**SPRINGS VALLEY SCHOOLS**

**2018-19**

#### COURSE DESCRIPTIONS

ENGLISH

# ADV ENG Composition I; ENGL 111 Ivy Tech

**Two semester course- 2 credits high school, 3 dual credits**

**Prerequisite – Grade 11**

**Requirement**

**Dual Credit Course- Test score qualifications- ACT Reading 18 and English 17, or Accuplacer Sentence Skills 80 and Reading 76, SAT 27 Writing and Language and 25 Reading, PSAT 25 reading and 26 writing**- This score is subject to change if Ivy Tech changes the requirements

**\*This is a weighted course (1 point).**

English Language and Composition is a course offered for credit by an accredited postsecondary institution. This course is designed to help the student develop the ability to think, to organize, and to express ideas clearly and effectively. Emphasis is placed on the various forms of expository writing. These include description, narration, exemplification, process, cause and effect, comparison and contrast, classification, definition, argumentation, and essay response. Students write frequently and make use of technological resources in preparing their papers. Students are to complete each of the writing assignments, revise each essay as instructed, and return all essays and revisions to the instructor. All prewriting is required as part of the assignment and is turned in along with the final draft. Students are also assigned work in the text(s) and are responsible for the assigned readings and material covered in class. Students keep journals for both free writing and rewriting activities leading to finished essays. Some class meetings consist of lecture and discussion; others are devoted to individualized or group work on the reading and writing assignments. ***Students should understand that this course is a college credit course and requires more reading and writing than high school level English courses. This course is a transferIN course.***

**ADV ENG – Exposition and Persuasion; ENGL 112 Ivy Tech**

**One Semester course- 1 credit high school, 3 dual credits**

**Prerequisite- pass ENGL 111 with a C or better**

**Requirement**

**Dual Credit Course- with prerequisite**

**\*This is a weighted course (1 point).**

A continued development of writing skills introduced in ENGL 101. Students learn how to conduct research and how to base their writing on research. In addition to shorter documented papers, all students are required to write a longer investigative paper that must be fully documented according to MLA standards. Students should understand that this course is a college credit course and requires more reading and writing than high school level English courses. This course is a transferIN course.

# Adv English Lit: dual credit

# STUDENT MEDIA (YEARBOOK)

# Full Year Course – 2 Credit

**Prerequisite- B or above in previous English classes & Grades 10-12, complete an application. Requires teacher approval**

**Fine Art Credit**

The purpose of this course is to publish the *Hawkeye,* the school yearbook, and other school publications. Students will learn the basics of publication design and will work with computerized design programs such as Adobe Photoshop, and Microsoft Publisher.  After the first few weeks of class in which the basics of journalism are studied, the course becomes a laboratory class in which students are responsible for writing captions and articles, taking pictures, and designing yearbook pages to meet deadlines for publication. A basic understanding of grammar and good writing skills are important to do well in this class. In addition, interest in writing stories, photography, and computer design is helpful. Students should realize that in order to cover their beats and fulfill assignments and responsibilities for this class, they will need to use time beyond the class period.

**ENGLISH 12**

**Full Year Course- 2 credits**

**Prerequisite- Grade 12**

Business Communications is designed to provide students with the broad, thorough training necessary to develop competence on the job in each of the following communication skills: reading, writing, and listening.

**ENGLISH 11**

**Full Year Course – 2 Credits**

**Prerequisite – Grade 11**

**Required**

We will study American literature from the Colonial Period to the present.  We will read and discuss major works and authors from each literary period, styles, and genres.  A daily journal entry is required.  Also required are a five-minute research presentation and two book reports. Each of the major essay types will be explored.

**ENGLISH 10**

**Full Year Course – 2 Credits**

**Prerequisite – Grade 10**

**Required**

In this course, students will read a variety of literature and informational texts.  They will also explore the many genres of writing, composing narrative, persuasive, expository and research pieces.  We will also look at basic Standard English writing conventions and the writing process.  Preparation for the English 10 End of Course Assessment, which is a graduation requirement, will guide our studies.

**ENGLISH 9**

**Full Year Course – 2 Credits**

**Prerequisite – Grade 9**

**Required**

In this course, we will read a variety of literature, including short stories and a novel, and study the basic components: plot, character, setting, point of view, theme, poetry, speaker, word choice, imagery, figurative language.  We will also study informational texts, the genres of writing, and writing conventions while preparing for the English End of Course Assessment required for graduation.  Students are introduced to the work of Shakespeare when reading *Romeo and Juliet*; they will also complete a comprehensive research project.

**LANGUAGE ARTS LAB**

**Full Year Course- 2 Credits**

**This course will be used as a remediation course for students who do not pass the graduation exam.**

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English Language/Arts focusing on the writing standards. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards

**JOURNALISM**

**Full Year Course- 2 credits**

**Elective (Can count as an English credit if the student takes a dual credit English class before graduating.)**

Journalism, a course based on the Indiana Academic Standards for English/Language Arts, is a study of news elements, journalism history, First Amendment law, ethics, fact and opinion, copy editing, news, and features as they apply to print and digital media products. It includes a comparison study of journalistic writing to other types of English writing with practical application of news, features, editorials, reviews, columns and digital media writing forms. For the second credit: Students continue to develop journalistic writing skills in addition to studying graphic design, advertising, public relations, photojournalism and emerging media development and design. By the end of the semester, students write, shoot, and design stories for print and digital media products.

**\*\* Students who fail a semester of English will be required to make it up in summer school. Students will not be allowed to move to the next level of English until all lower levels are passed.**

MATH

# ALGEBRA\_I

## Full Year Course – 2 credits

**Prerequisite – None (8th graders – by approval)**

**Required**

Algebra I is offered to all high school students and to eighth graders receiving teacher recommendation from their seventh grade math teacher. Strong basic operations skills are required. Core standards that will be addressed: Operations with Real Numbers, Linear Equations and Inequalities, Relations and Functions, Graphing Linear Equations and Inequalities, Pairs of Linear Equations and Inequalities, Polynomials, Algebraic Fractions, Quadratic, Cubic, and Radical Equations, and Mathematical Reasoning and Problem Solving. They will also be required to communicate verbally with other students about problem solving techniques.

