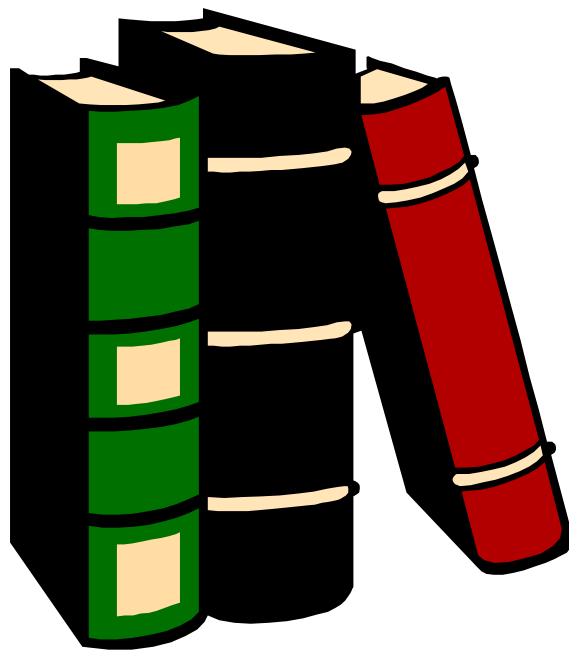


Clay City High School

Course Description Booklet 2005-2006



Mr. Paul Sinderson, Principal
Mr. William Schad, Superintendent

Dear Student and Parent:

We are pleased that you are a student at Clay City High School! We have an excellent school, and we are proud of our strong and positive traditions. We have high expectations at Clay City High School. I-STEP scores continue to be high. This past year, the Indiana Department of Education presented us with the Four-Star School Award. Only the top 25% of all schools in the state of Indiana are eligible to receive this special award. The designation as a Four Star School indicates that Clay City High School demonstrated Adequate Yearly Progress (AYP) and performed in the top 25 percent of all schools in the State in each of the four areas that are measured: attendance rate, English proficiency score, mathematics proficiency score and the percentage of students meeting state standards in both English and mathematics. We also received the Sportsmanship Award from the Indiana High School Athletic Association for outstanding attitude from our players, coaches, and students. Our motto remains "Excellence in Education."

Please study this registration bulletin to become better acquainted with the courses that are offered at Clay City High School. A short description is given for each course.

This bulletin has been carefully prepared for you and your parents. By reviewing the information provided and giving serious thought to what courses you should take, you will be better prepared to plan a program which will ensure maximum growth and development for you in accordance with your abilities and interests. The right courses will help you to prepare for college, the military, or for employment after graduation from high school.

The counselors will assist you in making the many decisions about your classes and plans for the future. Counselors spend much of their time in individual conferences with students. A counselor may wish to speak with you about the decisions you will need to make for the future. You may request a conference with a counselor to discuss courses, planning for the future, or for a personal problem.

Feel free to speak with a faculty/staff member or myself if we can be of help. The faculty and staff of Clay City High School want you to be the best that you can be. You are encouraged to set high goals for yourself and work to the best of your ability to achieve those goals. May the 2005-2006 school year be an enjoyable and exciting time for you!

Sincerely,
Paul Sinderson, Principal

PLAN OF INSTRUCTION

Clay Community Schools offers a comprehensive high school program with a curriculum designed to allow students to complete requirements for graduation as prescribed by the State Department of Education as well as prepare for entry to post-secondary institutions, vocational education, and entry-level employment skills. Students should give serious consideration to the planning of a full four-year program prior to entering grade nine. This program plan may need modification as the student progresses in his high school career. Specific class choices within a field of study may not be certain, but plans to take course work in that field may be determined. For example, a student may plan for enrollment in Chemistry II, but decide later that Physics is more appropriate - both are in the science area. Students should carefully review their four-year plans each year during pre-enrollment.

The handbook is designed to aid incoming freshmen as well as upperclassmen in careful program planning. Statements of policies and procedures as well as the information about curricula should be studied and referred to during the pre-enrollment process. Students should preview course offerings available and those required for all four years of their high school career. All courses in this booklet are offered; however, only those courses having sufficient enrollment will be taught.

Students will participate in a six-period day; however, some Early Bird classes are available. When planning courses for any particular year, carefully note whether they are full year courses or only a semester in length. Students may not begin the second semester of a full year course unless they have completed the first semester.

It is in the best interest of students to make conscious, responsible decisions. Do not rely on luck.

TERM DEFINITION

Credit:

A term indicating that a pupil has successfully completed a class which meets one period per day, five days per week, for one semester. Exception: physical education carries one-half credit for one period per day, five days per week, for one semester and driver's education carries one-half credit during the summer.

Unit:

Equivalent of 2 credits.

Career & Course Plan (Curricular Program):

Systematic arrangement of all courses over the four years of high school to meet a definite objective or goal.

Pre-enrollment:

The indication by each pupil of the classes one proposes to attend for the upcoming year. Pre-enrollment occurs during the spring semester and allows the school to plan the school program for the following year.

Prerequisite:

A course that must be completed with credit prior to enrollment in another course.

Required course:

A class, required by the State of Indiana or the local school corporation, to be successfully completed by all students.

Elective:

A class, not required, that a student may choose to study.

Audit:

A course that is taken for no grade or credit. Textbook rental and fees are charged as with other classes. The course will appear on the transcript as an audit.

Early Bird class:

A voluntary class that meets prior to the first period of the school day and earns credit. School transportation is not provided.



INDIANA CORE 40

Education, government, business, and labor leaders in Indiana have agreed on educational expectations for Indiana high school students. These expectations are the Indiana Core 40 curriculum, a single flexible set of agreed-upon courses. Leaders feel that the required courses will better prepare students not only for regular admission to Indiana's public four-year universities but will also give students the skills, knowledge, and self-discipline that Indiana employers expect from entry-level workers.

Prior to the end of ninth grade students should work with their parents and guidance counselors to create a career and course plan that includes Core 40 classes. All students, except those with individual education plans should enroll in the Core 40 curriculum and should work toward meeting its expectations. Indiana students who want to be considered for regular admission to Indiana's four-year colleges must successfully complete the Indiana Core 40. The same courses are suggested for students planning to seek admission to a two-year public college or entry into the workforce. Courses listed below may be taught in an applied manner as well as the more traditional manner. To complete the forty credits of the Core 40:

1. Take 28-30 credits from this list. While all students are strongly encouraged to complete the Core 40 curriculum in order to maximize their opportunities, Core 40 is not required for high school graduation.

Language Arts	8 credits in literature, composition, and speech
Mathematics	6-8 credits of Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus
Science	6 credits in laboratory science from the following: 2 Biology 2 Chemistry, Physics, or Integrated Chemistry/Physics 2 additional credits from Chemistry, Physics, Earth/Space Science, Advanced Biology, Advanced Chemistry, or Advanced Physics
Social Studies	6 credits distributed as follows: 2 U.S. History 1 U.S. Government 1 Economics 1 World History and/or Geography 1 additional course from above or other approved social studies area
Physical Education	2 credits (two semesters) Beginning with the Class of 2009
Health/Safety	1 credit (one semester) There is a Family Consumer Science Alternative for the Health requirement. Please refer to page 27.

2. Choose 10-12 credits in courses from the list above or the list below.

Foreign Languages	Such as German, and/or Spanish
Arts	Art, music, theatre arts, or dance performance
Computers	Computer applications, computer programming
Career or Interest Area	It would be wise to choose credits in a logical sequence (occupational career cluster) from a technical career area

Important Note: Colleges may use additional factors to determine who is admitted. Class rank, test scores, essays, and interviews may influence the admissions determination. Within institutions, some degree programs may impose additional requirements. Colleges may also have a special admissions process for those students not meeting the above requirements.



THE ACADEMIC HONORS DIPLOMA

The Academic Honors Diploma is a special diploma offered to Indiana students who complete a curriculum of rigorous high school courses in preparation for college. The Academic Honors Diploma requires a student to complete 47 high school credits in specific areas. Students working towards an Academic Honors Diploma must earn at least a “C” in each course in order to be eligible for the diploma. Pre-AP and Advanced Placement classes are recommended when they are available. Students must also have an overall “B” average (3.0 grade point average out of a 4.0).

In return, Academic Honors Diploma students receive “preferred admission” at Indiana’s state colleges and universities including guaranteed admission at some institutions. Students also receive a special seal on their diploma and a special notation on their high school transcript. Eligible students who graduate from an Indiana secondary school with an Academic Honors Diploma with a cumulative grade point average of at least 3.0/4.0 may qualify for a State Student Assistance Commission of Indiana grant premium at 100% demonstrated need for tuition and mandatory fees.

Clay Community Schools recognizes the dedication to learning that students must possess to earn an Academic Honors Diploma. As recognition for this dedication, each student who completes the requirements for the Academic Honors Diploma will receive a cash award as established by the State of Indiana from the school corporation. Students must request the award in writing to their high school principal prior to the end of the calendar year of their graduation. The awards will be distributed after July 1st of the year following graduation.

Credits/Years	<u>Required Course Areas for the Academic Honors Diploma</u>	
	Subject	Required Courses
8 credits/4 years	English Language Arts	Must include literature, composition and speech. Algebra I & II, Geometry, and one other upper level course.
8 credits/4 years	Mathematics	
6 credits/3 years	Social Studies	2 credits of U.S. History, 1 credit in U.S. Government, and 1 credit in Economics. In addition, social studies credits must include courses with a major emphasis in geography and/or world history.
6 credits/3 years	Sciences	2 credits of biology, 2 credits from one of the following: integrated chemistry/physics, chemistry, or physics, and 2 more credits from one of the following: earth/space science, advanced biology, advanced chemistry, advanced physics; or program of equal rigor.
6-8 credits/3-4 years	Foreign Language	Either 6 credits in one language or 4 credits each in two different languages.
2 credits/1 year	Fine Arts	Any course in art, music, dance, or theatre arts.
1 credit/1/2 year	Health and Safety	
1 year	Physical Education	

Some Indiana postsecondary schools may also provide scholarships and/or guarantee admission to recipients of the Academic Honors Diploma. Please check with the postsecondary school(s) of your choice regarding scholarships and admission standards for students graduating with an Academic Honors Diploma.



WEIGHTED FACTOR FOR ACADEMIC PROGRAMS

The Board of School Trustees approved the weighted factor for academic programs effective for the entering freshman class of 2000. The purpose for applying weight to academic programs is to reward those students who choose to take more rigorous courses of study.

Beginning with the freshman class of 2000, students can choose to take one of three academic tracks in Clay Community Schools. Each track is distinguished from the others by the degree of difficulty of the courses as well as the number of required credits to earn the various distinctions.

Students taking each of the tracks will have a "weight" added to their grade point average (GPA). The weight is as follows:

Academic Honors Diploma Track	.50
Core 40 Track	.25
General Track	.00

Students will be placed in a track based on the courses in which they enroll. At the end of the sixth semester, students in the Academic Honors Diploma Track will have a weight of .50 added to their grade point average (GPA). Students in the Core 40 Track will have a weight of .25 added to their grade point average (GPA).

In addition to the weight added to each academic program, it is recognized that Advanced Placement courses are much more rigorous. Therefore, beginning with the freshmen class of 2003-2004 an additional weight will be added to each Advanced Placement course passed. Weight will be added as follows:

Pre-Advanced Placement Courses	.167 each
Advanced Placement Courses	.333 each

Since students often apply for college admissions before their senior year, the weight will be applied and class rank determined at the end of six semesters. The same procedure will again be used to determine class rank at the end of the seventh semester.

If a student chooses not to pursue the Core 40 Track or Academic Honors Track after the sixth semester, the student's GPA will be adjusted by reducing the weight prior to the seventh semester calculation. Weight added to students' GPA for the completion of Advanced Placement courses will remain.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools and colleges and universities. It allows high school students to undertake college-level academic learning in AP courses, and gives them the opportunity to show that they have mastered the advanced material by taking AP exams. Students can receive credit, advanced placement, or both from thousands of colleges and universities that participate in the Advanced Placement Program.

AP courses make substantial academic demands on students. Students are required to do outside reading and other assignments and to demonstrate the analytical skills and writing abilities expected of first-year students in a strong college program. This experience helps students develop the intellectual skills and self-discipline they will need in college. For these motivated students, AP can also reduce college costs and time to obtain a degree.

Clay City High School is currently in the process of further developing and expanding its Advanced Placement Program. Pre-AP courses in English, and mathematics have been added in an effort to help students acquire the academic skills necessary for success in AP courses. Additionally, we will offer Advanced Placement courses in Language and Composition, US History, Calculus, Chemistry, and Physics. Please see your guidance counselor if you are interested in any of these opportunities.



GENERAL INFORMATION

Parents and students in Clay Community Schools should note the following recommendations of school administrators, staff and counselors:

Vocational programs are usually two-year and possibly three-year programs. A student enrolling in these programs is expected to complete the entire program. Students will be dropped from the program only at the request of the instructor and/or counselor after a careful evaluation of the student's academic needs.

Technology Preparation (Tech Prep) is a course of study designed to meet the need for high school graduates to have more technically oriented educational backgrounds. The coursework in "Tech Prep" is application-based, or hands-on, and challenging.

