance with a student’s Individualized Education Plan. These decisions are made in the annual case conference meeting.

### BASIC SKILLS CLASSES – Special Education

A case conference committee will determine the need for placement in Basic Skills classes. **These classes fulfill requirements for a Certificate of Completion, earn no credits toward a diploma, and address specific goals in each student’s IEP.** Courses offered are based on students’ needs and may include: English, math, science, U.S. history, government, sociology, and life skills.

**BASIC ENGLISH**

Students read a variety of materials including the newspaper, short stories, plays, and poems and take part in group discussions. Emphasis is placed on functional/survival vocabulary and writing skills. Students complete a resume, fill out job applications, write business letters, and participate in a mock job interview as part of a career unit.

**BASIC GOVERNMENT**

Students study the three branches of government, local and state level government, voting procedures, and current events related to government. Students write letters to government officials, take part in discussions, and complete hands on projects.

**BASIC LIFE SKILLS**

Students work on social, communication, cooking, and job-related skills. Activities include reading recipes, making a grocery list, going grocery shopping, meal planning, cooking, social skills, role-playing, vocabulary lessons, restaurant simulations, sorting and categorizing, and learning to work as a team. Hands on projects and discussions are stressed.

**BASIC MATH**

Students complete world of work problems and consumer math problems with the aid of calculators. Basic math functions are practiced along with everyday math including telling time, counting change, making a budget, and following a recipe.

**BASIC SCIENCE**

Students study weather, plants, animals, ecology, health, and nutrition by reading from a textbook, filling out worksheets, researching topics in the library and on the computer, watching videos, and completing simple experiments.

**BASIC SOCIOLOGY**

Students complete a transition program in preparation for life after high school with emphasis on interpersonal skills, family relations, and career goals. Students also study current social issues and concerns.
BASIC U.S. HISTORY

Students study the major time periods of American history with a review of the early explorers to the present. Emphasis is on class discussions, videos, library research, hands-on projects, and map work.

WORK STUDY

Students are placed on jobs within the school setting (custodial aide, library aide, cafeteria worker, teacher aide) and/or on community-based jobs (at local restaurants, discount stores, nursing facilities, etc.) Students learn necessary skills to be successful in the world of work including being on time, following directions, assuming responsibilities, and getting along with co-workers and supervisors.

TECHNOLOGY/VOCATIONAL EDUCATION

COMMUNICATION SYSTEMS & PROCESSES (10-12)

This class is an introduction to the communication industry. Students will experience the application of technology in developing, producing, using, and assessing communication systems, including printed and electronic media. This course also explores technological processes used to produce and deliver graphic and electronic communication media. Some of the processes used by students in this course include graphic design, screen-printing, offset printing, photography, desktop publishing, and audio and video production. Students will also study the evolution of the technological processes used in communication.
(2 semesters; 2 credits)

CONSTRUCTION SYSTEMS & PROCESSES (10-12)

This class is an introduction to the construction industry. It is a broad course that explores the application of technology in planning, producing, and using and assessing construction systems. Some topics included in the course are obtaining a building permit, clearing the site, surveying, providing utilities, civil engineering, labor relations, and estimating. This course also explores technological processes used to plan and produce residential, commercial, and industrial buildings, and a variety of civil structures. Students learn how to work from approved plans to complete processes used to build structures.
(2 semesters; 2 credits)

DESIGN PROCESSES (9-12)

This is a specialized course that explores technological processes and employs creative problem solving in developing, engineering, testing, and communicating designs for products, structures, and systems. Classroom activities help students to understand the steps used to move an idea from a designer’s mind into a specified artifact, process, or system. Students will participate in design activities using critical thinking skills that require them to: identify problems, generate alternative solutions, select and refine the most plausible solution; develop specifications for the solution; model and test the solution; and present the final solution for approval. Special emphasis will be placed on materials processing, safety, and craftsmanship.
(2 semesters; 2 credits)

MANUFACTURING SYSTEMS & PROCESSES (10-12)
This class is an introduction to the technologies of manufacturing. Students will explore the application of technology used in developing, producing, using, and assessing manufacturing systems and their products. This course also explores technological processes used to obtain resources and change them into industrial materials and finished industrial and consumer products. Students will study production systems found in modern manufacturing industry.
(2 semesters; 2 credits)