**ALGEBRA II**

**Full Year Course- 2 Credits**

**Prerequisite- Algebra I**

**Requirement for AHD, THD & Core 40**

Students will recognize and graph polynomial, rational, and algebraic functions along with linear equations and inequalities involving absolute value. Students will define complex numbers, while relating them to real numbers and using them to solve quadratic equations. While dealing with circles, ellipses, parabola, and hyperbolas, students will write equations and draw graphs while relating an algebraic expression to a geometric one. Students will understand and use the binomial theorem for positive integer powers. They will understand and use the concepts of negative and fractional exponents.

\*\****Both semesters of Algebra I must be passed in order to take Algebra II, if they aren’t the student must take Algebra I over before taking Algebra II***

**CALCULUS; MATH 211 Ivy Tech**

**Full Year Course- 2 credits, 4 dual credits**

**Prerequisite- Pre Calculus**

**Quantitative Reasoning**

**Dual Credit Course- Must have received credit in MATH 136 and 137**

**\*This is a weighted course (1 point).**

Reviews the concepts of exponential, logarithmic and inverse functions. Studies in depth the fundamental concepts and operations of calculus including limits, continuity, differentiation including implicit and logarithmic differentiation. Applies differential calculus to solve problems in the natural and social sciences, to solve estimation problems and to solve optimization problems. Applies differential calculus to sketch curves and to identify local and global extrema, inflection points, increasing/decreasing behavior, concavity, behavior at infinity, horizontal and vertical tangents and asymptotes, and slant asymptotes. Applies the concept of Riemann sums and antiderivatives to find Riemann integrals. Applies the fundamental theorem of calculus to solve initial value problems, and to find areas and volumes and the average values of a function

**FINITE MATHEMATICS; MATH 135 Ivy Tech**

**Full Year course- 2 credits**

**Prerequisites- Algebra II**

### AHD course requirement

### Dual Credit Course- Test score qualifications: ACT Math 24, or Accuplacer EALG 74, PSAT 27 math subtest, SAT 550 Math- This score is subject to change if Ivy Tech changes the requirements.)

**\*\*This is a weighted course (1 point).**

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite Math is made up of five strands: Sets, Matrices, Networks, Optimization, and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**GEOMETRY**

# Full-Year Course - 2 Credits

## Prerequisite- Algebra 1

### Requirement for AHD, THD & Core 40

The course reviews the basic concepts, terminology, and notations involved in geometry. Topics covered not only include traditional theorems and postulates on angles, lines, circles, and polygons, but also coordinate and transformational geometry. A strong algebra background helps with solving different equations and problems. Homework is assigned almost every day and reviewed or graded the next day. The class will require use of a calculator, graph paper, protractor, rulers, and a compass.

**PRE-CALCULUS/TRIG; MATH 136 and 137 Ivy Tech**

### Full-Year Course - 2 Credits, 6 dual credits

### Prerequisite- Algebra 2 & Grades 11-12

### AHD course requirement

### Dual Credit Course- Test score qualifications: ACT Math 24, or Accuplacer EALG 74, PSAT 27 math subtest, SAT 550 Math- This score is subject to change if Ivy Tech changes the requirements.)

**\*This is a weighted course (1 point).**

This two-semester course provides experiences with functions, trigonometry, and some analytical geometry. The use of a graphing calculator (TI-84) is done throughout the course. The course is designed to help those students with mathematics in college. Homework is assigned almost every day and reviewed or graded the next day.

*1st Semester*: Presents an in-depth study of functions, quadratic, polynomial, radical, and rational equations, radicals, complex numbers, systems of equations, matrices, and exponential and logarithmic functions.

*2nd Semester*: Presents an in-depth study of right triangle trigonometry, oblique triangles, vectors, graphs of trigonometric functions, trigonometric identities and equations and complex numbers in rectangular and polar/trigonometric forms, rectangular and polar coordinates, rational functions and conics.

**MATH 10**

**Full Year course- 2 credits**

**Prerequisite- Algebra I**

**Math Credit for the General Diploma only- Elective Credit for all other diplomas**

Math 10 is a two-semester course designed to reinforce and elevate the Algebra 1 and 7th and 8th grade geometry knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra 1 and essentials for passing the state's graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra I teacher based on diagnostic results of performance in Algebra I and/or mathematics competency assessments. The standards for this course are aligned to the state standards that students need to master for success with the state's graduation qualifying exam in mathematics and the next level math courses. Emphasis is on a variety of instructional methods designed to meet each student's needs and delivered through competency-based units with frequent pre and post assessment data analyzed to drive instructional design and delivery.

\*\*Students who fail the ISTEP +10 math test will be put in Math 10 for remediation purposes.

\*\*It may be recommended for students who are not strong in Algebra I to take Math 10 before moving on to Algebra II.

*\*\* General Diploma students: Two credits in math can also be earned by taking Personal Finance/Business Math.*

***\*\* Math order- 8th grade Algebra, Geometry, Algebra II, Pre-Calculus- 9th grade Algebra, Algebra II, Geometry, Pre-Calculus.***

PHYSICAL EDUCATION

**ADVANCED PE**

**Full-Year Course- 2 credits**

**Prerequisite- None**

**Required (This course can count for a PE credit)**

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training, and cardiorespiratory endurance activities. Students will learn the fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. This is course is open to both females and males.

# HEALTH

**One Semester – 1 Credit**

## Prerequisite- None

### Required (unless student passes three credits in FACS)

Health – Provides our students with in-depth learning about basic knowledge, concepts, hands on activities, and skills needed to adopt or reinforce healthy attitudes. The course provides students with learning in the following areas: social and emotional health, the human body and its systems, nutrition, drug use and abuse, disease prevention, the life cycle, first aid and safety, physical fitness, family life, community health, AIDS, breast and testicular cancer, sexually transmitted diseases, abstinence, birth control measures, parenting skills and prerequisites, pregnancy and the birth process, effects of alcohol and drugs in dating and sexual activity, and showing affection without sex.

**PHYSICAL EDUCATION**

**One Semester Course – 1 Credit**

**Prerequisite- None**

**Required**

This course will provide a co-educational opportunity for the continued development of basic skills through a variety of activities. These offerings will include individual and team sports, lifetime activities, creative movement experiences and aquatic activities. The following sporting activities will be offered: tennis, golf, track and field, soccer, badminton, pickle ball, table tennis, dance, dodge ball games, ultimate Frisbee, conditioning, aerobic activities, cooperative learning activities, flag football, softball, volleyball, kickball, swimming and basketball. The course will attempt to develop and maintain an optimal level of physical fitness.