Students attaining less than a C- average in a course should carefully consider proceeding to the next level in that course work. For example, a student attaining less than a C- average in Algebra II should probably not enroll in Pre-calculus. Exceptions to this statement do occur, and require thorough counseling and serious thought. Students may successfully combine academic and technological classes if there is careful planning for this option. One would expect capable students to enter challenging courses, which require academic or applied background in English, mathematics and science.

Students with a "late" start in accomplishing skills necessary for entrance into more demanding courses may make the decision to attain those skills and enroll at a later date. The prerequisite skill considerations should not be abandoned. Students with limited knowledge may obtain an education suitable for entry-level employment opportunities. Curriculum requirements may be modified to meet individual needs. All students will be placed in the most appropriate class section possible. Students and parents will be given recommendations by the teaching staff and counselor of the best possible course selections. However, the uniqueness of each student prevents certainty such a program will exactly match the student's needs. Likewise, many dedicated students can make any program a success.

Students will be best prepared if they always strive to achieve their maximum level after enrolling in a course. Even a student with an "A" average in math, and the ability to score in the 90th percentile should study for each math class in order to be prepared to continue to the next level of difficulty.

While many students may not be certain of what they want to do in the future, they may have one or several areas of interest. The wise student plans a program carefully, but at the same time, "keeps their options open."

Some courses are available for college credit through ISU and Ivy Tech. IU offers correspondence courses. The Indiana State University College Challenge Program includes possible credit in the following courses at this time: Biology and Calculus. Several Technology Education and Vocational Education courses are available for college credit at Ivy Tech and Indiana State University. We also offer Aviation Maintenance Technology for Ivy Tech credit. Please see your guidance counselor if you are interested in any of these opportunities.

Student athletes who may have questions regarding NCAA eligibility and appropriate course selection should consult the counselor.

Students who do not wish to earn credit for a course may choose to audit a course if space is available. Audited courses must have Guidance Director approval. Audit students become a part of the regular class roster for a course, and all course requirements must be completed. The student's transcript will reflect the course taken, but no grade will be given nor will the student receive credit toward graduation.



CLAY COMMUNITY SCHOOLS: GRADUATION REQUIREMENTS

All students graduating from Clay Community Schools must meet the following requirements for graduation as set forth by the State Department of Education and Clay Community Schools.

	<u>Minimum Requirements</u>	<u>Core 40 Requirements</u>	<u>Academic Honors Diploma</u>
English	8 credits	8 credits	8 credits
Mathematics	4 credits	6 credits	8 credits (6 with grade 8 Alg.)
Science	4 credits	6 credits	6 credits
Social Studies	4 credits	6 credits	6 credits (See Below)
Additional credits in areas above and computer applications.	3 credits	1 credit (Recommended Computer Applications)	1 credit
Physical Education (Beginning with the Class of 2009)	2 credits	2 credits	2 credits
Health	1 credit	1 credit	1 credit
Elective Credits	16 directed credits	10-12 directed credits	7-9 directed credits
Fine Arts		X	2 credits
Foreign Language		X	6-8 credits
Computers		X	
Career Area		At least 6 in a logical sequence from a technical career area	
Total Credits	41 credits	41 credits	47 credits

Full time attendance of eight semesters is required unless a seven semester waiver request is approved by the Director of Guidance, High School Principal, and Superintendent. There are specific requirements for NCAA college freshman eligibility. See your guidance counselor for complete details and information.

Course Distribution Requirements

English

English 9, 10, & 11	6 credits	6 credits	6 credits
Senior Level English	2 credits	2 credits	2 credits

Mathematics	4 credits	6 credits	8 credits
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(2 full year courses) 6 credits (6 with grade 8 Alg.)

Science	4 credits	6 credits	6 credits
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2 years of 2 full year courses (1 year must be in life science, 1 year must be a physical science)

Social Studies

United States History	2 credits	2 credits	2 credits
United States Govt.	1 credit	1 credit	1 credit
Economics	1 credit	1 credit	1 credit
World Geography or World History		1 credit	1 credit
Elective		1 credit	1 credit

Physical Education	2 credits	2 credits	2 credits
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Health	1 credit	1 credit	1 credit
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There is a Family and Consumer Science alternative for the Health requirement. Please refer to page 27.

Foreign Language 6 credits in 1 lang. or

8 credits in 2 lang.

Fine Arts 2 credits

Computers 1 credit



CHANGE IN GRADUATION CREDIT REQUIREMENTS

In order for students graduating from Clay Community Schools to transition successfully into a technological society, it is imperative that all students complete a rigorous computer applications course. Beginning with the freshman class of 2004, all students graduating from Clay Community Schools will complete with passing grades 41 credit hours.

At Clay City High School it is highly recommended that the additional credit hour be earned through the Business Technology Course-Computer Applications I.

MID-YEAR GRADUATES

Mid-year graduates are to comply with the following policies:

1. He/she must enroll in one (1) semester classes only during the seventh semester. Exceptions must be approved by the counselor.
2. He/she may enroll in full year vocational classes during seventh semester only if seats are available after full year students' requests are met.
3. He/she must be approved for mid-year graduation at pre-enrollment time in the spring. Emergency situations will be handled on an individual basis.

CHANGES IN PRE-ENROLLED CLASS SELECTIONS

The course offerings are based upon student requests during pre-enrollment. Therefore, it is necessary for students to determine their class choices with commitment to completion of those classes. THERE WILL BE NO SCHEDULE CHANGES TO ACCOMMODATE A STUDENT'S CHOICE OF INSTRUCTOR. In the event a student would find it necessary to request a change in schedule, students must complete a "Request for Schedule Change Form" by the last day of the school year in which they registered for the course. The changes will be granted if there is seat availability existing in the new class requested. Requests to switch classes will not be processed after this deadline. Arrangement of a student's classes within the school day may be changed by the guidance department to obtain balanced class sizes. When analyzing pre-enrollment forms, alternate classes will be used if: (1) an original class choice is not available due to insufficient enrollment; (2) the student has selected two classes which are offered only once in the school day and both are offered in the same time period; or (3) no seats are available due to the number of requests.

ADDING AND DROPPING COURSES

Any changes in class schedules will be strongly discouraged. Students will NOT be permitted to switch credit generating classes after the last day of the school year in which they registered for next year's courses. Students who have a pre-enrolled study hall or who want to enroll in a more academically challenging course may make a request to add a class within the first five school days of a semester if there is seat availability in the requested class. Students may not drop a class unless he/she is failing or has the teacher's recommendation. Students who request to drop a course must do so within the first ten school days of a semester and maintain the proper number of credit generating classes in their program of study. Any class dropped after ten days into a semester will result in a W/F (withdrawal/failure) recorded on the permanent record. The W/F is counted as an "F" in computing grade-point average and in determining extra-curricular eligibility.

EARLY BIRD

Early Bird classes are voluntary classes that meet prior to the first period of the school day. School transportation is not provided. Students should give serious consideration as to whether or not they can fulfill the extra responsibilities of an Early Bird class. Staffing is based upon student enrollment. Students cannot withdraw from Early Bird once they have enrolled.



PREREQUISITES

As you plan and review courses for scheduling, please note any required prerequisites identified above the explanation of the course in the course description. For example, requirements include successful completion of at least one semester of English 9 for English 10 and at least three semesters of English for English 11. Successful completion of at least 5 semesters of English for English 12 classes is recommended.

RETAKING COURSES

Students who wish to retake a course need to be aware that both grades must be included when determining the overall grade point average. On the transcript, both grades will be shown. The course cannot be counted twice for credit, and a student must be enrolled in at least five credit generating classes when retaking a class for athletic eligibility (a class that a student has previously received credit for does not count). Note: Academic Honors Diploma requires an overall grade point average of B and, no course with a grade lower than a C can be counted toward the 47 credits.

TRANSFER STUDENTS - ENROLLMENT

Students transferring to Clay Community Schools are to obtain permission for admission from the principal. Class selection, health forms, and other tasks are to be completed by the guidance department. Students removed for disciplinary reasons from another high school will be denied admission to Clay Community Schools during the semester in which the disciplinary action occurred.

TRANSFER STUDENTS - CREDITS

Students transferring to Clay Community Schools from schools on a quarter system will receive .66 credits for every five quarter hours completed with a passing grade. In addition, three-quarters of passing grades will constitute two credits at Clay Community Schools. In cases of graduation requirements, senior transfer students will be considered on an individual basis.

Students transferring to Clay Community Schools will be granted .5 credit for each semester of Basic Physical Education completed with a passing grade, provided they attended physical education five instructional class periods per week for eighteen weeks. Clay Community Schools requires two semesters of physical education.

Clay Community Schools will evaluate and accept credits of students transferring based on the following policy:

1. If the transferring student attended a school approved/accredited by that particular state's department of public instruction, coursework will be accepted at face value if those courses are approved curriculum offerings.
2. If the transferring student attended a school not approved/accredited by that particular state's department of public instruction, coursework will not be accepted at face value. Clay Community Schools will evaluate such classwork and determine placement of the student.

CORRESPONDENCE CREDIT

A student desiring to complete coursework by correspondence should give this choice careful thought and discuss this option with a counselor. The high school guidance director must give prior written approval for the acceptance of correspondence credit toward graduation requirements. A maximum of twelve credits from a state accredited school taken through correspondence/evening school may be applied toward graduation.



A student may be enrolled in a maximum of 8 credit generating classes at any given time unless approval is received from the Guidance Director. Application for a waiver of this rule will only be considered after completion of the seventh semester. It is recommended that students enroll in no more than two correspondence classes at a given time. Likewise, it is recommended that a correspondence credit be completed during one high school semester. Therefore, if a student enrolls in a correspondence class in October, every attempt should be made to complete that course by the end of the first semester.

Students will not be permitted to take a required course by correspondence unless prior approval is granted by the counselor. - They must have previously failed the course or it was unavailable.

EVENING SCHOOL

A student desiring to complete coursework in evening school should first discuss this choice with a counselor. The high school guidance director must approve a completed evening school form (available in the guidance office), prior to enrollment in evening classes. A maximum of twelve credits from a state-accredited school taken through evening school enrollment/correspondence may be applied toward graduation.

A student may be enrolled in a maximum of 8 credit generating classes at any given time unless approval is received from the Guidance Director. Application for a waiver of this rule will only be considered after completion of the seventh semester.

Students will not be permitted to take a required course by correspondence unless prior approval is granted by the counselor. - They must have previously failed the course or it was unavailable.

PERMANENT RECORD MAINTENANCE

Each student shall have a copy of his coursework permanent record maintained by the guidance department. That record shall indicate all courses in which the student was enrolled as of five days following the beginning of each semester. All withdrawals will be recorded on the record.

Students expelled during a semester will have the notation "withdrawn" placed in the area for grades during the semester in which the expulsion occurs. The guidance secretary will maintain permanent records as directed by the Director of Guidance. Copies of records will be released accordingly through the Family Rights and Privacy Acts.



CLAY CITY HIGH SCHOOL

COURSE OF STUDY

AGRICULTURAL SCIENCE AND BUSINESS

Fundamentals of Agricultural Science and Business 1 5056A

One Semester Course*/1 Credit

A Core 40 directed elective as part of a technical career area.

Freshman and Sophomore Levels

This course is a prerequisite and foundation for all other agricultural classes except for Landscape Management and Natural Resource Management. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: plant and soil science, natural resources management, and supervised agricultural experience.

*This is the first semester of a two semester class and should be followed by Fundamentals of Agriculture Science and Business 2.

Fundamentals of Agricultural Science and Business 2 5056B

One Semester Course/1 Credit

A Core 40 directed elective as part of a technical career area.

Freshman and Sophomore Levels

This course is the continuation of Fundamentals of Agricultural Science and Business. Topics to be covered include: animal science, horticultural science, farm and agribusiness management, and landscape management.

Natural Resource Management 1 5180A

One Semester Course*/1 Credit

A Core 40 directed elective as part of a technical career area.

Freshman, Sophomore, Junior, and Senior Levels

This course provides students with a background in natural resource management. Students are introduced to career opportunities in natural resource management and related industries, the history of the forest industry and forest policy, the importance and uses of forest plants, factors which influence the development of forests, forest improvement and management, proper care and use of forest tools, effects of water and its importance to natural resource management, and hazardous waste management, native wildlife, waterfowl and fish management, surveying and map use, management of recreational areas, outdoor safety and weather.

*This is the first semester of a two semester class and should be followed by Natural Resource Management 2.

Natural Resource Management 2 5180B

One Semester Course/1 Credit

A Core 40 directed elective as part of a technical career area.

Freshman, Sophomore, Junior, and Senior Levels

This course is a continuation of Natural Resource Management 1. Topics covered include: native wildlife, waterfowl and fish management, surveying and map use, management of recreational areas, outdoor safety and weather, alternate energy sources, and metal and mineral reserves.



