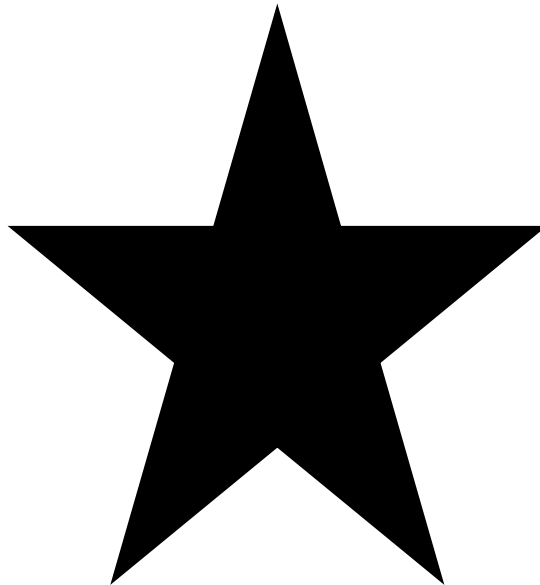


**WESTERN BOONE COMMUNITY SCHOOLS**

# **Curriculum Guide**

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**2016-2017**



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**Class Load**

1. Students enrolled in grades 9-12 are required to take at least six credits per semester.
2. Transfer students will be placed on an individual basis as determined by their prior classes and completed credits.
3. Student enrollment and availability of teaching staff will determine whether a course will be taught.

**Incomplete Grades**

Students with multiple absences at the end of any grading period must complete the work within two weeks after the end of the grading period. Missing work including final exams are recorded as a zero until the work is complete.

1. Students receiving an "F" for a nine weeks grading period subject themselves to failing that subject for the semester.
2. Students failing to take a final exam subject themselves to failing that subject for the semester.
3. A student who fails to complete all course requirements will not receive a passing grade in that subject.

**Withdrawals**

If a student is withdrawn from a class by the administration for disciplinary or other reasons, a grade of WF will be entered on the transcript for that subject. If a student drops the class (with administration approval), a grade of WF is entered on the transcript if the student is failing the class at the time of withdrawal. In either circumstance, no credit is given and the "F" is included in the GPA. Students may also receive a WF for disciplinary actions, regardless of current grade in the class.

**Special Education**

The Special Education department is comprised of staff responsible for the self-contained lifeskills classes for students with a moderate or severe cognitive disability and staff who work with junior high and high school students who have mild cognitive disabilities and specific learning disabilities by providing support in inclusion classes. Co-teaching classes in English and math are also offered. Placement is determined through the individualized educational plan at annual conferences. The special education department is part of the Boone-Clinton-Northwest Hendricks Joint Services Cooperative. Support services from a speech pathologist and physical and occupational therapists are made available as indicated in the individual educational plan.

**Student Assistants (High school students only)**

Student Assistants must pass all subjects to remain a student assistant. If an assistant receives an "F" in any subject for any nine weeks grading period, he/she will be reassigned to study hall until the "F" has been raised. This would normally be at the end of the next grading period.

**Schedule Changes**

Students have adequate time to plan their yearly schedules and have two weeks to request changes in the spring. PLAN CAREFULLY! After the spring schedule change window, change requests will only be considered for the following reasons:

1. To meet immediate graduation requirements
2. Schedule conflicts

3. Extenuating circumstances approved by the student's counselor, administration, and parent/guardian.

### **Online courses**

Students wishing to enroll in an online course not offered by Western Boone or in order to make room in their schedule for other classes must get permission from the counseling office prior to enrolling in the class to ensure Western Boone credit will be granted. All courses taken outside Western Boone must be from an approved provider and are at the student's own expense.

### **Final Exams**

Final exams will account for 20% of the final semester grade. Teachers in subjects which do not have final exams will average the two nine weeks' grades to arrive at a final semester grade.

### **Vocational Programs**

Attending any vocational school is considered a privilege granted by the school board when the student is unable to receive the instruction within Western Boone. Policies and specific information on the vocational programs may be found under Vocational Education in the course description section. Students and parents are required to sign a contract outlining vocational commitment (see page 38). Vocational grades are calculated using the grading scale of the program's host school.