*\*\*Students must take 2 semesters of P.E.*

*\*\*Students wishing to waive their PE credit must see Mr. Denbo*

#### SCIENCE

# ANATOMY/PHYSIOLOGY

**Full Year Course- 2 credits**

**Prerequisite- 11 or 12th grade**

**Core 40, Core 40 AHD, Core 40 THD**

This class will cover the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, histology (tissues), and the systems - integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive.  A knowledge of basic biology is required and any prerequisite biology not brought into the class will be required outside learning.  Common human disease processes will be examined. Dissection will be used for human comparative studies.  The student will go beyond memorizing (much anatomy) to gaining an understanding of how structures function together (physiology).

# BIOLOGY I

## Full Year Course – 2 Credits

**Prerequisite- None**

**Requirement for Freshmen or Sophomore, Required for graduation**

Biology 1 explores the concept of life and the structure and development of living things.  It will include definitions of life and its characteristic properties, basic chemistry, the molecules of life, DNA fingerprinting techniques, genetic inheritance and stem cells.  The study will include how living things evolve and live together and share resources and environment.  The development and interactions of organisms from the simple celled to the multi-celled are studied.  This course includes a study of biology and medicine, biology and the environment, and biology and careers.  The course will address issues related to the planet under stress, human interference, and pollution of the environment.  Students will gain an understanding of their personal responsibility to themselves and all living things in the web of life and the entire biosphere.  Incorporated into the course will be frequent laboratory experiences pertaining to microscopic work, Electrophoresis, field studies, dissections and various research projects related to genealogy, ecosystems, classification system, and other areas of interest.

**CHEMISTRY I**

**Full-Year Course - 2 credits**

# Prerequisite- Algebra I and II (Algebra II can be taken concurrently) & Grades 11-12

**Quantitative Reasoning**

**Core 40, Core 40 AHD and Core 40 THD**

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure and the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

**CHEMISTRY II**

**Full-Year Course - 2 credits**

# Prerequisite- Chemistry I and Algebra II & Grades 12

**Quantitative Reasoning**

**Core 40, Core 40 AHD and Core 40 THD**

**\*This is a weighted course (1 point).**

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

**EARTH/SPACE SCIENCE**

**Full Year Course- 2 Credits**

**Prerequisite- 9 or 10th Grade**

**Core 40, Core 40 AHD and Core 40 THD**

Earth and Space Science allows students to investigate, through class, laboratory and fieldwork, the universe, Earth, and the processes that shape Earth. They understand that Earth operates as a collection of interconnected systems that may be changing or may be in equilibrium. Students connect the concepts of energy, matter, conservation, and gravitation to Earth, the solar system, and the universe. Students will utilize the knowledge of the materials and processes of Earth, planets, and stars in the context of the scales of time and size. Students will realize that new scientific ideas are limited by the context in which they are conceived, and are often rejected by the scientific establishment. These ideas sometimes spring from unexpected findings, and grow or transform slowly through the contributions of many different investigators. Topics include geology, astronomy, geomorphology, meteorology and GPS systems.

**INTEGRATED CHEMISTRY AND PHYSICS**

**Full-Year Course - 2 credits**

**Prerequisite- None**

**Quantitative Reasoning**

**Core 40, Core 40 AHD and Core 40 THD**

This course covers the basics of chemistry and the basics of physics. The students will engage in scientific thinking and measurement activities. Students will gain a basic understanding of the structure of matter and its changes. They will study several laws of physics, including an extensive lab involving circuitry. Students will safely investigate through laboratory experiences as well as through classroom instruction. Students will write basic lab reports learning to clearly communicate their findings.

**PHYSICS**

**Full Year Course: 2 credits**

**Prerequisite- Geometry and Algebra II**

**Quantitative Reasoning**

**Core 40, Core 40 AHD and Core 40 THD**

This course studies the fundamental concepts of Physics and demonstrates many of its applications.

Topics include: Kinetics, kinematics, energy, thermodynamics, waves, sound, light, electricity, magnetism, and nuclear physics.

Physics involves a great amount of mathematical applications. Students taking Physics should feel confident in their math and communication skills. Throughout the course students will be expected to read selections, do minor research, take part in class demonstrations and class discussions, complete answers to questions and problems over the topics covered, take part in laboratory exercises and laboratory write-ups, and work on group projects. This course will be considered valuable to anyone going into science, engineering, medicine, or industry, but topics will also include information that is valuable in everyday living situations.

SOCIAL STUDIES

# ECONOMICS

**One Semester Course – 1 Credit**

**Prerequisite – Grade 12**

**Quantitative Reasoning**

**Required for AHD & Core 40**

Economics will provide and acquaint students with opportunities to develop knowledge and skills needed for active participation as a citizen and consumer. It should allow students to develop the ability to make well-informed decisions and act responsibly by using their rights and responsibilities as a consumer.

To accomplish these goals, this course will include various economic concepts at work today, the basic models for decision making at various levels, and different areas such as: (1) the role of the consumer, producer, saver, and voter, (2) business decisions to help maximize profits through economic indicators and economic models; and (3) monetary policies that deal with output and prices in the national economy.

It should also be noted that the other topics included are: Going into Debt, Marketing, the banking system, the Federal Reserve System, and the stock market. Projects include guest speakers, portfolios, real-world simulations for financing and debt, and the use of the “stock market game,” sponsored by the Indiana Council for Economic Education.

**ETHNIC STUDIES**

**One Semester Course- 1 Credit**

**Prerequisite- None**

**Counts as an elective for all diplomas**

Ethnic Studies provides opportunities to broaden students’ perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States

**GEOGRAPHY AND HISTORY OF THE WORLD**

**Full Year Course – 2 Credits**

**Prerequisite – 10-12**

**Core 40, Core 40 AHD and Core 40 THD**

World Geography covers the basic themes of geography and countries throughout the world. Culture, landforms, socioeconomic, and detrimental issues are discussed. Class lectures, group projects, and individual assignments are utilized. Tests, quizzes, essays, projects, and homework are used for student evaluation.

**INDIANA STUDIES**

**One Semester Course- 1 Credit**

**Prerequisite- None**

**Counts as an elective for all diplomas**

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

**UNITED STATES GOVERNMENT**

**One Semester Course – 1 Credit**

**Prerequisite – Grade 12**

**Required**

United States Government provides students with an understanding of their rights and responsibilities as citizens of the United States. This course will explore the history and origins of the various regimes of government and the structure and importance of the legislative, executive, and judicial branch. An emphasis on the Constitution and Bill of Rights will be discussed in relation to real-life events. Many other amendments will be covered as well. Specific court cases will also be examined extensively to increase student knowledge and awareness. In conclusion, students are required to participate in mock elections and bill writing. Robert’s Rules will be used to aid understanding and comprehension. Students will analyze political issues within our community, state, and country. Students will also use technology to access relevant information.