- Landscape Management 1 5136A
 One Semester Course/1 Credit
 A Core 40 directed elective as part of a technical career area.
 Freshman, Sophomore, Junior, and Senior Levels
 This course provides the student with an overview of the field of landscape management. Students are introduced to the procedures used in planning and design of a landscape, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communication and management skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers.
- Plant and Soil Science 1 5170A
 One Semester Course*/1 Credit
 A Core 40 directed elective as part of a technical career area.
 Sophomore, Junior, and Senior Levels
 Prerequisite: Fundamentals of Agricultural Science and Business
 Students participate in a variety of activities including some laboratory work. Topics covered include: the basic components and types of soil, calculation of fertilizer and drainage, land measurement, cropping systems, harvesting, and career opportunities in the field of plant and soil science.
 *This is the first semester of a two semester class and should be followed by Plant and Soil Science 2
- Plant and Soil Science 2 5170B
 One Semester Course/1 Credit
 A Core 40 directed elective as part of a technical career area.
 Sophomore, Junior, and Senior Levels
 Prerequisite: Fundamentals of Agricultural Science and Business
 This is a continuation of Plant and Soil Science 1. Topics covered include: the taxonomy of plants, the various plant components and their functions, plant growth, plant reproduction and propagation, photosynthesis and respiration, diseases and pests of plants, and biotechnology.
- Agribusiness Management 5002
 Full Year Course/2 Credits
 A Core 40 directed elective as part of a technical career area.
 Junior and Senior Levels
 Prerequisite: Fundamentals of Agricultural Science and Business
 This course presents the concepts necessary for managing an agriculture-related business. Concepts covered include: identification of careers in agribusiness, safety management, entrepreneurship, the planning, organizing, controlling and directing of an agribusiness, effects of government organizations and laws on agribusiness, economic principles, credit, record keeping, budgeting, fundamentals of cash flow, taxation and the tax system, insurance, marketing, cooperatives, purchasing, computers in agribusiness, human resource management, and employer-employee relations and responsibilities.
- Agriculture Mechanization 5088
 Full Year Course/2 Credits
 A Core 40 directed elective as part of a technical career area.
 Junior and Senior Levels
 Prerequisite: Fundamentals of Agricultural Science and Business
 This course permits the students to develop an understanding of basic principles of selection, operation, maintenance, and management of agricultural production equipment. Topics covered include small gas engine repair, arc and gas welding, concrete, wood, and metal. Students are introduced to career opportunities in agricultural mechanization and related opportunities.



ART

Introduction to Two-Dimensional Art 4000
One Semester Course/1 Credit
Core 40 Course

Academic Honors Diploma Course

Freshman, Sophomore, Junior, and Senior Levels

Students taking Introduction to Two-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and lead to the creation of quality works of art in a variety of two-dimensional media. Students learn to recognize and use the elements and principles of design. Students learn basic concepts and techniques in drawing, design, and color theory. Assignments will provide students the opportunity to develop skill and understanding through their experiences and allow for the development of analytical and critical skills as a method of identifying strengths and limitations in student artwork. Students will be introduced to two-dimensional art and artifacts from a variety of cultures and time periods.

Drawing skills will be developed as an important part of the designing process and each student will keep a personal sketch book.

Advanced Two-Dimensional Art 4004A
One Semester Course/1 Credit
Core 40 Course

Academic Honors Diploma Course

Freshman, Sophomore, Junior, and Senior Levels

Prerequisite: Introduction to Two-Dimensional Art

Students taking Advanced Two-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production, and continue the course of study introduced during the first semester of Introduction to Two-Dimensional Art. Students continue to study the elements and principles of design and apply their meaning to their own works of art. Students develop beginning skills in such subjects as portraiture, figure drawing and calligraphy, and practice constructive criticism of two-dimensional works of art created in both the classroom and the professional art world.

Drawing skills will be developed as an important part of the designing process and each student will keep a personal sketch book.

Advanced Two Dimensional Art II 4004B
One Semester Course/1 Credit
Core 40 Course

Academic Honors Diploma Course

Sophomore, Junior, and Senior Levels

Prerequisite: Advanced Two-Dimensional Art

Students taking Advanced Two-Dimensional Art II engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production, and lead to the creation of portfolio quality works. Students use the elements and principles of design as guides to search for meaning and significance as they create, study, analyze, and critique two-dimensional artwork created in the classroom and in the professional world of art.

Drawing skills will be developed as an important part of the designing process and each student will keep a personal sketch book.



Advanced Two-Dimensional Art III 4004C
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course
Junior and Senior Levels
Prerequisite: Advanced Two-Dimensional Art II
Students taking Advanced Two-Dimensional Art III engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production, and lead to the creation of portfolio quality works.
Drawing skills will be developed as an important part of the designing process and each student will keep a personal sketch book.

Advanced Two-Dimensional Art IV 4004D
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course
Junior and Senior Levels
Prerequisite: Advanced Two-Dimensional Art III
Students taking Advanced Two-Dimensional Art IV engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production, and lead to the creation of portfolio quality works. At this level students begin to produce works which demonstrate a serious desire to explore a variety of ideas and problems through their own artwork. Students will produce works for their portfolios and begin to explore possible career options in visual art.
Drawing skills will be developed as an important part of the designing process and each student will keep a personal sketch book.

Advanced Two-Dimensional Art V 4004E
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course
Junior and Senior Levels
Prerequisite: Advanced Two-Dimensional Art IV
Students taking Advanced Two-Dimensional Art V engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production, and lead to the creation of portfolio quality works. Students will examine their previous artwork and determine areas of strength and weakness in an effort to focus upon areas in need of development for the completion of their portfolio. Students will respond to their personal questions about the nature of art and their own ideas and definitions in relation to the art community in general. Students will continue to explore ways to communicate ideas through their own artwork.
Drawing skills will be developed as an important part of the designing process and each student will keep a personal sketchbook.



Advanced Two-Dimensional Art VI 4004F
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course
Senior Level

Prerequisite: Advanced Two-Dimensional Art V
Students taking Advanced Two-Dimensional Art VI engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production, and lead to the creation of portfolio quality works. Students will explore historical connections in art and find direct correlation to other disciplines. Students will identify specific techniques and media that they wish to develop to a more advanced level. Assignments will be individualized and directed toward advancing the student's completion of a strong art portfolio and the identification of a future career in art. Drawing skills will be developed as an important part of the designing process and each student will keep a personal sketch book.

Advanced Two-Dimensional Art VII 4004G
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course
Senior Level

Prerequisite: Advanced Two-Dimensional Art VI
Students taking Advanced Two-Dimensional Art VII engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production, and lead to the creation of portfolio quality works. Students in this final semester will concentrate their efforts on creating a strong art portfolio, including examples of artwork in many 2-dimensional media and documentation to show their progress from beginners to advanced students. An electronic portfolio will also be created, enabling students to send their portfolio to art schools and colleges by using e-mail and the Internet. The semester will culminate with a senior art student exhibit for the community and the school.

Introduction to Three-Dimensional Art 4002
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course

Freshman, Sophomore, Junior, and Senior Levels
Prerequisite: Introduction to Two-Dimensional Art
Students taking Introduction to Three-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students will explore a variety of three-dimensional media by creating their own sculptural art works, reflecting upon these experiences and by studying historical connections of a variety of cultures and time periods. Drawing skills will be developed as an important part of the designing process and each student will keep a personal sketch book.

Fiber Arts I 4046A
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course
Freshman, Sophomore, Junior, and Senior Levels

Students taking Fiber Arts I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students will create and explore two and three-dimensional fiber and textile construction, such as weaving, dyeing, batik, basketry, felting, and paper-making. Students will learn to apply the art elements and principles to the construction of textile forms, and study the work of crafts people from many cultures and time periods.



Fiber Arts II 4046B
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course
Freshman, Sophomore, Junior, and Senior Levels
Prerequisite: Fiber Arts I
Students taking Fiber Arts II engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students will continue to create and explore two and three-dimensional fiber and textile construction, such as weaving, dyeing, batik, basketry, felting, and paper-making. Students will build on the knowledge and concepts learned in Fiber Arts I and complete further study in weave structures, textile processes, and fiber forms. Students will continue to learn how the art elements and principles apply to the construction of textile forms, and will expand their study of work of crafts people from many cultures and time periods.

Fiber Arts III 4046C
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course
Sophomore, Junior, and Senior Levels
Prerequisite: Fiber Arts I & II
Students taking Fiber Arts III engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students will continue to create and explore two and three-dimensional fiber and textile construction, such as weaving, dyeing, batik, basketry, felting, paper-making, and quilting. Students will build on the knowledge and concepts learned in Fiber Arts I and II and complete further study in weave structures, color study, textile processes, fiber forms. Students will continue to learn how the art elements and principles apply to the construction of textile forms, and will expand their study and appreciation of fibers from many cultures and time periods.

Fiber Arts IV 4046D
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course
Sophomore, Junior, and Senior Levels
Prerequisite: Fiber Arts I, II, and III
Students taking Fiber Arts IV engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students will continue to create and explore two and three-dimensional fiber and textile construction, such as weaving, dyeing, batik, basketry, felting, paper-making and quilting. Students will build on the knowledge and concepts learned in previous Fiber Arts courses, and complete further study in weave structures, color study, textile processes, fiber forms. Students will continue to learn how the art elements and principles apply to the construction of textile forms, and will expand their study and appreciation of fibers from many cultures and time periods. A requirement of this semester will be to design and create a body of fiber work to pursue excellence in one particular avenue (weaving, basketry, textile dyeing processes, mixed media) while developing a theme of the student's choice. The body of work will be documented and exhibited at the end of the semester.



Fiber Arts V

4046E

One Semester Course/1 Credit

Core 40 Course

Academic Honors Diploma Course

Junior and Senior Levels

Prerequisite: Fiber Arts I-IV

Students taking Fiber Arts V build on previous sequential learning experiences which encompass art history, art criticism, aesthetics, and production. Students will research and explore fiber processes, techniques and artifacts from many cultures, and will investigate how the art elements and principles apply to the construction of textile forms. An in-depth study of selected processes, in appropriate cultural and historical contexts, will form the basis of student inquiry. Each student will then focus on a particular course of study, which may include weaving, dyeing, basketry, and quilting, or other fiber arts as chosen. Students will be building on the knowledge, experiences, and concepts learned in the previous Fiber Arts courses, and will produce a body of work representative of their area of study. This work will be documented and exhibited at the end of the semester.

Fiber Arts VI

4046F

One Semester Course/1 Credit

Core 40 Course

Academic Honors Diploma Course

Junior and Senior Levels

Prerequisite: Fiber Arts V

Students taking Fiber Arts VI will culminate their learning journey in Fiber Arts by synthesizing experiences which encompass art history, art criticism, aesthetics, and production into a representative artistic statement. Each student will compile a portfolio of their work/research from previous Fiber Arts courses, and augment this documentation in a multimedia presentation. During this semester, students will summarize their research and exploration of fiber processes, techniques and artifacts from many cultures, and will continue to demonstrate their mastery of the art elements and principles as applied to the construction of textile forms. An in-depth study of selected processes, in appropriate cultural and historical contexts, will continue to form the basis of student inquiry. Each student will focus on a particular course of study, which may include weaving, dyeing, basketry, and quilting, or other fiber arts as chosen. Students will be building on the knowledge, experiences, and concepts learned in the previous Fiber Arts courses, to produce a unique body of work representative of their area of study.

Computer Graphics I

4082A

One Semester Course/1 Credit

Core 40 Course

Academic Honors Diploma Course

Sophomore, Junior, and Senior Levels

Students taking Computer Graphics I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students will learn to use the computer as an artistic tool. Assignments will develop an understanding of the elements and principles of art and design and will give students the opportunity to compare, contrast, and analyze computer graphics created in the classroom and in the world of art. Students will create computer graphics using draw and paint programs, graphics tablets, and various digitizing techniques.

Drawing skills will be developed as an important part of the designing process and each student will keep a personal sketch book.



Computer Graphics II 4082B
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course
Sophomore, Junior, and Senior Levels
Prerequisite: Computer Graphics I
Students taking Computer Graphics II engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students will continue to develop their computer skills while expanding their knowledge and understanding of art. Use of the scanner and the digital camera will be incorporated into assignments. Drawing skills will be developed as an important part of the designing process and each student will keep a personal sketch book.

BUSINESS TECHNOLOGY EDUCATION

Business Foundations 4518
One Semester Course/1 Credit
A Core 40 directed elective as part of a technical career area.
Freshman, Sophomore, Junior, and Senior Levels
Business Foundations is the introductory business course that provides the framework for future business courses. This course acquaints students with career exploration, personal finance, communications, technology, management, marketing, law, economics, insurance, and entrepreneurship. The application and importance of business etiquette and ethics will be introduced. Opportunities may be provided for the student to develop a career plan, and field experiences. Instructional strategies may include computer and technology applications, simulations, projects, and teacher demonstrations.

Computer Keyboarding/Document Formatting 4536
One Semester Course/1 Credit
A Core 40 directed elective as part of a technical career area.
Freshman, Sophomore, Junior, and Senior Levels
Computer Keyboarding/Document Formatting is a business skill course which will enable students to develop touch keyboarding with emphasis on entering alphabetic, numeric, and symbol information with proper technique. Through the use of creative and exciting software, the students will work to achieve acceptable levels of speed and accuracy and basic software functions will be taught. Communication skills will be developed through formatting of documents. Instructional strategies may include drill and practice, projects, mini-simulations, and assignments requiring students to compose at the keyboard. It is recommended that the course be followed by additional computer training.

Computer Applications I 4530A
One Semester Course/1 Credit
A Core 40 directed elective under "Computers" or part of a technical career area.
Freshman, Sophomore, Junior and Senior Levels
Prerequisite: Keyboarding Skills
Computer Applications I is a business course designed to provide all students with instruction in computer hardware and software concepts including input and output devices, word processing, spreadsheets, database, graphics, and presentation software. Applications dealing with desktop publishing, software integration and Internet will be included as well as information about future technology trends. Currently Microsoft Office will be used. The programs covered include Word, Access, Excel, PowerPoint, and Outlook. Activities integrating these programs together will also be covered.