## **TESTING PROGRAM**

### **Preliminary Scholastic Aptitude Test (PSAT)**

The PSAT is given to all sophomores and juniors at Western Boone in October. The score from the junior year is the qualifying score for the National Merit Scholarship Competition.

### **Armed Services Vocational Aptitude Battery (ASVAB)**

The ASVAB is given annually to all juniors and interested seniors. While ASVAB scores can be used to determine military entrance/placement, Western Boone utilizes this assessment for career exploration purposes and does not release student scores or information to the military unless requested by the student and parent.

### **Scholastic Aptitude Test (SAT)/ACT**

Students who are considering attending college are advised to take the SAT or ACT during the spring of their junior year and the fall of the senior year. The SAT or ACT is required for admission to most colleges. Students who are enrolled in the free/reduced lunch program can receive a fee waiver to take each exam twice. Students who receive accommodations on tests in school should see their counselor before registering to determine whether they are eligible to take the SAT/ACT with accommodations.

### **End of Course Assessments (ECAs)/ISTEP+ Grade 10**

Class of 2017-2018: Pursuant to state policies, students who do not pass the end of course assessment in English 10 and/or Algebra 1 may retest each semester until graduation. In the event a student has completed all state and local graduation requirements but has not passed one or both ECAs, the student may be eligible for a waiver.

Class of 2019 and beyond: Students must pass ISTEP+ Grade 10 Assessment in English/Language Arts and Math to meet graduation requirements. Retest opportunities will be available as allowed by state

policies.

### **Accuplacer**

Pursuant to state policies, students who do not meet minimum scoring criteria on either PSAT or ECA/ISTEP are required to take the ACCUPLACER in the spring as an additional measure of college and career readiness.

### **Athletics**

The Indiana High School Athletic Association (IHSAA) requires all students participating in extra-curricular athletics be passing five or more credits.

### **Retaking a Class**

Class of 2017-2019: Students are eligible to retake a class to improve a letter grade. Beginning with the 14-15 school year, any time a student retakes a class, the original class and grade are removed from the transcript and are not included in the grade point average. (This policy applies to original courses that were completed by the student and does not include classes for which a student received WF—withdraw fail).

Class of 2020 and beyond: Students who receive a grade of C+ or lower may retake a class as desired. The grade earned in the retake class will become the grade of record. Although the original class/grade will still appear on the transcript, it will not be calculated in the GPA.

### **Transfer Grades**

When a student transfers to Western Boone from another school, percentages from school using a different grading scale will not be converted. Letter grades from the original school will be recorded on the transcript as reported.

### **Graduation**

Seniors must complete all requirements prior to the graduation ceremony in order to participate in graduation ceremonies.

### **High School Credit in Junior High**

Selected high school courses are available to junior high students. High school credits earned during eighth grade will become part of the student's high school transcript and GPA and will be counted toward his/her graduation requirements. Note: students taking Algebra in the 8<sup>th</sup> grade will receive high school credit toward the Algebra requirement. However, completing Algebra credits in 8<sup>th</sup> grade will not exempt a student from taking a math/quantitative reasoning course all four years in high school.

### **College Admission**

Admission requirements vary from college to college. Students are encouraged to explore the admission requirements of universities they are considering, as many have course requirements beyond the Core 40 requirements. Some examples include: minimum 2 years of foreign language (Butler, IU, Purdue and several others), and 4 years of math (IU (must be PreCalc/Trig), Purdue and others). While upperclassmen have more flexibility in their schedules than freshman and sophomores, juniors and seniors should plan to take a full schedule including at least 4-5 academic classes. Colleges are looking for students who challenge themselves and for students who maintain strong or ascending grade trends in the junior and senior years.

## Early Graduation Policy

Pursuant to Indiana Code 21-12-10 Mitch Daniels Early Graduation Scholarship, Western Boone Community Schools adopts the following early graduation policy for students wishing to graduate in six semesters or less:

Requirements:

- Student must apply for early graduation by Feb. 1 of the sophomore year to be ranked with the senior class in the following year for purposes of scholarships and class rank.
- Conference must be held with student, parent/guardian, counselor, and administrator by March 1 of sophomore year.
- All students requesting this option must pass/have passed the Algebra 1 and English 10 ECA/ISTEP by the end of the sophomore year.
- Students wishing to graduate after six semesters who have not met the requirements listed above are eligible to graduate upon completion of all graduation requirements, but will not be ranked with the new class.