**UNITED STATES HISTORY**

**Full Year Course – 2 Credits**

**Prerequisite – Grade 11**

**Required**

The purpose of this course is to teach students about the history of the United States following the Civil War. Topics include the great migration west, the removal and mistreatment of the Native Americans, our involvement in the Spanish-American War, World War I and II, the Korean conflict, 1960’s and 1970’s, Vietnam War, and up to the Clinton years. Various projects will be introduced to increase further understanding.

## ART

**INTRODUCTION TO 2D ART/ADVANCED 2D ART**

**1ST Semester- Intro to 2D- 1 Credit**

**2nd Semester- Advanced 2D- 1 Credit**

**Prerequisite- None**

**Directed Elective or Flex Credit**

This is an intro level art class. Students create art projects using a variety of mediums. This course emphasizes the elements and principles of design with each project focusing on one. Projects include drawing, sculpture, printmaking, digital painting, and collage. Students also study art history, art criticism, and aesthetics. Students will learn to describe, interpret, analyze, and make informed judgments about art. Students are expected revise and refine their work.

All students taking this course will be provided with a tote-tray of tools and materials for use during the year that they will be responsible for returning at the end of the school year. There will be a $10.00 lab fee collected at the beginning of the school year.

# DRAWING/PAINTING

**1ST Semester- Drawing- 1 Credit**

**2nd Semester- Painting- 1 Credit**

**Prerequisite- None**

**Directed Elective or Flex Credit**

Students create portfolio quality art projects using a variety of drawing and painting mediums. Areas of study include basic drawing skills, drawing/painting from observation, still life, linear perspective, portraits, abstract art, and landscapes. Students also study art history, art criticism, and aesthetics. Students are expected to reflect upon and refine their work. Students also explore cultural and historical connections in art; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills.

All students taking this course will be provided with a tote-tray of tools and materials for use during the year that they will be responsible for returning at the end of the school year. A $10.00 lab fee will be collected at the beginning of the school year to help offset the cost of consumable supplies.

**STUDIO ART (DRAWING)**

**Prerequisite- Drawing and Painting or Intro 2D and Adv. 2D**

**Directed Elective or Flex Credit**

**\*This course is weighted .5 points.**

**Dual Credit Course- Test score qualifications- ACT Reading 18 and English 17, or Accuplacer Sentence Skills 80 and Reading 76, SAT 27 Writing and Language and 25 Reading, PSAT 25 reading and 26 writing**- This score is subject to change if Ivy Tech changes the requirements

This class will build on the studio skills, art history, art criticism, and aesthetics learned in the prerequisite classes. Students create portfolio quality art projects using a variety of drawing mediums and techniques.  Areas of study include advanced drawing skills, drawing from observation, still life, linear perspective, figures and portraits, abstract art, and landscapes. Students also study art history, art criticism, and aesthetics.  Students are expected to reflect upon and refine their work. Students also explore cultural and historical connections in art; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills.

All students taking this course will be provided with a tote-tray of tools and materials for use during the year that they will be responsible for returning at the end of the school year.  A $20.00 lab fee will be collected at the beginning of the school year to help offset the cost of consumable supplies.

**ART HISTORY, ADV ART HISTORY**

**Prerequisite- none**

**Elective**

**\*This course is weighted .5.**

**Dual Credit Course- Test score qualifications- ACT Reading 18 and English 17, or Accuplacer Sentence Skills 80 and Reading 76, SAT 27 Writing and Language and 25 Reading, PSAT 25 reading and 26 writing**- This score is subject to change if Ivy Tech changes the requirements

An introductory course in art which explores the creative processes of humankind, its usage of specific traditional and contemporary media for communication and the study of periods and styles in art as they relate to the human condition. The course will explore the nature of art, the evaluation of art, and the processes and materials of art. The students will examine the formal elements of design and look at a wide variety of both two and three-dimensional artworks and will learn about the processes and tools involved in their creation.

**PHOTOGRAPHY/ADVANCED PHOTOGRAPHY  
Full Year Course- 2 credits**

**Prerequisite- None**

**Directed Elective or Flex Credit**

**This course is not offered every year.**

Students create portfolio quality photography and video projects. Areas of study include film developing and printing, digital photography, manual controls on camera, digital photo editing, video editing, photography lighting, and photomontage. Students also study art history, art criticism, and aesthetics. Students are expected to reflect upon and refine their work. Students also explore cultural and historical connections in art; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills.

All students taking this course will be provided with and responsible for tools and materials for use during this class.  A $25.00 lab fee will be collected at the beginning of the school year to help offset the cost of consumable supplies.

MUSIC

**CHORUS**

**Full-Year Course 2 credits**

**Prerequisite- None**

**Directed Elective or Flex Credit**

Chorus is a music performance based class. Students sing literature ranging from classical pieces, sacred works, and popular melodies. The class performs at school functions, concerts, social gatherings, and special events. Students are required to attend all after school rehearsals and performances. Students learn how to sing individually and within a group. Areas of instruction include the following: posture, breath support, articulation, dictation, intonation, rhythmic accuracy, and balance. Students participate in a Choral Contest each year and students are encouraged to participate in ISSMA solo and ensemble as well.

**HIGH SCHOOL BAND**

**Full-Year Course 2 credits**

**Prerequisite- Students must participate in marching band.**

**Directed Elective or Flex Credit**

The purpose of this class is to rehearse members of the marching band, pep band, and concert band. Students that want to enroll in high school band must be members of the fall marching band. Students also perform at the ISSMA Solo and Ensemble Contest. The band takes several educational and performance based trips over the course of the year. Recent band trip destinations include the following: Bloomington, IN, Indianapolis, IN, Gatlinburg, TN, and Evansville, IN.

**MUSIC APPRECIATION**

**Full-Year Course 2 credits**

**Prerequisite- None**

**Directed Elective or Flex Credit**

The objective of Music Appreciation is to provide students with a basic understanding of music history and help them develop an appreciation for classical (art) music and other prominent musical styles. This class will present students with information and audio examples from important time periods in music history. Discussions will also include examples from other areas such as art, literature, history, architecture, and other performing arts and fine arts. Students are able to use the computer lab and are encouraged to interact with technology through group projects.