Computer Applications II 4530B

One Semester Course/1 Credit

A Core 40 directed elective under "Computers" or as part of a technical career area.

Freshman, Sophomore, Junior, and Senior Levels

Prerequisite: Keyboarding Skills

Computer Applications II will use all the concepts from Computer Applications I, but additional features and in-depth applications will be the basis of the course. Various projects provided by the school or corporation will be completed as well as integrated textbook applications. Applications dealing with desktop publishing, software integration, and Internet will be included as well as information about future technology trends. Currently, Microsoft Office is used.

Computer Applications, Advanced 4528

One Semester Course/1 Credit

A Core 40 directed elective under "Computer" or as part of a technical career area.

Sophomore, Junior, and Senior Levels

Prerequisite: Computer Applications I & II

Computer Applications, Advanced is a business course designed to integrate computer technology, decision-making, and problem-solving skills. Areas of instruction may include multimedia, on-line searching, desktop publishing, layout and design techniques, web design, software integration, voice recognition, other advanced applications, and future technology trends. Instructional strategies may include computer/technology applications as well as teacher demonstrations, collaborative interaction, peer teaching, in baskets, minibaskets, LAPS, school and community projects, and a school based-enterprise.

Computer Programming—C++ 4534B

One Semester Course/1 Credit

A Core 40 directed elective under "Computers" or as part of a technical career area.

Sophomore, Junior, and Senior Levels

Prerequisite: Programming ability or Computer Programming-Visual Basic

This course is suggested for students who have completed Visual Basic programming class or who have an understanding of basic programming. Using the C++ software, students will complete more advanced programs. Programs may be written for student use or school applications in addition to textbook assignments.

Accounting I 4524

Full Year Course/2 Credits

A Core 40 directed elective as part of a technical career area.

Sophomore, Junior, and Senior Levels

Accounting I is a beginning level business finance course that introduces principles and procedures for proprietorships, partnerships, and corporations using double-entry accounting with emphasis on accounting principles as they relate to manual financial systems. This course will involve the recording of business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making. Instructional strategies may include the use of projects, simulations, and real world experiences to apply accounting theories and principles.



Computerized Accounting Services 5250
Full Year Course/2 Credits
A Core 40 directed elective under "Computers" or as part of a technical career area.
Junior and Senior Levels
Prerequisite: Accounting I, Algebra I
Computerized Accounting Services is a vocational business program designed to provide students with experience in utilizing computerized accounting programs as well as various database, spreadsheet, and word processing programs. It is designed to prepare students to enter the job market upon graduation from high school and/or pursue higher education. Students will develop occupational accounting skills with an emphasis placed on decisions made in corporate accounting utilizing in-depth analysis of financial statements. This program is a job-oriented curriculum designed to work closely with local businesses. Instructional strategies may include the use of computers, projects, simulations, cooperative ventures between school and community, and on-the-job experiences. Business Professionals of America is the co-curricular organization associated with this course. Through BPA, students will have the opportunity to participate/compete in business-related activities.

Business and Personal Law 4560
One Semester Course/1 Credit
A Core 40 directed elective as part of a technical career area.
Sophomore, Junior, and Senior Levels
Business and Personal Law forms a foundation for the basic understanding of the law as it pertains to individuals and businesses. Students learn to recognize legal problems, prevent problems when possible, and utilize professional counsel. Topics may include criminal law, torts, the judicial system, wills, contracts, ownership of property, consumer rights and obligations, contractual agreements, business rights and obligations, marriage, divorce, child support, child-labor laws, labor relations, bailments, insurance, and commercial paper. Instructional strategies may include mock trials, case studies, field trips, guest speakers, and computer/technology applications.

Business Math/Personal Finance 4512
Full Year Course/2 Credits
Sophomore, Junior and Senior Levels
Business Math/Personal Finance is a course designed to develop the ability to solve real world problems in order to become productive citizens and workers in a technological society. Areas of study to be included are number relationships and operations, patterns, and algebra, measurements, and statistics and probability. Problem-solving applications will be used to analyze and solve problems for such areas as budgeting, investments, credit, taxation, savings, and investments, payroll records, cash management, financial statements, purchases, sales, inventory records and depreciation. Instructional strategies will include the use of manipulatives, projects, simulations, real work experiences, and computer/technology applications. *This course may fulfill up to two credits of the minimum Mathematics requirement for graduation. **This course does not fulfill part of the Mathematics requirement for a Core 40 or Academic Honors Diploma.



Business Technology Lab I

5244

Full Year Course/2 Credits

A Core 40 directed elective under "Computers" or as part of a technical career area.

Sophomore, Junior, and Senior Levels

Prerequisite: Computerized Keyboarding/Document Formatting and Computer Applications I

Business Technology Lab I is the first vocational business class of a program which will assist students in successfully making the transition from school to work. The business technology curriculum provides instruction in the use of current technology with an emphasis on the integration and application of communication, employability, math, and language arts skills. Educational experiences will be based upon the student's individual career and educational goals. Business Professionals of America is the co-curricular organization associated with this course. Through BPA, students will have the opportunity to participate/compete in business-related activities. Instructional strategies will include textbook information, in-baskets, minibaskets, LAPS, workflow simulations, Clay County area business requests, Clay City business requests, and field experiences (job shadowing, mentoring, and/or internships.) (Examples of CCHS work would be the secretarial work with Career Day and Academic Banquet.)

Transitional Work Experience Program

5900I

Full Year Course/2 Credits

A Core 40 directed elective as part of a technical career area.

Freshman, Sophomore, Junior, and Senior Level Students

The Work Experience Program will provide an excellent opportunity for students to gain valuable job training. Students must be enrolled in an academic component to be eligible. The academic component teaches job skills and qualities desired by today's employers. This experience creates partnerships with employers in the community by placing students in positions within the local job market. Assignments may last up to one school year. The program will assist students in transition from school to work, provide career exploration, and assist in the development of positive work skills and attitudes. *Students will be selected based on case conference committee decisions.

ENGLISH

English Basic Skills

0500EA

9 Week Course

Freshman, Sophomore, Junior, and Senior Level

Prerequisite: Students may be recommended by middle school teacher or have failed the English portion of the ISTEP+ Graduation Exam.

This course is designed to assist those students who have failed the Language Arts/English portion of the ISTEP+ Graduation Examination. This course would reinforce those skills already covered in the English classroom by using different formats. Successfully completing English Basic Skills would count as one of the steps if a student finds it necessary to ask the State for a waiver. This course would receive one half credit per semester, but the credit would not count toward the English requirements for a high school diploma. Furthermore, credit will be given only once for this course. If a student does not pass the re-testing of the ISTEP+ Graduation Exam, this course or some other approved course must be taken again to satisfy the guidelines for a waiver; however, the student will take this course as an audit course.



English 9 1002
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Freshman Level

Through integrated study of language, literature, writing, and oral communication, English 9 develops students' use of language as a tool for learning and thinking and as a source of pleasure. Literature includes the study of a variety of genres and frequent opportunities for students to respond critically, reflectively, and imaginatively to a range of reading materials. Composition provides students with the opportunity to write for different purposes and audiences, using a variety of forms of expressive, informative, and persuasive writing. Formal grammar, usage, spelling and language mechanics are integrated into the study of writing so that students gain a functional understanding of the English language. Oral communication instruction provides students with opportunities to continue to develop and use effective listening and speaking techniques.

English 9 , Pre-AP 1002T
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course/Weighted Course (.167)
Freshman Level

Through integrated study of language, literature, writing, and oral communication, this course contains the same requirements as the Freshman English 9 course; however, it demands more research and writing as well as an increased use of reasoning and critical thinking skills. The accelerated class promotes learning at a more rapid pace with a more in-depth study of the material. Creativity is combined with knowledge to develop student projects. Students should take this course in preparation for Advanced Placement courses. *Students will be selected based on teacher recommendation and test scores.

English 10 1004
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Sophomore Level

Prerequisite: Successful completion of at least 1 semester of English 9

English 10 further develops students' use of language as a tool for learning and thinking and as a source of pleasure through integrated study of language, literature, composition, and oral communication. Language study continues to develop students' sophistication at adapting language to different audiences, purposes, and situations, and using language as a tool for thinking, learning, and communicating in both academic and non-academic situations. Through study of literature, students continue to develop an understanding of literary concepts and conventions that will help them make independent critical evaluations of literary works. Composition provides students with continuing opportunities to write for different purposes and audiences, using a variety of forms of expressive, informative, and persuasive writing. Instruction in all aspects of the writing process is given including prewriting, drafting, peer sharing, revising, and editing. Formal grammar, usage, spelling, and language mechanics are integrated into the study of writing so that students gain a functional understanding of the English language.

Speech provides the study of and practice in the basic principles and techniques of effective oral communication. The course should include instruction in adapting speech to different audiences and purposes. Students will have opportunities to present different types of oral presentations, such as viewpoint, instructional, demonstration, informative, persuasive, and impromptu.



English 10, Pre-AP 1004T
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course/Weighted Course (.167)
Sophomore Level

Prerequisite: Successful completion of Accelerated English 9, Pre-AP or teacher recommendation
This course further develops students' use of language as a tool for learning and thinking and as a source of pleasure through integrated study of language, literature, composition and oral communication. Language study continues to develop students' sophistication at adapting language to different audiences, purposes and situations. Through the study of literature, students continue to develop an understanding of literary concepts and conventions that will help them make independent critical evaluation of literary works. Composition provides students with continuing opportunities to write for different purposes and audiences, using a variety of writing forms. Instruction in all aspects of the writing process is given, including prewriting, drafting, peer sharing, revision, and editing. Speech provides the study of and practice in the basic principles and techniques of effective oral communications, and students in this course will have opportunities to present different types of oral presentations, such as viewpoint, instructional, demonstration, informative, persuasive, and impromptu. This class will include an accelerated coverage of materials and an in-depth study of several literary works. Classroom strategies will include the use of research skills and methods, integration of higher-level thinking skills and use of student products. Students should take this class in preparation for Advanced Placement classes.

English 11 1006
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Junior Level

Prerequisite: Successful completion of at least 3 semesters of English
English 11 continues to reinforce students' use of language as a powerful tool for learning and thinking and as a source of pleasure through integrated study of language, literature, composition, and oral communication. Language study continues to develop students' sophistication at adapting language to different audiences, purposes, and situations, and using language as a tool for thinking, learning, and communicating in both academic and non-academic situations. Through study of literature, students continue to develop an understanding of literary concepts and conventions that will help them make independent critical evaluations of literary works. Formal grammar, usage, spelling, and language mechanics are integrated into the study of writing so that students gain a functional understanding of the English language.

English 11, Pre-AP 1006T
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course/Weighted Course (.167)
Junior Level

Prerequisite: Successful completion of Accelerated English 10, Pre-AP or teacher recommendation
Accelerated English 11 is a course designed to reinforce the skills of learning and constructive thinking through language, literature, composition, and oral communication. This course deals with American authors, their works and the time periods in which their works were written. Language study continues to develop students' sophistication at adapting language to different audiences, purposes and situations, and using language as a tool for thinking, learning, and communicating. Part of the requirements in the accelerated class include the following: (1) The students will read three novels with the class and possibly read one independent novel, and (2) The students will do a research paper over a significant American author in order to better understand the structure of the research paper and the MLA form. Formal grammar, usage, spelling, and language mechanics are integrated into the study of writing so that students gain a functional understanding of the English language. Students should take this class in preparation for Advanced Placement courses.

*Students will be selected based on teacher recommendation and test scores.



English Literature 12 1030
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course
Senior Level
(When taken at the senior level, this course will count as one semester toward the four year English requirement.)
Prerequisite: Recommended successful completion of at least 5 semesters of English or with approval of administration.
English Literature (British Literature) provides a survey of representative literature produced by British authors, including those in the British Isles as well as those in colonies and former British colonies. The course includes study of major British authors of various historical periods, literary movements, and intellectual trends. The course also provides an examination of the contributions of British authors to specific literary genres such as poetry, drama, the essay, and the novel. Students will participate in speech and composition activities pertaining to British Literature.
*This class should be taken the same year as Composition 12. Students planning to attend a four-year college should take this course sequence.

Composition 1090
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course
Senior Level
(This course will count as one semester toward the four year English requirement.)
Prerequisite: Recommended successful completion of at least 5 semesters of English or with approval of administration.
This course provides students an opportunity to learn to write by writing. The course provides students with frequent opportunities to write for different audiences and purposes, using a process that includes prewriting, drafting, peer sharing, revising, editing, and producing a final product. Strategies for evaluating and responding to the writing of others, literature, and speech are included. Instruction in grammar, usage, and mechanics are integrated with writing so that students develop a functional understanding of language and a common vocabulary for discussing writing. Students will make use of technological resources both in researching and in producing their papers. A research paper is required for the course.
*This class should be taken the same year as English Literature 12. Students planning to attend a four-year college should take this course sequence.