Other considerations:

- Online coursework may be necessary to complete all required coursework.
- Credits can be earned through any accredited online source with permission of the school counselor (cost for online courses to be paid by the student).
- Any student who has completed the application/conference process by the specified deadlines will be ranked with the new graduating class upon completion of the semester in which application is made.
- Students graduating early are eligible to participate in all senior class activities while still enrolled at Western Boone with the class of their newly intended graduation year.

## Weighted Grades Policy

Students have the opportunity to receive weighted grades (5.0 scale) for Academic Honors Diploma-eligible dual credit classes listed on the Core Transfer Library ([www.transferin.net/CTL](http://www.transferin.net/CTL)) in the academic core subject areas of Language Arts, Math, Science, Social Studies, and World Language and all AP courses. All other classes remain on a 4.0 scale.

Courses that currently meet the weighted grade criteria:

ACP Chemistry	AP Microeconomics
ACP English Literature	AP Physics 1
ACP English Composition	AP Studio Art: Drawing, 2D, or 3D
AP Art History	AP World History
AP Biology	PreCalc/Trig
AP Calculus AB	PreCalc/Trig Honors
AP English Language & Composition	Spanish 3 Honors
AP English Literature & Composition	Spanish 4

## AP/ACP/Dual Credit Course Policy

While participation is not a guarantee of college credit, it is expected that any student enrolling in any AP, ACP, or dual credit courses will take full advantage of course participation by completing all required elements to grant the student college credit. This includes taking the AP exam (fee of approximately \$92 per exam) and enrolling for all applicable ACP/dual credits (fee of up to \$25/college credit). Fees are waived or reduced for students enrolled in free/reduced lunch program. See your counselor for

specific cost information. Note: College course codes are indicated following each course description. Those with \* require students to meet minimum entrance test requirements to be eligible for the college credit (testing requirements subject to change).

### Rank/GPA/Grading Scale

The freshman, sophomore, junior, and senior classes are scholastically ranked at the end of each semester based on grade point average (GPA). Only semester grades are used in determining the GPA.

Grading Scale		GPA Points Earned	GPA Points Earned
A+	100	(Unweighted)	(Weighted)
A	92-99	A = 4.0	A = 5.0
A-	90-91	A- = 3.67	A- = 4.67
B+	88-89	B+ = 3.33	B+ = 4.33
B	82-87	B = 3.0	B = 4.0
B-	80-81	B- = 2.67	B- = 3.67
C+	78-79	C+ = 2.33	C+ = 3.33
C	72-77	C = 2.0	C = 3.0
C-	70-71	C- = 1.67	C- = 2.67
D+	68-69	D+ = 1.33	D+ = 2.33
D	62-67	D = 1.0	D = 2.0
D-	60-61	D- = 0.67	D- = 1.67
F	Below 60	F = 0	F = 0

Final grades are calculated by multiplying each nine weeks percentage by 2, adding those totals to the final exam percentage, and dividing the total by 5. Then use the chart above to assign the final semester grade. Note: A+ can only be earned as a 9 weeks grade.

### Career Pathways

Students working toward a Core 40 diploma with Technical Honors are required to complete a College and Career Pathway incorporating a specific series of courses as determined by the State of Indiana. Western Boone offers College and Career Pathway coursework onsite or through our vocational programs in the following areas:

- Agriculture
- Architecture & Construction
- Arts, AV Technology & Communications
- Education & Training
- Health Science
- Hospitality & Human Services
- Manufacturing
- Law, Public Safety, Corrections & Security
- Transportation

Beyond coursework, completion of 6 dual credits in the pathway or industry-based certifications are required for the Technical Honors diploma. Please refer to the Graduation requirements chart or the Career Pathways website <http://www.doe.in.gov/cte/indiana-college-career-pathways> for more information.