TRANSPORTATION SYSTEMS & PROCESSES (10-12)

This class, an introduction to the transportation industry, explores the application of technology in developing, producing, using, and assessing transportation systems. Students will study the systems and techniques used to move people and cargo on and through land, air, water, and space. This course also explores technological processes used to move people and cargo through various mediums. Students will study components that provide structure, propulsion, guidance, suspension, control, and support to vehicles.
(2 semesters; 2 credits)

INTRODUCTION TO ENGINEERING DESIGN (9-12)

(PROJECT LEAD THE WAY) * 3 cr hrs IVY Tech

Prerequisite: Completion of Algebra I with a C or better. Students who took Algebra 1 ECA need teacher recommendation.

Introduction to Engineering Design is an introductory course which develops student problem solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned, and equipment used, is state of the art and are currently being used by engineers throughout the United States.
(2 semesters; 2 credits)

PRINCIPLES OF ENGINEERING (10-12)

(PROJECT LEAD THE WAY) * 3 cr hrs IVY Tech

Prerequisite: Completion of Algebra 2 with a B or better OR Algebra 2 H with a C or better.
Pass Algebra ECA
Introduction to Engineering Design

Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in postsecondary education programs and engineering careers. They will also learn how engineers address concerns about the social and political consequences of technological change.
(2 semesters; 2 credits)

DIGITAL ELECTRONICS (11-12)

(PROJECT LEAD THE WAY) * 3 cr hrs IVY Tech

Prerequisite: Algebra 2 H or higher or taken concurrently

Digital Electronics Technology is a course of study in applied digital logic that encompasses the design and application of electronic circuits and devices found in video games, watches, calculators, digital cameras, and thousands of other devices. Instruction includes the application of engineering and scientific principles as well as the use of Boolean algebra to solve design problems. Using computer software that reflects current industry standards, activities should provide opportunities for students to design, construct, test, and analyze simple and complex digital circuitry.
WORLD LANGUAGE

FRENCH I (9-12)

Prerequisite: Pass English portion of the ISTEP test and/or at the principal’s discretion

This first level course is a communication based language class where the language is taught in context and presented through video, transparencies, audiotapes, textbook and workbook. Emphasis is on proficiency-based development of listening and speaking skills with an introduction to reading and writing skills. Language content is related to meeting basic survival needs. Everyday culture of the home, school and family of the French-speaking world is an integral part of the program.

(2 semesters; 2 credits)

FRENCH II (10-12)

Prerequisite: B in the previous level of French I is recommended

This second-level course focuses on the development of the spoken-language by improving the pronunciation, expanding comprehension, and using basic, but longer sentences. Emphasis continues on proficiency-based development of listening and speaking skills, but with an increased emphasis of reading and writing skills. Students use the foreign language in getting into, through, and out of real life situations. Culture and language are further integrated to develop an awareness of the differences and similarities between the culture of the French speaking world and our own.

(2 semesters; 2 credits)

ADVANCED WORLD LANGUAGE, COLLEGE CREDIT

FRENCH II (9-12)

*FREN 103 French 2 (4 cr hrs)

If course is completed with a “C” or better, VU will articulate 4 cr hrs for French I.

(estimated tuition $300)

Prerequisite: Students must test into Level 2 on the language placement test.

This second-level course focuses on the development of the spoken-language by improving the pronunciation, expanding comprehension, and using basic, but longer sentences. Emphasis continues on proficiency-based development of listening and speaking skills, but with an increased emphasis of reading and writing skills. Students use the foreign language in getting into, through, and out of real life situations. Culture and language are further integrated to develop an awareness of the differences and similarities between the culture of the French speaking world and our own. This course is a transferIN course.

(2 semesters; 4 credits)

FRENCH III (11-12)

Prerequisite: B in the previous level of French II is recommended

This third-level course is a total integration of listening, speaking, reading, writing and culture of the French-speaking world. Students create with the language, give instructions, describe, and report in the past, present, and future on familiar topics such as travel, daily life, customs, current events, etc. An increased emphasis is placed on reading and composition. Students are expected to maintain a journal during the second semester.