English 12 1008
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Senior Level
Prerequisite: Recommended successful completion of at least 5 semesters of English or with approval of administration.
As the culmination of the student's high school English instruction, English 12 prepares students to meet the language demands of post-secondary experiences, whether those be in higher education or the world of work. English 12 continues to refine students' use of language as a tool for learning and thinking and as a source of pleasure through integrated study of language, literature, composition, and oral communication. Literature continues to be a focal point of the twelfth-grade English curriculum. Critical reading and interpretative skills will also be sharpened, preparing students for informed citizenship in a democratic society. Composition continues to provide students with opportunities to write for different purposes and audiences, using a process that includes prewriting, drafting, peer sharing, revising, editing, and publishing. Formal grammar, usage, spelling and language mechanics will be integrated into the study of writing so that students gain a functional understanding of the English language.



Language and Composition, Advanced Placement

1056

Full Year Course/2 Credits

Core 40 Course

Academic Honors Diploma Course

Senior Level

Prerequisite: B in English 11, Pre-AP or teacher recommendation

English Language and Composition, Advanced Placement follows the College Board Entrance Examination guidelines for advanced placement English. This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and theoretical context, and guides students to become skilled writers who compose for a variety of purposes. Both their writing and reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Writing assignments will be frequent, including weekly in-class essays and periodic research papers. Students will be expected to read challenging texts for summer reading or at home as well as in the classroom. Students also will be expected to participate fully in class discussion, create presentations, and make use of technological resources both in researching and in producing their papers. The fast pace and challenging curriculum of this class are intended to prepare students for the AP English exam through which they may earn six college credits in English.

Etymology

1060

One Semester Course/1 Credit

Academic Honors Diploma Course

Sophomore, Junior, and Senior Levels

Prerequisite: Grade of C or better in previous English classes

This course encourages students to become curious about the English language and should enable students to increase vocabularies preparing them to perform well on the PSAT, the SAT and other standardized tests. Etymology provides instruction in the derivation of English words and word families from their Latin and Greek origins. Pure root etymology deals with the exact origin of the word. Folk etymology is the study of how words have changed due to connotative and denotative associations, euphemisms, cliché's, idioms, etc. This course will look at other foreign origins as they pertain to loanwords from those countries. Students will study both areas of etymology, including prefixes, roots, suffixes, and reasons for language change. The study of word history and semantics will be incorporated through an analysis of some literary texts. (This course will not satisfy any of the eight semesters of required English.)

Journalism I-1&2

1 1080A

Two Semester Course/2 Credits

2 1080B

Sophomore, Junior, and Senior Levels

This course provides the study of practice in gathering and analyzing information, interviewing, and note taking for the purpose of writing, editing, and publishing for print, including student publications. The course should include instruction and practice in effective journalistic writing forms and techniques, as well as layout, design, and typography. Representative examples of amateur and professional journalism may be studied. The concept of responsible journalism will be discussed. Students will develop layouts for the yearbook and newspaper. This course is a prerequisite for Student Publications (Newspaper and Yearbook). The elements of photography will also be studied with students spending time learning parts of the camera, the techniques of picture-taking, actual hands-on photography, developing and printing pictures. Desktop publishing will be included in the year-long course. Students will focus their attention on the computers with emphasis on learning the computer, transferring layout and design elements to the actual disk submission format of the computer. (This course will not satisfy any of the eight semesters of required English.)



Student Publications I YB (Yearbook) 1081A
Full Year Course/2 Credits
Junior and Senior Levels
Prerequisite: Journalism I
This course is designed to develop the primary skills learned in Journalism I, but at a more advanced level. The student is given opportunities to further writing, photography layout and design, and computing skills employed in journalism. Journalism assignments will coincide with yearbook company deadlines with a focus to complete the yearbook.. (This course will not satisfy any of the eight semesters of required English.)

Student Publications II YB (Yearbook) 1081B
Full Year Course/2 Credits
Senior Level
Prerequisite: Student Publications I
Student Publications II students will write more intensive copy, headlines and captions; make detailed layouts; plus do photography assignments. Editing, decisions regarding theme, book design, typography style, design style, and finance may be part of this course. Career opportunities will be discussed. (This course will not satisfy any of the eight semesters of required English.)

Theatre Arts (L) I 4242A
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course
Sophomore, Junior, and Senior Levels
Theatre Arts is a one semester credit class which provides a study of theater arts such as acting, stage craft, makeup, costuming, and other aspects of play production. The course also provides significant practice in body movement and vocal techniques of acting and interpretation. Representative examples of outstanding drama may also be studied. Oral interpretation, the performance of nonfictional prose, poetry, and prose fiction will be included. (This course will not satisfy any of the eight semesters of required English.)

Theatre Arts (L) II 4242B
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course
Sophomore, Junior, and Senior Levels
Prerequisite: Theatre Arts (L) I
Theatre Arts II is a semester course which will build on Theatre Arts I with a focus on theater production. The student will complete projects involving set, costumes, makeup, lighting, sound, publicity, house managing, and program preparation by participating in the play or musical. This course will require reading and viewing play productions. (This course will not satisfy any of the eight semesters of required English.)



FAMILY AND CONSUMER SCIENCE

HEALTH WAIVER

The Health and Safety credit may be waived for a student if the student has earned three (3) credits from the following Family and Consumer Sciences courses:

Orientation to Life and Careers
Interpersonal Relationships
Human Development and Family Wellness
Nutrition and Wellness
Child Development and Parenting

Orientation to Life and Careers 5394
One Semester Course/1 Credit
Core 40 Course
Freshman and Sophomore Levels

This course addresses the essential knowledge, skills, and behaviors all students need to live successfully in today's world. The focus of the course is on the impact of today's choices on tomorrow's possibilities. The students will have the chance to explore careers, interests, and aptitudes and plan accordingly. Interpersonal relations, teamwork, and developing a good work ethic will be stressed. Self-management and problem solving skills will be emphasized. The student will learn the skills and attitude essential for effective performance as a team member whether at school or on the job. Each student may have the opportunity to job shadow a professional in his or her chosen area. This course may include a field trip to local businesses and industries. The opportunity for students to review a Four-Year Career Plan will be included.

Consumer Economics 5334
One Semester Course/1 Credit
Core 40 Course
Freshman, Sophomore, Junior, and Senior Levels

Consumer Economics is designed to prepare students to manage resources in order to develop a satisfying lifestyle within the framework of personal and group values. In this one semester course emphasis is placed on the consumers' role in our economy, money management, earning and spending, saving and investing, and making wise credit decisions. Various group and individual projects are included as part of this course in an effort to help students make wiser consumer decisions.

Interpersonal Relationships 5364
One Semester Course/1 Credit
A Core 40 directed elective as part of a technical career area.
Freshman, Sophomore, Junior, and Senior Levels

In this one semester course students explore the basic concepts of self-understanding and responsibility for behavior. The course focuses on the importance of a positive self-image in developing and maintaining relationships throughout the life cycle. Citizenship and community awareness are explored. A service learning project may be required. Specific techniques taught in this course include: goal setting, problem solving, decision making, crisis technique, communication skills, assertive behavior and harmonious family living skills. Life long healthy choices are encouraged in this class. Stress and anger management are also addressed. The final section in this course is an intensive unit on sexual decision-making. Topics include: male and female anatomy, sexually transmitted infections, pregnancy prevention (emphasis is on abstinence), prenatal development and childbirth. "Baby Think it Over" doll will be offered to students on an optional basis to learn parenting skills.



Nutrition and Wellness

5342

One Semester Course/1 Credit

A Core 40 directed elective as part of a technical career area.

Freshman, Sophomore, Junior, and Senior Levels

In this one semester class nutrition is the foundation for food preparation. Basic principles of food preparation, menu planning and time management in the kitchen are emphasized. Safety of food is stressed including the use of sanitary procedures in preparation, service, and storage of food. Understanding what is being eaten, developing moderation in eating patterns, and establishing lifelong healthy eating choices are the focus of this class. The impact of daily food choices and the importance of exercise are stressed through the study of the USDA Dietary Guidelines and the Food Guide Pyramid. Fat and calorie reduction methods are used to improve the nutritional value of some recipes. Dining out choices are evaluated and discussed. Many preparation and tasting opportunities are provided in this course. Food labs may include: snacks, using vegetables and fruits in recipes, pies, cakes, cookies, rolls and yeast breads, pasta, quick breads and muffins, noodles, a holiday meal, Italian and Oriental cooking, and creating new recipes. A wide variety of additional labs are included in Nutrition and Wellness.

Textiles and Fashion Technologies

5380

One Semester Course/1 Credit

A Core 40 directed elective as part of a technical career area.

Sophomore, Junior, and Senior Levels

This course concentrates on construction techniques as a basis for all areas of career and domestic interests related to the textile industry. A simple clothing project (usually pajamas) will be constructed as well as several crafts and projects related to home decor. Students will be introduced to careers related to the textiles industry. The social and psychological effects of textiles and clothing are included with the emphasis on selection, appearance and fashion. Students will have "hands on" learning experiences with technology such as computerized sewing machines, sergers, an embroidery machine, and an industrial blind stitch machine. Work-based, entrepreneurial, experimental, and/service learning are part of the curriculum for this class. Portfolio activities are required.

Advanced Nutrition and Foods

5340

One Semester Course/1 Credit

A Core 40 directed elective as part of a technical career area.

Sophomore, Junior, and Senior Levels

Prerequisite: Nutrition and Wellness or permission of the instructor

Advanced Nutrition and Foods is a course that incorporates more complex concepts in nutrition and foods. Proper food handling, advanced food preparation skills and meal management are emphasized. Nutrition wellness for individuals and families across the life span is stressed. Students learn to evaluate information about foods and recipes. Food service careers are explored. Topics that may be addressed are contemporary economic, social, psychological, cultural, and global issues that include hunger; technology of foods and nutrition. Students via the Internet may explore nutrition and meal planning for special needs; learn about all aspects of the food industry, including experimentation and specialty or gourmet preparation skills, especially in entrepreneurial or school-based enterprises.



Child Development and Parenting

5362

One Semester Course/1 Credit

A Core 40 directed elective as part of a technical career area.

Junior and Senior Levels

The focus of this course is on research-based nurturing and parenting practices and skills that support positive development of children. Topics include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crisis on development of the child; meeting children's needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness. Applications through authentic settings such as volunteer experiences and service learning may be required. "Baby Think it Over" doll will be offered to students on an optional basis to learn parenting skills.

Housing and Interiors

5350

One Semester Course/1 Credit

A Core 40 directed elective as part of a technical career area.

Junior and Senior Levels

This one semester course includes instruction in the selection and planning of living environments to meet the needs and wants of individuals and families throughout the family life cycle. Topics covered include economic, social, cultural, technological, environmental, maintenance, and aesthetic factors in housing. Group and individual projects involving concepts of interior design, guest speakers, and field trips with on-site visitation to local homes and/or home shows are included.

Human Development and Family Wellness

5366

One Semester Course/1 Credit

A Core 40 directed elective as part of a technical career area.

Junior and Senior Levels

Students in this one semester course address development and wellness of individuals and families throughout the life cycle. Emphasis is placed on the significance of serious dating patterns, mate selection, and readiness for marriage. Personality traits conducive to functional family living are examined. The engagement period is explored in detail considering life long commitment. The following concepts are discussed: tasks and relationships in the family as it functions within society and culture, communication within the family setting, identification of the roles of children and adults as family members, changing needs of family members throughout the life cycle, contemporary family issues, including ethics, change, stress, and family crisis-abuse and violence. Exploration of human and family services careers will also be included. Applications through authentic settings such as volunteer experiences and service learning may be required.



Issues and Applications

5336

One Semester Course/1 Credit

A Core 40 directed elective as part of a technical career area.

Junior and Senior Levels

Prerequisite: Recommended Orientation to Life and Careers and/or Interpersonal Relationships

A student application is required to sign up for this course.

This is not a scheduled class during the school day. It is an elected course completed outside of the school day. The student meets with the supervising teacher weekly and keeps close contact via email. Visit www.clay.k12.in.us/NHS/facs/ to view the course website and requirements. This Family and Consumer Science course is a project-based course in which students plan to implement service projects within their community. Students collaborate with community agencies or organizations by volunteering at the agencies during their assigned semester. Each student will create a vision statement, establish standards and goals, design and implement an action plan and timeline, reflect on their accomplishments, and evaluate results. Service learning activities will help the student develop academic and social skills and knowledge necessary for success in school and the workforce. Achievement of applicable facts, academic and employability competencies will be documented through a required student portfolio. Service projects will be implemented after school hours and weekends. The supervising teacher, prior to implementation, must approve all service projects. All course work and 48-documented service hours must be completed by the end of the semester in which the student registers for the course in order to receive a passing grade. No more than two agencies may be used to compile the service hours. A culminating Power Point presentation is required at the end of the experience.

FOREIGN LANGUAGE

Foreign Language courses endeavor to develop students' ability to understand, speak, read, and write in a chosen foreign language, to appreciate the cultures of various countries and the various cultures within the United States, and to develop an understanding of current events and problems through an exposure to the history and geography of the German, and/or Spanish-speaking worlds. An understanding of the interdependence of the modern world and the interrelatedness of languages, literatures, and cultures will be developed. Career opportunities with foreign language knowledge are discussed as are college foreign language requirements and procedures for college placement. A grade of C+ or better in English is recommended for students who wish to study a foreign language.