## Junior High Course Selections

### Grade 7

Students entering Grade 7 are required to take the following full year courses:

- \*English (regular or Honors)
- \*Math (regular or Honors)
- Social Studies
- Science
- Physical Education
- Reading and Literature

\*Western Boone offers Honors English and Math, designed for motivated students with above average skills. Placement in honors courses requires an application which will be evaluated for current grades, test scores, and recommendations from sixth grade teachers. Additionally, Honors English requires completion of a summer reading project.

- In addition to the core subject requirements, students entering seventh grade may choose from the following options:
  - Band (full year)
  - Choir (full year)
  - Digital Citizenship (one semester or full year)
  - Art 7 (one semester)
  - Exploring College and Careers (one semester)
  - Family and Consumer Science 7 (one semester)

### Grade 8

Students entering Grade 8 are required to take the following full year courses:

- \*English (regular or Honors)
- Math 8 OR \*Honors Algebra 1 (ALGEBRA 1 EARNS ONE HIGH SCHOOL CREDIT FOR EACH SEMESTER PASSED)
- Social Studies
- Science
- Physical Education

\*Placement in Western Boone Honors English requires an application to the English department and requires completion of a summer reading project. Placement in Honors Algebra 1 also requires an application and is based on math grades, test scores, and teacher recommendation. These courses are designed for motivated students with above average skills.

- In addition to the core subject requirements, students entering eighth grade may choose from the following options:
  - Band (full year)
  - Choir (full year)
  - Family and Consumer Science 8 (one semester)
  - Art 8 (one semester)
  - Current Events 8 (one semester or full year)
  - Engineering and Technology (one semester)
  - Exploring College and Careers (one semester if not taken in Grade 7)
  - Digital Citizenship (one semester or full year if not taken in Grade 7)
- The following courses offer one high school credit for each semester passed:
  - Introduction to Agriculture (full year)
  - Applied Music (summer only)

## 2016-2017 COURSES BY DEPARTMENT

Courses are listed by department and include whether the course is a semester or full year, grades offered, whether there are pre-requisites for the course, and whether dual credit may be available. Q indicates courses designated as Quantitative Reasoning. Please see detailed course descriptions for detailed information.

Title Grades Sem/Yr Pre-Req Dual Cred. QR

### AG See Page 11

Intro to Ag	8-12	Year	No	No	
Agribusiness Mgmt.	11-12	Year	Yes	Pending	Q
Ag Power, Structure	9-12	Year	No	Yes	
*Horticulture Science	9-12	Year	Yes	Pending	
*Landscape Mgmt.	9-12	Year	Yes	Pending	Q
Natural Resources	9-12	Year	Yes	Pending	
Animal Science	9-12	Year	Yes	Yes	
*Plant/Soil Science	9-12	Year	Yes	Yes	

\*course not offered in 2016-2017

### ART See Page 13

AP Art History	11-12	Year	Yes	No	
Ceramics I-VIII	9-12	Year	No	No	
Drawing I-VIII	9-12	Year	No	No	
Fine Arts Connection	11-12	Sem/Yr	Yes	No	
Photography I-VIII	9-12	Fall/Yr	No	No	
AP Studio Art	11-12	Year	Yes	No	

### BUSINESS & TECHNOLOGY See Page 15

Intro to Accounting	10-12	Year	No	No	Q
Adv Accounting	11-12	Year	Yes	No	TBA
Business Law/Ethics	11-12	Sem	No	No	
Personal Fin. Resp.	11-12	Sem	No	No	Q
Digital Apps & Resp	9-12	Sem	No	No	

### FAMILY & CONSUMER SCIENCES See Page 16

Adult Roles & Respons.	9-12	Sem	No	No	
Adv Child Dev	9-12	Sem	Yes	No	
Adv Nutrition	9-12	Sem	Yes	No	
Biochemistry of Foods	10-12	Year	No	No	
*Child Development	9-12	Sem	No	No	
*Interpers Relation	9-12	Sem	No	No	
Intro to Culinary Art	10-12	Sem	Yes	No	
Intro to Fashion	9-12	Sem	No	No	
Intro to Housing	9-12	Sem	No	No	
*Nutrition & Wellness	9-12	Sem	No	No	
*Prep for Coll/Career	9-12	Sem	No	No	