(2 semesters; 2 credits)
ADVANCED WORLD LANGUAGE, COLLEGE CREDIT

FRENCH III (10-12)

*FREN 201 French 3 (4 cr hrs)
(estimated tuition $300)

Prerequisite: B in the previous level of French II is recommended

This third-level course is a total integration of listening, speaking, reading, writing and culture of the French-speaking world. Students create with the language, give instructions, describe, and report in the past, present, and future on familiar topics such as travel, daily life, customs, current events, etc. An increased emphasis is placed on reading and composition. Students are expected to maintain a journal during the second semester. This course is a transferIN course.
(2 semesters; 2 credits)

FRENCH IV (12)

Prerequisite: B in the previous level of French III is recommended

This advanced course is conducted entirely in French and is recommended for those students whose work in French III was above average. There is an increased emphasis on reading and writing for communication across a variety of topics. Reading materials consist of works from major authors and contemporary topics from newspapers and magazines. A continued awareness of cultural differences is stressed.
(2 semesters; 2 credits)

SPANISH I (9-12)

Prerequisite: Pass English portion of the ISTEP test and/or at the principal’s discretion

This is a communication based language class where the language is taught in context. It is presented through video, projector, audio recordings, textbook, workbook, and there is a coordinating CD ROM program, and internet support. Writing and reading skills are introduced. Authentic culture of the Spanish-speaking world, including the U.S., is an integral part of the program.
(2 semesters; 2 credits)

SPANISH II (10-12)

Prerequisite: B in the previous level of Spanish I is recommended

Students are encouraged to develop fluency in the language by maintaining their focus on the message being communicated. Students continue to develop accuracy and competency. Listening to native speakers in life situations develops listening comprehension. Reading and writing skills are developed throughout the year. Culture and language are further integrated to develop an awareness of the differences and similarities between the Spanish speaking world and our own.
(2 semesters; 2 credits)

ADVANCED WORLD LANGUAGE, COLLEGE CREDIT

SPANISH II (9-12)

*SPAN 103 Spanish 2 (4 cr hrs)
(estimated tuition $100)

Prerequisite: Students must test into Level 2 on the language placement test.

Students are encouraged to develop fluency in the language by maintaining their focus on the message being communicated. Students continue to develop accuracy and competency. Listening to native speakers in life situations develops listening comprehension. Reading and writing skills are developed throughout the year. Culture and language are further integrated to develop an awareness of the
differences and similarities between the Spanish speaking world and our own. *This course is a transferIN course.*

(2 semesters; 4 credits)

**SPANISH III (10-12)**

**Prerequisite:** B in the previous level of Spanish II is recommended

Instruction at this level is designed to provide the student with greater facility in all the language skills. Increased focus will be placed on comprehension for retention and expression through speaking and writing skills. Students will read and study areas such as history, literature, art, music, and the modern societies of the countries speaking the language through lecture and a variety of different media. The majority of classroom instruction is in Spanish.

(2 semesters; 2 credits)

**ADVANCED WORLD LANGUAGE, COLLEGE CREDIT**

**SPANISH III (10-12)**

*SPAN 201 Spanish 3 (4 cr hrs)

(estimated tuition $200)

**Prerequisite:** B in the previous level of Spanish II is recommended

Instruction at this level is designed to provide the student with greater facility in all the language skills. Increased focus will be placed on comprehension for retention and expression through speaking and writing skills. Students will read and study areas such as history, literature, art, music, and the modern societies of the countries speaking the language through lecture and a variety of different media. The majority of classroom instruction is in Spanish. This is an integrated approach to language learning with presentation and practice of functional expressions, vocabulary, and grammar structures interwoven with cultural information, language learning tips, and realia. The technology, audiovisual materials, and realia are integrated throughout. Student's communication and writing skills are broadened and cultural appreciation is deepened. The majority of classroom instruction is in Spanish with semi-independent learning through a syllabus. There is an emphasis on writing. Cultural and contemporary topics. *These are transferIN courses.*

(2 semesters; 2 credits)

**SPANISH IV (11-12)**

**Prerequisite:** B in the previous level of Spanish III is recommended

This is an integrated approach to language learning with presentation and practice of functional expressions, vocabulary, and grammar structures interwoven with cultural information, language learning tips, and realia. The technology, audiovisual materials, and realia are integrated throughout. Student's communication and writing skills are broadened and cultural appreciation is deepened. The majority of classroom instruction is in Spanish with semi-independent learning through a syllabus.

(2 semesters, 2 credits)