German I

2040

Full Year Course/2 Credits

Core 40 Course

Academic Honors Diploma Course

Freshman, Sophomore, Junior, and Senior Levels

Prerequisite: Recommended C+ Average in English

The German program is designed primarily for students interested in developing a working knowledge of basic German. Emphasis is given to sentence structure, writing, and listening/comprehension. Special emphasis is given to pronunciation and speaking German through repetition and practice.

German II

2042

Full Year Course/2 Credits

Core 40 Course

Academic Honors Diploma Course

Sophomore, Junior, and Senior Levels

Prerequisite: Recommended no grade lower than a C in German I.

These courses continue to develop the primary skills above, but at a more advanced level. The student is given more opportunities to use the second language in everyday situations. Career opportunities are discussed and emphasis is placed on instruction for college preparatory work.



German III 2044

Full Year Course/2 Credits

Core 40 Course

Academic Honors Diploma Course

Junior and Senior Levels

Prerequisite: Recommended no grade lower than a C in German II.

This course continues to develop the primary skills listed in German I but at a more advanced level. The students are given more opportunities to use the second language in everyday situations. Career opportunities are discussed and emphasis is placed on instruction for college preparatory work.

German IV 2046

Full Year Course/2 Credits

Core 40 Course

Academic Honors Diploma Course

Senior Level

Prerequisite: Recommended no grade lower than a C in German III.

The fourth year of German will include literature of well-known German authors, both modern and classic. In addition, students will be writing often and discussing the literature they are reading. Preparation for the German portion of the SAT test may be included.

Spanish I 2120

Full Year Course/2 Credits

Core 40 Course

Academic Honors Diploma Course

Freshman, Sophomore, Junior, and Senior Levels

Prerequisite: Recommended C+ Average in English

Students will be given opportunities to (1) respond to and give oral directions and commands to make routine requests, (2) understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events, (3) ask and answer simple questions and participate in brief guided conversations, (4) read brief authentic materials, (5) read short texts, (6) comprehend brief written directions and information, (7) write familiar words and phrases in appropriate contexts and respond in writing to various stimuli, and (8) give brief oral and written descriptions of given situations. Gestures, body language, and appropriate behavior in a variety of social situations will be studied, as well as the major holidays.

Spanish II 2122

Full Year Course/2 Credits

Core 40 Course

Academic Honors Diploma Course

Sophomore, Junior, and Senior Levels

Prerequisite: Recommended no grade lower than a C in Spanish I.

Students will be expected to (1) ask questions regarding routine activities, (2) participate in conversations on a variety of topics, (3) relate a simple narrative about a personal experience or event, (4) interact in a variety of situations to meet personal needs, (4) understand main ideas and facts from simple texts, (6) read aloud with appropriate intonation and pronunciation, (7) read authentic materials, (8) read short texts, (9) write briefly in response to given situations and, (10) give oral and written descriptions of designated situations. The study of the history, geography, and political structures of the Spanish-speaking world will continue as will the study of the cultures of the Hispanic world.



Spanish III
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Junior and Senior Levels

2124

Prerequisite: Recommended no grade lower than a C in Spanish II.

Students will be given instructions to enable them to understand and appreciate other cultures by comparing social behaviors and values of people using the target language. Students should be willing to initiate and participate in discussions concerning the various cultures. Students do the following in a third year course: (1) respond to factual and interpretive questions and interact in a variety of social situations, (2) read for comprehension from a variety of authentic materials, (3) read short literary selections of poetry, plays, and short stories, (4) complete authentic forms and documents and take notes that require familiar vocabulary and structures, (5) write paraphrases, summaries, and brief compositions, (6) describe different aspects of the culture using the target language, (7) give both oral and written descriptions of designated situations, (8) give advice or ask help in a crisis situation, and (9) display appropriate behavior in social situations.

Spanish IV
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Senior Level

2126

Prerequisites: Recommended no grade lower than a C in Spanish III.

Students participate in the classroom through the use of the target language and are encouraged to participate in conversations with native and advanced non-native speakers both within and outside the classroom. Students in a fourth year class do the following: (1) respond to factual and interpretive questions, (2) interact in complex social situations, (3) express opinions and make judgements, give presentations on cultural topics, (4) paraphrase or restate what someone else has said, (5) read for comprehension from a variety of longer authentic materials, (6) write well-organized compositions on a given topic, (7) begin writing simple poetry and prose, and (8) further develop the ability to participate appropriately in a variety of social situations.

HEALTH AND PHYSICAL EDUCATION

Physical Education I

3542

One Semester Course/1 Credit for Freshman (Sophomore, Juniors and Seniors will receive 1/2 credit.)

*Course required to meet state graduation requirements, Core 40 & Academic Honors Diploma requirements.

Freshman Level

Physical Education I emphasizes health-related fitness, development of skills and habits necessary for a lifetime of activity, and fitness for enjoyment, challenge, self-expression, and social interaction. This co-educational program includes skill development, application of rules and strategies, and opportunities to achieve and maintain a health-enhancing level of physical fitness in the following different movement forms: (1) health-related fitness activities, (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) outdoor pursuits, (6) dance, and (7) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. Furthermore, this course is available to students with special mental, physical, sensory, or neurological problems. *A medical referral form must be completed and approved by the teacher or principal for students with special needs.



Physical Education II 3544
One Semester Course/1 Credit for Freshman (Sophomores, Juniors and Seniors will receive 1/2 credit.)
Freshman Level

Prerequisite: Physical Education I

Physical Education II emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This coeducational program provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and to increase their knowledge of fitness concepts in the following different movement forms: (1) health-related fitness activities (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) outdoor pursuits, (6) dance, and (7) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. Furthermore, this course is available to students with special mental, physical, sensory, or neurological problems. *A medical referral form must be completed and approved by the teacher or principal for students with special needs.

Elective Physical Education 3560
Full Year Course/2 Credits

Sophomore, Junior, and Senior Levels

Prerequisite: Minimum of a C in Secondary Physical Education

This course will develop training beyond the normal physical education class. The class is designed to take the student to a higher level of personal physical fitness. It will give the student the opportunity to develop both physically and mentally through activities designed to build confidence through conditioning.

Health Education 3506
One Semester Course/1 Credit

*This course is required to meet state graduation, Core 40 and Academic Honors Diploma requirements.

Sophomore Level

This course emphasizes the development of interpersonal communication, problem-solving, and decision-making skills as they relate to student wellness. It provides for the continued development of basic knowledge, concepts, and skills needed to adopt or reinforce healthful attitudes, decisions, and habits. The course provides students with in-depth learning experiences in the following ten major content areas: growth and development, mental and emotional health, community health/environmental health, nutrition, family life education, consumer health, personal health, alcohol and other drugs, accident prevention and safety, and health promotion/disease prevention.

MATHEMATICS

Math Basic Skills 0500MB
9 Week Course

Freshman, Sophomore, Junior, and Senior Levels

Prerequisite: Students may be recommended by middle school teacher or have failed the Math portion of the ISTEP+ Graduation Exam.

This course is designed to assist those students who have failed the Mathematics portion of the ISTEP+ Graduation Examination. This course will review the fundamental concepts and skills of mathematics needed for the ISTEP+ Graduation Exam. Furthermore, topics included will be arithmetic, problem-solving, and introductory concepts in algebra and geometry. Successfully completing Math Basic Skills will count as one of the steps, if a student finds it necessary to ask the State for a waiver. This course will receive one half credit per semester, but the credit will not count toward the Math requirements for a high school diploma. Furthermore, credit will be given only once for this course. If a student does not pass the re-testing of the ISTEP+ Graduation Exam, this course or some other approved course must be taken again to satisfy the guidelines for a waiver; however, the student will take this course as an audit course.



Pre-Algebra 2508
Full Year Course/2 Credits
Freshman Level
Pre-Algebra provides the mathematical background skills, and thinking processes necessary for the successful completion of Algebra. Topics include: (1) whole numbers, (2) integers, (3) rationals, (4) decimals and their applications (5) number theory, (6) ratios, (7) proportions, (8) percents, (9) equations, (10) graphing, (11) square roots, and (12) appropriate geometric concepts. The instructional program of this course provides for the understanding and use of the concepts as well as their application through appropriate problem-solving situations. *This class does not count as a Core 40 class.

Algebra, First Year B 2520B
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Sophomore and Junior Levels
Prerequisite: C Average in Algebra, First Year A and/or teacher recommendation
This course continues the format development of algebraic skills and their applications from Algebra, First Year A. Algebra, First Year A and Algebra, First Year B together are designed to cover all the material of an Algebra, First Year course. The two-year sequence will cover the same topics at a slower pace with emphasis on manipulatives, technology, and hands-on learning. A full, wide range of problem solving and applications to the real world will be explored consistently.

Algebra I 2520
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Freshman and Sophomore Levels
Prerequisite: B in previous math class and/or teacher recommendation, or C in Pre-Algebra and/or teacher recommendation.
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.

Geometry 2532
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Sophomore, Junior, and Senior Levels
This course stresses the uses of deductive and inductive reasoning as well as investigative strategies in drawing conclusions. Properties and relationships of geometric entities include the study of angles, lines, planes, congruent triangles, similar triangles, trigonometric ratios, polygons, circles, and spatial drawings and relationships. Estimation and measurement topics are integrated throughout the year. The course develops an understanding of the need for proof and the use of logic in developing proof.



Geometry, Pre-AP 2532T
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course/Freshmen, Sophomores & Juniors Only--Weighted Course (.167)
Freshman and Sophomore Levels
Prerequisite: Minimum of B+ in Algebra I
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. Use of graphing calculators and computer drawing programs is encouraged.

Investigative Geometry 2534
Full Year Course/2 Credits
Junior and Senior Levels
Prerequisite: Algebra I or Algebra, First Year B
This course is a study of geometric concepts and applications. Emphasis is on an investigative study of basic properties of lines, angles, triangles, polygons, and circles as well as spatial relationships, inductive reasoning, and logical thinking. Drawing and interpreting planar and spatial phenomena, transformations, and geometric problem-solving are also included. *This course is recommended as a junior/senior elective and does not count as a Core 40 class.

Mathematics Lab A 2560
One or Two Semester Course
Freshman, Sophomore, Junior and Senior Levels
Mathematics Lab provides an opportunity for individualized instruction designed to help students successfully complete high-level work in mathematics. Although a student may take mathematics labs more than two semesters, only two elective credits may be earned for this course.
*This course does not meet mathematics credit requirements for graduation.

Algebra II 2522
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Sophomore, Junior and Senior Levels
Prerequisite: Algebra I and Geometry
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) the properties and graphs of conic sections; (6) permutations and combinations; (7) matrices; and (8) exponential and logarithmic functions.

Algebra II, Pre-AP 2522T
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course/Sophomores & Juniors Only--Weighted Course (.167)
Sophomore, Junior, and Senior Levels
Prerequisite: Minimum of B+ in Algebra I and/or teacher recommendation
Skills began in Algebra I are developed in this course with a study of theory, structure, and mechanics of advanced topics including the solution of higher degree equations, irrational and complex numbers, logarithms, and functions. The problems encountered in this class will involve a high degree of difficulty. Students who plan to take Advanced Placement Calculus should take this course as part of their preparation. *Students will be selected based on teacher recommendation and test scores.



Pre-Calculus/Trigonometry 2552
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Junior and Senior Levels
Prerequisite: Algebra I & II, and Geometry
Pre-Calculus/Trigonometry blends the concepts and skills that must be mastered before enrollment in a college-level calculus course. The course includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) trigonometry in triangles, (4) trigonometric functions, (5) trigonometric identities and equations, (6) polar coordinates and complex numbers, (7) sequences and series and (8) data analysis.

Pre-Calculus/Trigonometry Pre-AP 2552T
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course/Juniors Only--Weighted Course (.167)
Junior and Senior Levels
Prerequisite: Algebra I & II and Geometry
This course is intended to prepare students for Calculus AB, Advanced Placement. It blends together all the pre-calculus concepts and skills that must be mastered before taking a college-level calculus course. The pace of the course will be faster and the level of difficulty higher than the regular pre-calculus course and the course will include additional topics as appropriate. Students are expected to have taken previous courses at the accelerated level. Computers will be used extensively in this course. Each student will be required to have a graphing calculator. Students who plan to take Advanced Placement Calculus should take this course as part of their preparation. *Students will be selected based on teacher recommendation and test scores.

Calculus AB, Advanced Placement 2526
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Senior Level
Prerequisite: Accelerated Pre-Calculus or Pre-Calculus with instructor permission.
This college level course is intended for students who have a thorough knowledge of college preparatory mathematics including algebra, axiomatic geometry, trigonometry, and analytical geometry. Calculus AB is a course in introductory calculus with elementary functions. Generally, topics include limits, continuity, derivatives, definite integrals, and techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. The course should also include applications of the derivative, the integral, and theory of calculus. Students making satisfactory scores on the College Board Advanced Placement Test in the spring may earn college credit. A graphing calculator is required and considerable computer work will be done. *A complete list of topics is available from the Advanced Placement Course Description Booklet. **Teacher recommendation required.