**PERCUSSION ENSEMBLE**

**Full year course- 2 credits**

**Prerequisite- Marching Band**

**Directed Elective or Flex Credit**

The Percussion Ensemble is comprised of ninth through twelfth grade students that are enrolled in high school band. Students do not have to be percussionists to enroll in Percussion Ensemble. The group performs at Indiana Percussion Association competitions in the winter and the Indiana State School Music Association District and State Solo & Ensemble Contest. Students perform ISSMA Group I ensemble literature, percussion ensemble pieces, and ISSMA percussion solos.

#### Miscellaneous

###### CADET TEACHING

Full-Year Course- 2 credits

**Prerequisite- Grade 12, Must have at least 30 credits before senior year**

**Elective**

This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in grades kindergarten (K) through grade nine (9). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are interested in supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences.

Study topics and background reading provide the cadets information concerning the teaching profession and the nature of the cadet teachers’ assignments. Evaluation is based upon the cadet teachers’ cooperation, day-to-day practical performance, and class work including the cadets’ potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.

###### COLLEGE ENTRANCE PREPARATION

**Full Year course- 2 credits**

**Prerequisite- 10th or 11th grade**

**Elective**

The focus of this course will be preparing students for college by strengthening the skills assessed in college entrance exams, such as the SAT and ACT.  Practice tests will help identify areas of weakness which will be targeted for improvement.  Students will also learn effective test taking strategies and chart their improvement through quarterly progress monitoring exams.  Beyond college entrance, exam preparation the class will also include college selection and application units.

**MEDIA, INNOVATION, DESIGN STUDIO**

**Full Year course- 2 credits**

**Prerequisite- teacher approval**

**Elective**

Media, Innovation, and Design is an open source, self-directed course.  MIDS is a project-based course.  Students will research a topic of their personal interest.  Students will have the option to work together or in a group.  Students will be encouraged to collaborate with outside experts in order to gain knowledge and experience.  Students must submit a project proposal with standards, a timeline, and an approximate and fair point value.  Students will be required to blog/vlog about their results weekly during class, and will be encouraged to share their work with an authentic audience.

Students will set their own learning goals, provide the framework for their learning, and complete work in the timeline they establish.  Students can complete multiple, short, 2-3 week projects or a semester-long project.  Grades are based on student’s ability to complete the work they establish, presentation to involved stakeholders, and self-reflection.

Media:

Members of the class will be required to film, edit, upload, and share morning announcements each day.  They will be handling information important to the school day.  We will be researching and learning the core standards surrounding media and its implementation.

World Language

**SPANISH I- online course**

# Full- Year Course – 2 credits

# Prerequisite- C average in Language Arts class

**Directive Elective**

**SPANISH II- online course**

**Full- Year Course – 2 credits**

## Prerequisite- Passing grade in Spanish I

**Directive Elective**

**SPANISH III- online course**

# Full- Year Course - 2 credits

**Prerequisite-Passing grade in Spanish I and Spanish II**

**Directive Elective**

*\*\*Academic Honors requires six (6) World Language credits.*

*\*\* Some four year colleges require four (4) semesters of high school World Language for admission.*

**Career/Technical Program Offerings**

**PLEASE NOTE**: “**Preparing for College and Careers**” and “Personal Financial Responsibility” (or “**Adult Roles & Responsibilities**” in some schools – to maintain local flexibility) are foundational Career and Technical Education courses **recommended for every student in every Pathway.**

**WORK-BASED INTERNSHIP, CAPSTONE EXPERIENCE**

**Full-Year Course 4-6 credits (Maximum of 3 credits)**

**Prerequisite-Grade 12, 30 credits at start of senior year,** *good attendance record, application and interview process for selection into course program.* At least 4 credits in a logical sequence of courses in the student's career pathway.

Students will explore and gain knowledge about the world of work while participating in the various tasks at their individual work sites. Each internship experience will be different depending on the student’s goals, internship site, and supervisor. Students wishing to participate in an internship their senior year must have a minimum of 30 credits at the beginning of the senior year, good attendance record, an application on file, and participate in an interview process for the course at the end of their junior year.   Students must fill out an application and the job site must be decided on before the beginning of school. Training agreements will be developed jointly by the teacher, the job-site mentor and the student, that clearly states what will be accomplished during the work-based experience. Students should use the internship experience to help decide what career they are interested in after high school by documentation as to what career pathway they are following with the internship experience and having their work site approved before the beginning of school.   Students should be responsible, punctual, and trustworthy to take this course.  Students will complete training agreements, turn in weekly assignments, 9-week assignments, and final assignments which all are requirements for this course.   Attendance is very important for this course. Students should utilize the following website <http://doe.in.gov/pathways/> to validate their internship experience to qualify for their individual career pathway plan. It is expected that the internship will involve a minimum of 10 hours per week for one semester or a minimum of 140 hours over the course of the school year.

##### FACS

**CHILD DEVELOPMENT**

**One Semester Course- 1 credit**

**Prerequisite- None**

**Counts as a directed elective**

*Child Development* is an introductory course that is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Authentic applications such as introductory laboratory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

* One of the six FACS courses from which students may choose three to fulfill the required Health and Safety credit – see State Rule 511 IAC 6-7-6 (6)
* **Pathways**: One of the courses specified in the sequence of courses for the following career pathway plans:
  + Education & Training Cluster: Education Professions Pathway
  + Human Services Cluster: Family and Community Services Pathway
  + Human Services Cluster: Family and Social Services, Youth Development, etc Pathway
  + Recommended for any career area with a potential focus on children, e.g. pediatric medicine or dentistry; design and construction of family housing; design and manufacture of children’s toys and equipment; design and production of arts, A/V, and media for children

PREPARING FOR COLLEGE AND CAREERS

One semester course - 1 credit

Prerequisite- None

This course is required for all freshmen.