\*Completion of 3 fulfills health requirement

Title Grades Sem/Yr Pre-Req Dual Cred QR

### HEALTH & PHYSICAL EDUCATION See Page 19

Anatomy & Phys	10-12	Year	Yes	Yes	
Health & Wellness	9-12	Sem	No	No	
Physical Education	9-12	Year	No	No	
Beg Weight Training	10-12	Sem/Yr	Yes	No	
Adv Weight Training	11-12	Sem/Yr	Yes	No	
Lifetime Fitness	10-12	Sem/Yr	Yes	No	

### LANGUAGE ARTS See Page 21

ACP Eng Lang	12	Fall	Yes	Yes	
ACP Eng Lit	12	Spr	Yes	Yes	
English 9	9	Year	No	No	
English 9 Honors	9	Year	Yes	No	
English 10	10	Year	No	No	
English 10 Honors	10	Year	Yes	No	
English 11	11	Year	No	No	
AP Eng Lang	12	Year	Yes	No	
AP Eng Lit	11-12	Year	Yes	No	
Etymology	10-12	Fall	No	No	
Journalism (Yrbk)	9-12	Year	Yes	No	
Speech	9-12	Spr	No	No	

### MATH See Page 23

Algebra I	9-12	Year	No	No	
Algebra I Honors	8-12	Year	Yes	No	
Alg II (Reg/Honors)	10-12	Year	Yes	No	
AP Calculus AB	12	Year	Yes	Yes	
Geom (Reg/Honors)	9-12	Year	Yes	No	
PreCalc (Reg/Honors)	11-12	Fall	Yes	Yes	
Trigonometry (Reg/Honors)	11-12	Spring	Yes	Yes	
Quant. Reasoning	11-12	Year	Yes	No	

### MULTIDISCIPLINARY ELECTIVES See Page 26

Peer Tutoring	10-12	Sem/Yr	Yes	No	
Cadet Teaching	11-12	Sem/Yr	Yes	No	
Educ. Professions	11-12	Year	Yes	No	
Interdisc. Co-op Ed.	11-12	Year	Yes	No	
Computer Help Desk	11-12	Sem/Yr	Yes	No	

Title Grades Sem/Yr Pre-Req DC QR

## MUSIC See Page 27

Applied Music: Marching Band	8-12	Summer	No	No	
Concert Band	9-12	Year	No	No	
Music Theory	10-12	Year	Yes	No	
Star Accents (women)	9-12	Year	No	No	
Star Expressions (women)	10-12	Year	Yes	No	
Star Voices	10-12	Year	Yes	No	
Symphonic Choir	9-12	Year	No	No	

## PROJECT LEAD THE WAY See Page 29

Digital Electronics	10-12	Year	Yes	THD	Q
Intro to Eng Design	9-12	Year	No	THD	
Princ of Engineering	10-12	Year	Yes	THD	Q

## RADIO/TV See Page 30

Radio & Television I Intro	9-12	Year	No	No	
Radio & Television I & II	11-12	Year	No	Yes	

## SCIENCE See Page 30

ACP Chemistry	11-12	Year	Yes	Yes	
AP Biology	11-12	Year	Yes	Pending	Q
AP Physics 1 (online)	11-12	Year	Yes	No	Q
Biology	9-12	Year	No	No	
Chemistry I	10-12	Year	Yes	No	Q
Earth & Space Science	9-12	Year	No	No	
Integ Chem-Physics	9-12	Year	No	No	Q
Physics	11-12	Year	Yes	No	Q

## SOCIAL STUDIES See Page 32

AP Microeconomics	12	Year	Yes	No	Q
AP World History	10-12	Year	Yes	No	
Economics	11-12	Sem	No	No	Q
Geog/Hist of World	9-12	Year	No	No	
Psychology	12	Sem/Yr	No	No	
US Government	11-12	Sem	No	No	
US History	10-12	Year	No	No	
World History	9-12	Year	No	No	