MUSIC

Beginning Concert Band 4160

Full Year Course/2 Credits

Core 40 Course

Academic Honors Diploma Course

Freshman, Sophomore, Junior, and Senior Levels

This is a moderate level of concert band. Ensemble and solo activities are designed to develop elements of musicianship including: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. This group will perform at many functions and perform at least two concerts during the school year as well as the district concert band contest in April. Participation in solo ensemble contest is encouraged. Previous participation in middle school band or its equivalent is suggested but not required. Members of this group will be part of the marching band during the first nine weeks or will be required to complete alternative projects designated by the band director.

Intermediate Concert Band 4168

Full Year Course/2 Credits

Core 40 Course

Academic Honors Diploma Course

Sophomore, Junior, and Senior Levels

Prerequisite: Beginning Concert Band

This is an intermediate concert band course which further develops elements of musicianship in the following areas: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. The band will present three or four concerts per year and perform in the district concert band contest in April. Participation in solo ensemble contest is encouraged. Members of this group will be part of the marching band during the first nine weeks or will be required to complete alternative projects as designated by the band director.

Advanced Concert Band 4170

Full Year Course/2 Credits

Core 40 Course

Academic Honors Diploma Course

Junior and Senior Levels

Prerequisite: Intermediate Concert Band

This course is advanced concert band. This group of students represents the best players in our program and will present three or four concerts per year. Participation in solo ensemble contest is expected and private lessons are encouraged. Individual experiences may include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Members of this group will be part of the marching band during the first nine weeks or will be required to complete alternative projects as designated by the band director. This course may be repeated for credit.



<p>Beginning Chorus Full Year Course/2 Credits Core 40 Course Academic Honors Diploma Course Freshman, Sophomore, Junior, and Senior Levels</p> <p>Beginning chorus is offered to students with no previous chorus experience. Students will learn proper choral procedures and techniques, music fundamentals, vocal techniques, and elements of choral singing. Various styles of music such as swing, pop, light rock, and classical will be performed through choral ensemble experience. The choir will perform for various school and community functions. Students in the Show Choir section of the class are chosen in the spring semester by audition for the following school year. Auditions for this section will not be offered at any other time during the school year except in the event a student leaves the group or is removed due to violation of school policies. Numerous public performances, for which attendance is required, are scheduled for this group.</p>	4182
<p>Music History and Appreciation One Semester Course/1 Credit Core 40 Course Academic Honors Diploma Course Junior and Senior Levels</p> <p>This course provides an introduction to the principles of intelligent listening to music through recordings and live vocal and instrumental performances. Basic elements of music form, instrument recognition, rhythmic elements, and structural features of music are studied.</p>	4206
<p>Music Theory and Composition One Semester Course/1 Credit Core 40 Course Academic Honors Diploma Course Junior and Senior Levels</p> <p>Music Theory is planned for students seriously interested in harmony and composition in music education. This course is not only designed for students who intend to make music their career but also for those who are interested in music as an avocation.</p>	4208
<p>Dance Performance: Ballet, Modern, Jazz, or Ethnic-Folk Full Year Course/2 Credits Core 40 Course Freshman, Sophomore, Junior, and Senior Levels</p> <p>This class will provide learning experiences that will develop techniques appropriate within modern and jazz genres. Sequential and systematic learning activities are designed to develop the ability to express their thoughts, perceptions, feelings and images through movement. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate to the genre including individual and group instruction in performance repertoire and skills. The class provides the opportunity for students to experience degrees of physical prowess, technique, flexibility and the study of dance performance as an artistic discipline and as a form of artistic communication. Students will be able to describe, analyze, interpret and judge dance performances within the genre. Auditions are held the spring for entrance into the performing section of the class.</p>	4146



SCIENCE

- Biology I 3024
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Freshman, Sophomore, Junior, and Senior Levels
Biology is a general study of living systems including cells, genetics, ecology, basic living chemical reactions and the five kingdoms. Emphasis is placed upon understanding of the biological knowledge as it relates to personal and social issues. Approximately one-third of the class time involves hands-on laboratory experiences.
- Biology I L 3022
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Freshman Level
In Biology L, the topics to be covered emphasize biology as a hands-on science, giving the student a broad understanding of the living world. Areas to be studied include the cell; energy and life functions (photosynthesis and cellular respiration); genetics, inheritance and gene technology; bacteria, viruses and disease; plant form, function and use; and the animal body. Studies of the animal body will include nutrition and the digestive system, the immune system, hormones and the endocrine system, and the reproductive system. The latest advances in science, technology, and medicine will be included, as well as career opportunities in fields using biology.
- Biology II, General 3026
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Sophomore, Junior, and Senior Levels
Prerequisite: Biology I
The following are objectives of advanced biology: broadening the depth of general biology topics: presenting new topics, and adequately preparing college bound students. In order to accomplish these objectives the following topics are covered: biochemistry, nutrition, cytology, cellular energy (photosynthesis and respiration), cellular reproduction (asexual and sexual), genetic studies, ecological studies, rat dissection, and animal systems.
- Earth and Space Science I 3044
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Freshman, Sophomore, Junior, and Senior Levels
This course provides a study of the earth's lithosphere, atmosphere, and hydrosphere and its celestial environment. The course emphasizes the study of the energy at work in forming and modifying earth material land forms, and continents through geological time. Students have opportunities to gain an understanding of the history and development of earth/space sciences, to explore the uses of knowledge of the earth and its environment in various careers, and to cope with problems related to personal needs and social issues.



Chemistry I 3064
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Sophomore, Junior, and Senior Levels
Prerequisite: Algebra I with a minimum of a B average. If a student has taken Algebra in the 8th grade, he/she may enroll in this course as a sophomore; otherwise, it is recommended that the student wait until the junior or senior year to take this course.
This chemistry class is taught with traditional approach of lecture, then lab reinforcement. It is a course that promotes challenging problem solving and critical thinking skills. Students will study measurement, element and compound composition, name compounds, write complete and balanced equations, then use the data to predict the amount of product formed. Students will also study the different states of matter, element properties as predicted by the periodic table and acid/based neutralization reactions. Computers will be utilized to put together presentations of what was learned in the lab.

Chemistry I L 3062
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Sophomore, Junior, and Senior Levels
Chemistry Technology places an emphasis on the technological applications of chemistry in today's world. Students will gain experience with lab equipment, techniques, and materials found in the workplace lab. Some time will be spent on developing an understanding of how chemical reactions occur and to communicate this information in a clear and precise fashion. The laboratory phase of the course will include the development of techniques and skills needed to perform various types of analysis. This course is less theory based, but contains more applied information than First Year Chemistry. Successful completion of this course will provide the student with the necessary knowledge and skills to pursue further training in the chemical technology field. *Any student considering the four-year RN program should take regular Chemistry I instead of this course.

Chemistry II, General 3066
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Junior and Senior Level
Prerequisite: Chemistry I
This course is a continuation of Chemistry I. It is recommended that it be taken consecutive to Chemistry I. The problem-solving emphasis is more in depth than First Year. The focus is stoichiometry, thermochemistry, electrochemistry, organic chemistry, bonding, structures, reaction rates, equilibrium, and acids and bases.



- Chemistry, Advanced Placement 3060
 Full Year Course/2 Credits
 Core 40 Course
 Academic Honors Diploma Course/Juniors Only--Weighted Course (.333)
 Junior and Senior Levels
 Prerequisite: Chemistry I; Algebra II
 This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. More material is covered in this course than in Advanced Chemistry so topics are covered at a rigorous pace. Students may, but are not required to take the AP exam in May to possibly receive college credit. It is assumed that the student will spend at least five hours a week in unsupervised individual study. Topics covered in this course include: Atomic theory and atomic structure; chemical bonding; nuclear chemistry; gas laws; Kinetic Molecular Theory; behavior of liquids and solids; solutions; different reaction types; oxidation-reduction; stoichiometry; equilibrium—qualitative and quantitative; kinetics; thermodynamics; descriptive chemistry; and an introduction to organic chemistry.
- Physics I 3084
 Full Year Course/2 Credits
 Core 40 Course
 Academic Honors Diploma Course
 Senior Level
 This is a course in which emphasis is placed on a qualitative understanding of the general principles and models of physics and on the nature of scientific inquiry, as well as on the techniques of problem solving. There is considerable lab work in this class. Topics include the following: mechanics; heat, electricity and magnetism; waves and sound; optics and light; and atomic and nuclear physics. Other topics may be added to suit special student interests.
- Physics I L 3082
 Full Year Course/2 Credits
 Core 40 Course
 Academic Honors Diploma Course
 Sophomore, Junior, and Senior Levels
 Prerequisite: C average in Algebra I or with teacher recommendation
 This two-semester course in applied science is designed especially for those students who are interested in pursuing a career in a technical field. Through hands-on learning in a laboratory setting, students will gain an understanding of the basic physical principles and processes they will need to become effective workers and citizens in a scientific, technological, and information-based society.
- Physics B, Advanced Placement 3080
 Full Year Course/2 Credits
 Core 40 Course
 Academic Honors Diploma Course
 Senior Level
 Prerequisite: Chemistry I, Pre-Calculus (Physics I is not required)
 This course covers essentially the same topics as Physics Level I but at the level of an introductory college course. The intent of the course is to provide a systematic introduction to the main principles of physics and much emphasis is placed on the development of problem-solving ability. It is assumed that the student has a thorough knowledge of algebra and trigonometry. The basic ideas of calculus may be introduced in connection with some concepts as needed. The Physics B course should be regarded as equivalent to a one-year terminal (course) at the college level for students in life science, pre-medicine, some applied sciences and other fields not directly related to science. Students planning to major in physical science or engineering would find this course good preparation for their college work but should expect to cover similar material in a more intensive calculus-based course in college.



SOCIAL STUDIES

Indiana Studies 1518

One Semester Course/1 Credit

Core 40 Course

Academic Honors Diploma Course

Sophomore, Junior, and Senior Levels

This one semester course is an integrated program comparing and contrasting Indiana and the nation's development in the areas of politics, economics, and history. The course utilizes Indiana history as a basis for understanding current policies, practices, and state legislative procedures. The course includes the study of state and national constitutions and an examination of leaders and roles in a democratic society.

Current Problems/Issues/Events 1512

One Semester Course/1 Credit

Core 40 Course

Academic Honors Diploma Course

Sophomore, Junior, and Senior Levels

This is a one semester course for sophomore, junior and senior level students. This course provides opportunities to apply techniques of investigation and inquiry to the study of significant problems or issues. Students will develop competence in recognizing cause and effect relationships, 2) recognize fallacies in reasoning and propaganda devices, 3) organize knowledge into useful patterns, 4) state and test theories, and 5) generalize based on evidence. Students will expand their reading comprehension skills by using weekly news magazine (and other forms of media) in lieu of a textbook.

World Geography 1 1546A

One Semester Course/1 Credit

Core 40 Course

Academic Honors Diploma Course

Sophomore, Junior, and Senior Levels

This one semester course provides an opportunity to study the interaction of humans and their environment in space and time. The course helps students understand the global patterns of physical and cultural characteristics, such as earth-sun relationships, atmospheric and oceanic circulation, landforms, climate, population, transportation and communication, economic linkages and cultural diffusion. The study of cultural settings also includes political structures, lifestyles, customs, and past events that have influenced or have been influenced by the environment.

World History/Civilization 1548

Full Year Course/2 Credits

Core 40 Course

Academic Honors Diploma Course

Sophomore, Junior, and Senior Levels

This class is designed to give a broad based background to any student who will be taking United States History and Government. Special emphasis is given to the study of England, France, and the Soviet Union in cultural and political development as they relate to the United States. A study of the world wars is made from the viewpoint of the world's nations. Also included in this class are the ancient civilizations of Egypt, the Mideast, Rome, Greece, and Europe during the Middle Ages, Renaissance, and Age of Discovery. Special emphasis is made on the 19th and 20th centuries.



Topics in History: The Early United States, Pre-AP 1538
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course
Sophomore Level
This course is designed to familiarize students with various historical events and concepts of the pre-Civil War era of American history. Emphasis will be placed on how events in this period laid the foundation for future growth and development of the nation. The development of historical research skills using primary and secondary sources will be emphasized. *This course is highly recommended as a prerequisite for United States History, Advanced Placement.

United States History: The Twentieth Century 1542
Full Year Course/2 Credits
Core 40 Course
Academic Honors Diploma Course
Junior Level
This is a two semester course which builds upon concepts developed in previous studies of American history. In this course, students will be given the opportunity to identify and review significant events and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of historical events and geographic, social, and economic influences on national development in the late nineteenth and twentieth century.

United States History, Advanced Placement 1562
Full Year Course/1 Credit
Core 40 Course
Academic Honors Diploma Course/Weighted Course (.333)
Junior Level
This Advanced Placement United States History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. This course is intended for qualified students who wish to complete studies in secondary school equivalent to college introductory courses in U.S. History. The course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students will learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. This AP United States History course will develop the skills necessary to arrive at conclusions to the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Psychology 1532A
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course
Senior Level
This one semester class provides an opportunity to study individual and social psychology and how the knowledge and methods of psychologists are applied to the solution of human problems. Content for the course will include some insights into behavior patterns and adjustments to social environments. The course is designed to help each student become aware of himself as an individual in today's society.



Sociology 1534
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course
Senior Level
This one semester course provides an opportunity for students to study group behavior and basic human institutions. Broad areas of content include the study of institutions found in all societies, such as the family, religious community organizations, political and social groups, and leisure time organizations. Moral values, traditions, folkways, the mobility of people, and other factors in society which influence group behavior are also studied.