Recommended for every student in every Pathway

***Preparing for College and Careers*** addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today’s choices on tomorrow’s possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana’s College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. Financial Literacy Standards for high school students are embedded in this course. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

* Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
* One of the six FACS courses from which students may choose three to fulfill the required Health and Safety credit – see State Rule 511 IAC 6-7-6 (6)

**NUTRITION/WELLNESS  
One Semester Course- 1 Credit**

**Prerequisite- None**   
***Nutrition and Wellness*** is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. This is a nutrition class that introduces students to only the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied. This course is the first in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

* Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
* One of the six FACS courses from which students may choose three to fulfill the required Health and Safety credit – see State Rule 511 IAC 6-7-6 (6)
* **Pathways**: One of the courses specified in the sequence of courses for the following career pathway plans:
  + Education & Training Cluster: Education Professions Pathway
  + Health Science Cluster: Therapeutic & Diagnostic Services
  + Hospitality, Tourism, & Culinary Arts Cluster: Culinary Arts Pathway
  + Hospitality, Tourism, & Culinary Arts Cluster: Hospitality Management Pathway
  + Human Services Cluster: Family and Community Services Pathway
  + Hospitality and Human Services Cluster: Foundation course for all Hospitality and Human Services students

***The following CAREER CLUSTERS can be used to meet the requirements for a TECHNICAL HONORS DIPLOMA.***

**Career Cluster: Agriculture**

**AGRIBUSINESS MANAGEMENT; AGBS 101 VU**

**Full-Year Course- 2 Credits, 3 dual credits**

**Prerequisite- recommended Introduction to Agriculture, Food and Natural Resources, grade 11 or 12**

**Directed Elective, Flex Credit, or Career Pathway Course**

**Quantitative Reasoning**

**Dual Credit**

**This course is not offered every year**

**\*This is a weighted course (.5 points).**

*Agribusiness Management* provides foundational concepts in agricultural business. This course introduces students to the principles of business organization and management from a local and global perspective while incorporating technology. Concepts covered in the course include food and fiber, forms of business, finance, marketing, management, sales, leadership development, supervised agricultural experience career opportunities in the area of agribusiness management.

**AGRICULTURE MECHINIZATION**

**Full Year Course – 2 Credits**

**Prerequisite – grade 9-10**

**Directed Elective, Flex Credit, or Career Pathway Course**

**CIP Code: 01.0201**

**This course is not offered every year.**

**\*This is a weighted course (.5 point).**

Agricultural Mechanization is a yearlong, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance, and management of agricultural equipment in concert with utilization of safety and technology. Topics covered include: small and large gas and diesel engine repair, power transfer systems including hydraulic, pneumatic and robotic systems, arc, metal fabrication such as MIG, TIG and SMAW welding, concrete, wood, metal, electricity and electronics, recirculating aquaculture systems, hydroponics systems, surveying, precision farming equipment, remote sensing technology and global positioning systems equipment, building agriculture related buildings and structures including greenhouses, tillage, planting, irrigation, spraying, grain and forage harvesting, feed and animal waste management systems, agricultural industry communications and customer relations, safety and safety resources, career opportunities in the area of agricultural mechanization and employability skills.

**AGRICULTURE MECHINIZATION II**

**Full Year Course – 2 Credits**

**Prerequisite – Ag Mech I or approval- grade 10-12**

**Directed Elective, Flex Credit, or Career Pathway Course**

**CIP Code: 01.0201**

**This course is not offered every year.**

Agricultural Mechanization is a yearlong, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance, and management of agricultural equipment in concert with utilization of safety and technology. Topics covered include: small and large gas and diesel engine repair, power transfer systems including hydraulic, pneumatic and robotic systems, arc, metal fabrication such as MIG, TIG and

SMAW welding, metal, electricity and electronics, Ag Mech II will focus on welding and cutting, The use of CNC plasma cutter. There will be dual credit attached to this course.

**HORTICULTURE SCIENCE**

**Full Year Course- 2 credits**

**Prerequisite- Recommended Intro to Ag**

**Elective**

**Fulfills a Life Science or Physical Science requirement on the General Diploma**

Horticulture Science is designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing and marketing of plants and its products. Topics covered include reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest and pest management. Students participate in a variety of activities to include extensive laboratory work usually in a school greenhouse, leadership development, supervised agricultural experience and learning about career opportunities in the area of horticulture science.

**INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES**

**Full Year Course- 2 Credits**

**Prerequisite- none (grade 9 recommended)**

**Directed Elective, Flex Credit, Career Pathway course**

**CIP Code: 01.0101**

Introduction to Agriculture, Food and Natural Resources is a two semester course that is highly recommended as a prerequisite to and a foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure, and technology, careers in agriculture, leadership, and supervised agricultural experience. An activity and project based approach is used along with team building to enhance the effectiveness of the student learning activities.

\*\*OSHA certification test is available for students in the agriculture pathway.

**Career Cluster: Business: Career Pathway: Entrepreneurship & Management**

**BUSINESS LAW AND ETHICS**

**Full Year Course- 2 credits**

**Prerequisite- grade 11 or 12**

**Directed Elective**

Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods, case review, and situational analyses.

# INTRODUCTION TO ACCOUNTING

**Full Year Course- 2 credits**

**Prerequisite- None**

**Directed Elective or Flex Credit**

Accounting introduces the language of business using Generally Accepted Accounting Principles and procedures for proprietorship's and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making.

**PRINCIPLES OF BUSINESS MANAGEMENT**

**Full Year Course- 2 credits**

**Prerequisite- grade 10, 11, 12**

**Directed Elective**

Principles of Business Management focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free-enterprise system. Students will attain an understanding of management, team building, leadership, problem-solving steps and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized.

**Career Cluster: Architecture and Construction-Career Pathway: Construction Trades**

**INTRODUCTION TO CONSTRUCTION-at SVHS**

**Full Year Course- 2 credits**

**Prerequisite- None**

**Directed Elective, Flex Credit, or Career Pathway Course**

This course is designed as an introductory course to Building Trades; it is also a treat class for any future homeowner. Anyone interested in building maintenance, household repairs, remodeling and building additions, or a career in any of the building trades will benefit from this course. Areas of study will include blueprint reading, building site layout, building materials, hand and power tool use and safety, footings and foundations, framing, roofing, siding, dry walling, and finish carpentry. The student can also expect an introduction to building codes, estimating materials, plumbing, and electrical wiring. The student completing this course will see improvement in his or her mathematics skills, especially measuring and working with fractions and angles, as well as communication, problem solving, decision making, and team work skills.

**CONSTRUCTIN TECHNOLOGY I- at SVHS**

**Full-Year Course- 4 Credits**

**Prerequisite- Introduction to Construction and 10, 11or 12grade**

**Directed Elective, Flex Credit, Career Pathway course**

**\*This is a weighted course (.5 points)**

*Construction Technology I* includes classroom and laboratory experiences concerned with the formation, installation, maintenance, and repair of buildings, homes, and other structures. A history of building construction to present-day applications emphasizing future trends and construction as a career. Provides instruction and practice in the use of working drawings and applications from the print to the work. Includes relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing, room schedules and plot plans. Examines the design and construction of floor and wall systems and student develops the skill needed for layout and construction of floor and wall systems from blueprints and professional planning documents. Instruction will be given in the following areas, administrative requirements, definitions, building planning, foundations, wall coverings, roof and ceiling construction, and roof assemblies. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including Occupational Safety and Health Administration’s Safety & Health Standards for the construction industry.