Title Grades Sem/Yr Pre-Req DC QR

## TECHNOLOGY EDUCATION See Page 34

Adv Manuf 1	11-12	Year	Yes	Yes	
Intro to Adv Manuf	10-12	Year	No	Yes	
Intro to Construction	10-12	Sem/Yr	No	No	

## WORLD LANGUAGES See Page 36

Spanish I	9-12	Year	No	No	
Spanish II	10-12	Year	Yes	No	
Spanish III	11-12	Year	Yes	No	
Spanish III Honors	11-12	Year	Yes	Yes	
Spanish IV	12	Year	Yes	Yes	

## VOCATIONAL See page 39

Vocational courses are full-year courses offered to students in grades 11-12.

Students should plan one additional class period for travel.

### COURSES OFFERED AT J. EVERETT LIGHT

Title # of credits Dual Credit

Auto Collision	3	Yes
Auto Maint/Detail	2-3	No
Auto Service Tech	3	Yes
Computer Repair	2-3	Yes
Cosmetology I & II	3	Yes
Criminal Justice I & II	3	Yes
Culinary Arts & Hosp. Mgmt.	3	Yes
Dental Careers I & II	3	Yes
Early Childhood Ed I & II	3	Yes
EMS/First Responder	3	No
Emerg. Med Tech	3	Yes
Health Science Education I	3	Yes
Health Science Ed II: Med. Asst.	2-3	Yes
Health Science Ed II: Nursing	3	Yes
Health Science Educ. II: Pharmacy	3	No
Manicuring: Nail Tech	3	No
Radio & Television	2	Yes
R/TV: Animation/Film	2	Yes
R/TV: Music/Sound	2	Yes
Veterinary Careers I & II	3	Yes
Visual Design & Adv.	2-3	Yes
Web Design	2-3	Yes
Welding I & II	2-3	Yes

### COURSES OFFERED THROUGH WEST CENTRAL CAREER

Title # of credits Dual Credit

Auto Mechanics (Tri-Vo)	3	Yes	
Construction Tech: HVAC	3	Yes	Q in yr 2
Criminal Justice	3	Yes	
Early Childhood Educ.	3	Yes	
Fire & Rescue	3	Yes	
Health Science Educ.	3	Yes	

# AGRICULTURE

Courses in the Ag department are offered on a rotating basis to provide students with as many options as possible. Note in the course title line those courses which will not be available in 2016-2017.

## **5056 INTRODUCTION TO AGRICULTURE, FOOD AND NATURAL RESOURCES (year)**

Grades 8-12

*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 related to human development and wellness.

## **5002 AGRIBUSINESS MANAGEMENT (year)**

Grades 11-12, Grade 10 by permission

*Agribusiness Management* provides foundation concepts in agricultural business. It is a two semester course that introduces students to the principles of business organization and management from a local and global perspective, with the utilization of technology. Concepts covered in the course include; food and fiber, forms of business, finance, marketing, management, sales, careers, leadership development, and supervised agriculture experience programs.

Prerequisite: Introduction to Ag

DUAL CREDIT IS PENDING THROUGH IVY TECH (AGRI102 = 3 credits)

PLEASE NOTE AP/DUAL CREDIT POLICY ON PAGE 6.

## **5088 AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY (year)**

Grades 9-12

*Agriculture Power, Structure and Technology* is a two semester, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance, and management of agricultural equipment in concert with the utilization of technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience, and career opportunities in the area of agriculture power, structure, and technology.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (AGRI106 = 3 credits)

PLEASE NOTE AP/DUAL CREDIT POLICY ON PAGE 6.

## **5132 HORTICULTURE SCIENCE (year) WILL BE OFFERED 2017-2018**

Grades 9-12

*Horticulture Science* is a two semester course 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 horticultural plants and 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 including extensive laboratory work usually in a school greenhouse.

Prerequisite: Introduction to Ag

DUAL CREDIT IS PENDING THROUGH IVY TECH (AGRI116 = 3 credits)  
PLEASE NOTE AP/DUAL CREDIT POLICY ON PAGE 6.

**5136 LANDSCAPE MANAGEMENT (year) WILL BE OFFERED 2017-2018**

Grades 9-12

*Landscape Management* is a two semester course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program.  
PLEASE NOTE AP/DUAL CREDIT POLICY ON PAGE 6.