Economics 1514
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course
Senior Level
This one semester required course investigates the specific economic effect of market forces and government policies on individuals and the major institutional groups, such as business and labor in the economy. Special attention is given to economic concepts and principles used by consumers, producers, and voters.

United States Government 1540
One Semester Course/1 Credit
Core 40 Course
Academic Honors Diploma Course
Senior Level
This required one semester course focuses upon the development of responsible citizens based upon thinking and decision-making skills which allow students to gain knowledge, process information, consider the importance of values and beliefs, and actively participate in a democratic society. The study of United States government helps students to comprehend and gain an appreciation of political origins.

TECHNOLOGY EDUCATION

Technology Systems 4808
One Semester Course/1 Credit
A Core 40 directed elective as part of a technical career area.
Freshman, Sophomore, Junior, and Senior Levels
An introductory activity-based course in which students explore different technologies and the principles used to develop, produce, and use them. Automation and robotics, flight simulation, engineering stress analysis, numerical control milling, mechanical power, computer graphics, computer-aided design, fiber optics and lasers, and exploratory electronics will be studied with use of computers in a modular setting.

Communication Systems 4780
One Semester Course/1 Credit
A Core 40 directed elective as part of a technical career area.
Freshman, Sophomore, Junior, and Senior Levels
This introductory course will explore the application of tools, materials and energy in developing and producing communication systems. Students will produce graphic and electronic media as they explore the use of today's technology used to communicate information.



- Construction Systems (Fundamentals of Woods will be covered in this course.) 4782
 One Semester Course/1 Credit
 A Core 40 directed elective as part of a technical career area.
 Freshman, Sophomore, Junior, and Senior Levels
 This is a broad course that allows students to explore the application of tools, materials processes, and energy while designing, producing, using, and assessing constructed works. The goal of this course is to get students involved in laboratory activities that explore the techniques used in producing residential, commercial, civil, and industrial structures.
- Manufacturing Systems (Fundamentals of Welding, Machining, & Plastics will be covered in this course.) 4784
 One Semester Course/1 Credit
 A Core 40 directed elective as part of a technical career area.
 Freshman, Sophomore, Junior, and Senior Levels
 This course will explore the application of tools, materials and energy in developing, producing, using, and assessing manufactured projects and products. Students will explore techniques used to apply technology in obtaining resources and changing them from manufacturing material into finished products.
- Transportation Systems (Fundamentals of Power Mechanics will be covered in this course.) 4786
 One Semester Course/1 Credit
 A Core 40 directed elective as part of a technical career area.
 Freshman, Sophomore, Junior, and Senior Levels
 This is a broad course that will explore the application of tools, materials, and energy in developing, producing, using, and assessing transportation systems. Students will develop a basic understanding of transportation and how to apply technology to move people and cargo in vehicles and by other means on land, in water, air, and space. Some student activities include designing a car through a computer, building models in a wind tunnel, testing and measuring internal combustion engines, building levitating trains, and testing boat hulls in a water tank.
- Design Processes (Fundamentals of Drafting will be covered in this course.) 4794
 Full Year Course/2 Credits
 A Core 40 directed elective as part of a technical career area.
 Freshman, Sophomore, Junior, and Senior Levels
 This is an introductory course in which the students will learn universal technical language through the use of mechanical drafting and use the application of fundamental graphic principles for the purpose of communicating technical information. Sketching, instrument drawing, and computer-aided techniques are used to design and represent technical concepts, components, and systems. Students will use skills developed in designing and producing technical graphics to interpret other's designs.
 This course satisfies requirements for 3 hours of credit at Ivy Tech State College (Tec 102) and 2 hours of credit for Design Drafting (IMT 101) at ISU (credit by exam).
- Computer Design and Production Systems (AutoCad) 4800
 Full Year Course/2 Credits
 A Core 40 directed elective as part of a technical career area.
 Sophomore, Junior, and Senior Levels
 Prerequisite: Design Processes or Drafting
 This course focuses on using computer systems in producing drawings and specifications for products, structures, and in controlling automated production systems. This is a specialized course (AutoCad) that explores technological processes and employs creative problem solving.
 This course satisfies requirements for 3 hours of credit at Ivy Tech State College (DSN 103, CAD Fundamentals).



Communication Processes (Fundamentals of Electronics will be covered in this course.) 4790
Full Year Course/2 Credits

A Core 40 directed elective as part of a technical career area.

Sophomore, Junior, Senior Levels

Prerequisite: Communication Systems

An extension of communication systems, this specialized course explores the technologies used to produce and deliver graphic and electronic media. Activities include hands-on experiences, including designing graphic media, CAD (computer-aided drafting), photography, and audio-video production.

This course satisfies requirements for 2 credit hours (ECT 161, DC Fundamentals) at ISU (credit by exam).

Construction Processes (Fundamentals of Woodworking & Electricity will be covered in this course.) 4792

Full Year Course/2 Credits

A Core 40 directed elective as part of a technical career area.

Sophomore, Junior, and Senior Levels

Prerequisite: Construction Systems or Woods

This is a course that allows students to gain an understanding of how construction technologies are used. Through hands-on activities, students will learn how a residential home is built. Students also will have the opportunity to investigate community planning, to “buy and prepare a site”, to “obtain a general contractor”, and to participate in the entire “construction process.” Students will explore technological processes used to produce commercial and industrial buildings in a variety of civil structures.

Manufacturing Processes (Fundamentals of Welding, Machining, & Plastics will be covered in this course.) 4796

Full Year Course/2 Credits

A Core 40 directed elective as part of a technical career area.

Sophomore, Junior, and Senior Levels

Prerequisite: Manufacturing Systems or Metals

This is a specialized course that explores the technological processes used to obtain resources and change them into industrial and consumer products. Students will explore techniques used to apply technology in obtaining resources and changing them from materials to finished product. Also, students will explore the management of technological processes used to design and produce products. Students will study the impact that manufacturing has on society.

VOCATIONAL PROGRAMS

Agricultural Courses

See Agricultural Science and Business

Automotive Services Technology, Level I 5510A

Northview High School

Full Year Course, 3 hours daily/6 Credits

A Core 40 directed elective as part of a technical career area.

This course qualifies as an Academic Honors Diploma elective

Junior and Senior Levels -If space is available

This class meets three periods per day. Students enrolled in this program will develop the basic knowledge and skills needed to perform general diagnosis and repair of automotive systems. It combines instruction in automotive theory with an emphasis on practical laboratory experiences. Students will be taught with the assistance of the most modern equipment on the market to diagnose and repair today's complex vehicles. The course is articulated with Ivy Tech State College. Students earning a B or better in the class are eligible to receive 6 college credits through Ivy Tech State College.



Automotive Services Technology , Level II 5510B
Northview High School
Full Year Course, 3 hours daily/6 Credits
A Core 40 directed elective as part of a technical career area.
This course qualifies as an Academic Honors Diploma elective
Senior Level
Prerequisite: Automotive Services Technology, Level I
This course includes more advanced training with more emphasis placed on diagnostics and trouble-shooting. Level II students are mentors for Level I students. This course is articulated with Ivy Tech State College. Students earning a B or better in the class are eligible to receive 9 college credits through Ivy Tech State College.

Building Trades Technology, Level I 5580A
On-Site
Full Year Course, 3 hours daily/6 Credits
A Core 40 directed elective as part of a technical career area.
This course qualifies as an Academic Honors Diploma elective
Junior Level and Senior Level if space is available
Prerequisite: Construction Systems and Construction Processes
Highly Recommended: Electricity and Drafting
This program offers three credits each semester and occupies one-half day sessions (three periods) that teaches basic building trades for students who plan to pursue a related vocation following graduation. It includes classroom and laboratory experiences concerned with the building of a house from ground up each year. Instruction provides a variety of activities such as the following: cost estimating, cutting, fitting, fastening, and finished various materials; the uses of a variety of hand and power tools; and blueprint reading and following technical specifications. Knowledge concerning the physical properties of materials is also emphasized. Instruction in plastering, dry wall installation, and roofing are covered in this course of study.

Building Trades Technology, Level II 5580B
On-Site
Full Year Course, 3 hours daily/6 Credits
A Core 40 directed elective as part of a technical career area.
This course qualifies as an Academic Honors Diploma elective
Senior Level
Prerequisite: Building Trades Technology, Level I
The second year of the Building Trades Technology program is a repeat of the activities of the first year (three periods per day). Since a house is built each year, the second year student is involved with activities which require greater knowledge and ability than those developed the first year. Second year students are also expected to begin to identify with a specialty area which is of particular interest. At the conclusion of the program each student should have experienced most of the activities related to building a house in addition to being able to demonstrate proficiency in a specialty area.

Computerized Accounting Services
Business Technology Lab I
*See Business Technology Education

Family and Consumer Science Courses
*See Family and Consumer Science in Booklet



Graphic Imaging Technology I

5720A

Northview High School

Full Year Course, 2 hours daily/4 Credits

A Core 40 directed elective as part of a technical career area.

This course qualifies as an Academic Honors Diploma elective

Junior and Senior Levels

The course emphasizes learning experiences as they relate to all phases of the offset printing industry and is designed for students interested in pursuing a related vocation following graduation. The course includes learning experiences that focus on practical laboratory experiences within the offset printing industry. Students learn in a working shop situation and actually print many of the materials published within the school corporation. Students will be assigned to a variety of workstations during their first year of the program (4 total workstations completed). Classroom emphasis is rotated yearly among different industry categories: Desktop Publishing, Camera/Plate Procedures, or Offset Press/Finishing Procedures. This course is articulated with Ivy Tech State College. Students earning a B or better in the class are eligible to receive college credits through Ivy Tech State College. This is the introductory year of a 3-year program.

Graphic Imaging Technology II

5720B

Northview High School

Full Year Course, 2 hours daily/4 Credits

A Core 40 directed elective as part of a technical career area.

This course qualifies as an Academic Honors Diploma Elective

Senior Level

Prerequisite: Successful completion of Graphic Imaging Technology I

This course includes more advanced training with more emphasis placed on diagnostics and troubleshooting. Level II students are mentors for Level I students. This course is articulated with Ivy Tech State College. Students earning a B or better in the class are eligible to receive 9 college credits through Ivy Tech State College.

Vocational Cosmetology

5802

Full Year Course, 4 hours daily/8 Credits

A Core 40 directed elective as part of a technical career area.

This course qualifies as an Academic Honors Diploma elective

Senior Level

Cosmetology is a program to develop skills and knowledge in performing a variety of beauty treatments, including care and beautification of the hair, complexion, and hands. This program is designed to qualify students for the State Board of Beauty Culture examination and thereby allows them to practice as a beautician in the State of Indiana. This course requires creativity, finger dexterity, eye-hand coordination, and ability to relate to people. This instructional program involves commitment to a rigorous 1500 clock hours of training as well as financial responsibility for parents. In order for students to complete the 1500 hours of instruction, it is necessary that they begin full time training during the summer before their senior year. The actual vocational instruction is currently scheduled to take place at Harrold's Beauty Academy. During the regular school year, students will follow their high school morning program, reporting to the cosmetology school for afternoon instruction. Clay Community Schools will provide a tuition credit toward the total training costs of the school selected.



IVY TECH VOCATIONAL OFFERING

Aviation Maintenance Technology

5520

Full Year Course, 3 hours daily/6 Credits

A Core 40 directed elective as part of a technical career area.

This course qualifies as an Academic Honor Diploma elective

Senior Level

Prerequisite: C or higher in Algebra I

This dual credit program is offered in conjunction with Ivy Tech State College and the Indiana Center for Aviation Technology at Hulman Regional Airport. Students will be in class ("Aircraft Electricity & Basic Science" and "Aviation Basics") at the airport for three and one-half hours daily, earning 17 credit hours toward an Associate Degree in Applied Sciences. Clay Community Schools will provide tuition credit toward the cost of the program. The student will be responsible for meeting entrance requirements and the purchase of the required textbooks. The Aviation Maintenance Technology program will prepare the student for entry into a career in aviation. The classroom and laboratory experiences include inspection, repair, servicing, and overhauling of all airplane parts, including engines, propellers, instruments, airframes, fuel and oil tanks, control cables, and hydraulic units. Use of technical manuals and various kinds of testing equipment will be emphasized. The Airframe and Powerplant Specialty will allow the student to gain certification as an airframe and powerplant mechanic, as well as introduce the student to quality control methods, team building, technical writing, and computer skills.



CAREER CLUSTERS

APPENDIX

Career Clusters are simply groups of occupations with similar attributes. Career clusters can be used to help students develop a sequence of related courses. Students who have an interest in a specific or broad career area may take a sequence of courses to better prepare them for further education or employment in a career cluster. Identifying career clusters in high school allows students to be more focused when choosing high school courses and often increases motivation.

Key Points

- *Career clusters should never be used to limit student options.
- *Clusters should be organized to represent all post-high school options (e.g. entry-level positions, middle level-positions, and professional-level positions).
- *Clusters should be fluid and allow students to change career goals and clusters as they gain new knowledge and complete different experiences.
- *Clusters should promote curriculum and instruction linkage which help students see practical applications and school-to-work relationships as they progress through a logical sequence of courses leading to career objectives.
- *Clusters would include course sequences that promote student completion of a strong academic core to strengthen future career mobility and ensure the ability to engage in life-long learning.