**Career Cluster: Public Safety- Career Pathway: EMS**

**EMERGENCY MEDICAL SERVICES** (EMS)

**Full Year Course- 4Credits**

**Prerequisite- 12th grade and Health Science I**

**Directed Elective, Career Pathway Course**

Emergency Medical Services prepares students for a state certification which may lead to a career in Emergency Medical Services. Examples of those careers include Emergency Medical Technician and Paramedic. This course is designed for persons desiring to perform emergency medical care. Theories, techniques, and operational aspects of pre-hospital emergency care, within the scope and responsibility of the basic emergency medical technician are covered in this course. Students will learn to recognize the seriousness of the patient’s condition, use the appropriate emergency care techniques and equipment to stabilize the patient, and safely transport them to the hospital. The handling of victims of hazardous materials accidents is also addressed in this course. Opportunities for laboratory practice and clinical observation in a hospital emergency room and ambulance are also included to provide occasions for students to further develop clinical skills and the appropriate ethical behavior. Leadership skills are developed and community service opportunities are provided through participation in HOSA. Students have the opportunity to compete in a number of competitive events at both the state and national level.

**Career Cluster: Public Safety- Career Pathway: Fire and Rescue**

**Fire and Rescue I- at SVHS;**

**Full Year Course- 2 credits**

**Prerequisite- 10th and 11th**

**Directed Elective, Flex Credit Career Pathway Course**

Fire and Rescue I; Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars. Firefighters and emergency services workers help protect the public against these dangers by rapidly responding to a variety of emergencies. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, and (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the curriculum.

**Fire and Rescue II-at SVHS; FIRE 100, FIRE 116, FIRE 117, PSAF 115 Ivy Tech**

**Full Year Course- 4 credits**

**Prerequisites: 12, Fire and Rescue I**

**Directed Elective, Flex Credit, Career Pathway Course**

**\*This is a weighted course (.5 points)**

Fire and Rescue II builds on skills learned in Fire and Rescue I. The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, and (5) Hazardous Materials Operations. An additional two industry certifications may be earned by adding (6) First Responder, and (7) Emergency Medical Technician-Basic to the

\*\* CPR and First Aid certification test is available for students in the fire and rescue pathway.

**Career Pathway: Criminal Justice**

**CRIMINAL JUSTICE I**

**Full Year Course- 2 credits**

**Prerequisites- 11th grade**

**Directed Elective, Flex Credit, Career Pathway Course**

Criminal Justice introduces specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss prevention services, and homeland security. An introduction into the purposes, functions, and history of the three primary parts of criminal justice system as well as an intro to the investigative process is covered.

**CRIMINAL JUSTICE II**

**Full Year Course- 4 credits**

**Prerequisites: Criminal Justice I**

**Directed Elective, Flex Credit, Career Pathway Course**

This course will focus on current trends, issues, and topics in the field of law enforcement by exploring new police methodology, emerging forensic science tools, changing philosophies in policing, police ethics, and professionalism. The Course will provide practical application, utilizing field exercises and realistic labs, allowing the student to gain knowledge and confidence in the pursuit of a career in the Criminal Justice field.

**Career Pathway: Education**

**EDUCATION PROFESSIONS I**

**Full Year Course- 2-6 Credits**

**Prerequisites- 12th grade- Nutrition and Child Development are recommended**

**Directed Elective and Career Pathway course**

**\*This is a weighted course (.5 points)**

Education Professions I provides the foundation for employment in education and related careers and prepares students for study in higher education. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are required components. A standards-based plan guides the students’ field experiences. Students are monitored in their field experiences by the Education Professionals I teacher. Articulation with postsecondary programs is encouraged

**Career Cluster: Health Science- Career Pathway: Health Care Specialist**

**HEALTH SCIENCE I- HLHS 100 Ivy Tech**

**Full Year Course- high school 2 credits, 3 dual credits**

**Prerequisite- 10th grade**

**Directed Elective, Flex Credit, or Career Pathways course**

**Dual Credit Course- No qualifications**

**\*This is a weighted course (.5 points).**

*Health Science Careers* content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, an introduction to health care systems, anatomy, physiology, and medical terminology. Leadership skills developed through HOSA participation are also included. Lab experiences are organized and planned around the activities associated with the student's career objectives.Job seeking and job maintenance skills, personal management skills, self-analysis to aid in career selection and completion of the application process for admission into a post-secondary program of their choice are also included in this course

**MEDICAL TERMINOLOGY- HLHS 101 Ivy Tech**

**Full Year Course- high school 2 Credits, 3 dual credits**

**Directed Elective, Flex Credit or Career Pathways course**

**Dual Credit Course- Test score qualifications- ACT Reading 18 and English 17, or Accuplacer Sentence Skills 80 and Reading 76, SAT 27 Writing and Language and 25 Reading, PSAT 25 reading and 26 writing**- This score is subject to change if Ivy Tech changes the requirements

**\*This is a weighted course (.5 points).**

Medical Terminology prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin work part meanings taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal or written information. Students have the opportunity to acquire skill sin interpreting medical records and communications accurately and logically.

**HEALTH SCIENCE EDUCATION II (CNA)  
Prerequisite- 12th grade, Health Science I   
Directed Elective, Flex Credit or Career Pathways course  
Practicum (Internship)***Health Science Education II –*is an extended laboratory experience at the student's choice of clinical site designed to provide students the opportunity to assume the role of a health care provider and practice technical skills previously learned in the classroom, including information on the health care system and employment opportunities at a variety of entry levels, an overview of the health care delivery systems, health care teams and legal and ethical considerations. It prepares students with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed nurses-CHANGE THIS TO BE SPECIFIC TO THE SPECIALITY. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers, including self-analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a postsecondary program. HOSA, the health science student organization, encourages development of leadership, communication, community service and health care related skills. HSEII students must complete the ISDH 105 Hour Certified Nursing Assistant course and pass the state CNA exam

\*\* CNA certification test is available for students in the health pathway.

**Career Cluster: Hospitality and Human Services- Career Pathway: Culinary Arts**

**INTRODUCTION TO CULINARY ARTS AND HOSPITALITY- at SVHS; HOSP 101 Ivy Tech**

**Full Year Course- 2 credits**

**Prerequisite- Nutrition**

**Directed Elective, Flex Credit, or Career Pathways course**

**Dual Credit Course- Test score qualifications- ACT Reading 18 and English 17, or Accuplacer Sentence Skills 80 and Reading 76, SAT 27 Writing and Language and 25 Reading, PSAT 25 reading and 26 writing**- This score is subject to change if Ivy Tech changes the requirements

**\*This is a weighted course (.5 points).**

The student will develop an understanding of the basic principles of sanitation and safety and be able to apply them in the food service industry. To reinforce personal hygiene habits and food handling practices that will protect the health of the consumer. The student will learn up to date information on handling foods, from receiving and storing to preparing and serving. They will learn science based information on how to run a safe establishment. At the completion of the course the student will be certified in CPR as well as sanitation certification through The National Restaurant Association Servsafe Program. To receive a certificate the student must pass a Servsafe test.

**CULINARY ARTS I-CREATIVE COOKING -102 Ivy Tech**

**Full-Year Course- 4 credits**

**Prerequisite- Introduction to Culinary Arts and Hospitality, 10, 11, 12 grade**

**Directed Elective, Flex Credit, Career Pathway course**

**\*This is a weighted course (.5 points)**In this course students have approximately 2 hours of hands on culinary experience. Learning how to use all the latest cooking equipment. Learning how to take every day food that we need for nutrition, and make it extraordinary. Almost every occasion in people’s lives revolve around food. And, we tend to eat with our eyes. Garnishing and plating is taught. We also make up our own

recipes. We experiment with learning different culinary cuisines around the world. Using different herbs and spices. We also get to go on Field trips to different restaurants. Occasionally guest chefs will visit. Cake decorating is also experienced.

**\*This is a weighted course (.5 points).**

**CULINARY ARTS II- PASTRY- HOSP 105 Ivy Tech**

**Full-Year Course- 4 credits**

**Prerequisite- Intro to Culinary Arts and Creative Cooking, recommended grade level 12**

**Directed Elective, Flex Credit, Career Pathway course**

**\*This is a weighted course (.5 points).**

This course is the most advanced culinary class offered. Anyone can cook to survive, but only the fearless can be great. , Students

will learn how to prepare fine cuisine that the top chefs at the resorts are preparing, and they are always looking for culinary

students with these skills. Also instructor can help with job placement at top pay also; some past students are already taking

advantage of their new employment at the resort. These are just a few of the projects we work on in class:

Cooking methods of meat, poultry and seafood

Bread baking

Pies and Tarts

Cookies

Sauces and Soups

Bagels and Donuts

\*\* ProStart certification test is available for students in the culinary pathway.

**Career Cluster: Manufacturing-Career Pathway: Welding Technology**

**WELDING TECHNOLOGY I- at Paoli; INDT 114 Ivy Tech**

**Full-Year Course 4 credits**

**Prerequisite- 10, 11, 12 grade**

**Directed Elective, Flex Credit, or Career Pathway course**

**Dual Credit Course- No qualifications**

**\*This is a weighted course (.5 points).**

*Welding Technology I* includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Shielded Metal Arc welding. This course is designed for individuals who intend to make a career as a Welder, Technician, Sales, Design, Research or Engineering. Emphasis is placed on safety at all times. OSHA standards and guide lines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success.

\*\* American Welding Society certification test (Level I- Entry Welder) is available for students in the welding pathway.

**Career Cluster: STEM- Career Pathway: PLTW- Engineering**

**CIVIL ENGINEERING AND ARCHITECTURE-PLTW DESN 105 Ivy Tech**

**Full Year Course- 2 credits**

**Prerequisite- IED and POE**

**PLTW- Directed Elective**

**Dual Credit Course**

**\*This is a weighted course (.5 points).**

*Civil Engineering and Architecture* introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design.

**INTRODUCATION TO ENGINEERING DESIGN- PLTW DESN 101 Ivy Tech**

**Full Year Course- 2 Credits**

**Prerequisite- None**

**PLTW- Directed Elective or Flex Credit**

**Quantitative Reasoning**

**Dual Credit Course- No qualifications**

**\*This is a weighted course (.5 points).**

This is a class for students who are considering a career in Engineering or Technology.  This class will introduce student to problem-solving and the design process.  The class projects will be created on the computer using the Inventor software.  Students will create and test 3-D (objects) working solutions on the computer.  This class is the first level course for a pre-engineering curriculum called Project Lead the Way.  The major focus of the course is learning how to take an idea through a design process that will eventually be manufactured or produced. You will learn about various aspects of engineering and engineering design, such as: The Role of an Engineer, The Design Process, Product Design Product Analysis and Improvement Designing you will apply what you learn through various activities, projects, and problems.  As you learn about various aspects of engineering and engineering design, such as how engineers communicate through drawing, you will apply what you learn through various activities, projects, and problems.

**PRINCIPLES OF ENGINEERING- PLTW DESN 104 Ivy Tech   
Full Year Course- 2 Credits  
Prerequisite- Introduction to Engineering Design  
PLTW- Directed Elective or Flex Credit  
Dual Credit Course- Prerequisite DESN 102**

**\*This is a weighted course (.5 points).**

This course is designed to help students understand the field of engineering and engineering technology. This class is the second level course for a pre-engineering curriculum called Project Lead the Way.  Students will explore various technology systems and manufacturing processes and learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

**Career Cluster: Transportation- Career Pathway: Automotive Technology**

**AUTOMOTIVE TECHNOLOGY- at Paoli; AUTC 100 Ivy Tech**

**Full-Year Course 4 credits**

**Prerequisites: 10, 11, 12**

**Directed Elective, Flex Credit, or Career Pathways course   
Dual Credit Course- No qualifications**

**\*This is a weighted course (.5 points)**

Automotive Technology is a NATEF/ASE certified program designed to prepare students to enter the automotive field as an entry-level automotive technician or service provider. Areas of study include engine rebuild, engine performance, braking systems, suspension systems, electrical systems, and air conditioning. Students expecting to succeed in this program should possess strong skills and understanding in mathematics, physical science, communication and computer applications and a strong desire to pursue a career in the automotive field.

\*\* ASE certification test is available for students in the automotive pathway.

*All Career/Technical Education programs are available to all students regardless of gender, national origin, race, color, religion, or disability and are funded in part through the Carl D. Perkins Federal Education Grant.*

***Please Note: These courses can change based on staffing. The requirements for dual credit courses could change at a later date.***