Prerequisite: Introduction to Ag

**5180 NATURAL RESOURCES (year)**

Grades 9-12

*Natural Resources* is a two semester course that provides students with a background in natural resources. Hands-on learning activities encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, rangelands, wetlands, animal wildlife, safety, careers, leadership, and supervised agricultural experience programs.

Prerequisite: Introduction to Ag

DUAL CREDIT IS PENDING THROUGH IVY TECH (AGRI115 = 3 credits)  
PLEASE NOTE AP/DUAL CREDIT POLICY ON PAGE 6.

**5008 ANIMAL SCIENCE (year)**

Grades 9-12

*Animal Science* is a two semester program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction; nutrition, careers in animal science, common diseases and parasites, social and political issues related to the industry, and management practices for the care and maintenance of animals.

Prerequisite: Introduction to Ag

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (AGRI103 = 3 credits)  
PLEASE NOTE AP/DUAL CREDIT POLICY ON PAGE 6.

**5170 PLANT/SOIL SCIENCE (year) WILL BE OFFERED 2018-2019**

Grades 9-12

*Plant and Soil Science* provides students with opportunities to participate in a variety of activities which includes laboratory work. The following topics are found in this course: plant taxonomy, components and their functions; plant growth, reproduction and propagation; photosynthesis and respiration; environmental factors effecting plant growth, management of plant diseases and pests; biotechnology; the basic components and types of soil; calculation of fertilizer application rates and procedures for application; soil tillage and conservation; irrigation and drainage; land measurement, cropping systems, precision agriculture, principles and benefits of global positioning systems; and harvesting. Leadership

development, supervised agricultural experience and career exploration opportunities in the field of plant and soil science are also included.

Prerequisite: Introduction to Ag

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (AGRI105 = 3 credits)

PLEASE NOTE AP/DUAL CREDIT POLICY ON PAGE 6.

## ART

### **4025 ART HISTORY, ADVANCED PLACEMENT (year)**

Grades 11-12

*Art History, Advanced Placement* is a course based on the content established by the College Board. Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Students examine major forms of artistic expression from the past and the present from a variety of cultures. They learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. This course incorporates research, extensive reading, and analytical writing. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

Prerequisite: Permission of Instructor

PLEASE NOTE AP/DUAL CREDIT POLICY ON PAGE 6.

### **4040 CERAMICS I/II (Fall semester or year), III/IV (year), V/VI (year), & VII/VIII (year)**

Grades 9-12

*Ceramics* is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; 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. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Prerequisite: Students must earn C- or higher to proceed to next level (or by admin. approval)

### **4060 DRAWING I/II (Fall semester or year), III/IV (year), V/VI (year), & VII/VIII (year)**

Grades 9-12

*Drawing* is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; 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. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Prerequisite: Students must earn C- or higher to proceed to next level (or by admin. approval)

**4026 FINE ARTS CONNECTIONS** (semester or year)

Grades 11-12

*Fine Arts Connections* is a course based on the Indiana Academic Standards for Visual Art, Music, Theatre, and Dance. In this course, students make connections among experiences in the four arts disciplines and integrate them in studies of all academic disciplines. They create works encompassing multiple disciplines, literacies, and sign systems, reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about works and the nature of the arts. They incorporate presentational skills and utilize the resources of the arts community, identifying related careers.

Prerequisite: Permission of Instructor

**4062 PHOTOGRAPHY I/II** (Fall semester or year), **III/IV** (year), **V/VI** (year), & **VII/VIII** (year)

Grades 9-12

*Photography* is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room processes. They reflect upon and refine their work; explore cultural and historical connections; 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. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Prerequisite: Students must earn C- or higher to proceed to next level (or by admin. approval)

Student must provide his/her own digital camera

**4048 STUDIO ART (DRAWING PORTFOLIO), ADVANCED PLACEMENT** (year)

Grades 11-12

*Studio Art, Advanced Placement – Drawing Portfolio* is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract, observational, and inventive works may demonstrate drawing competence. Any work that makes use of (appropriate) other artists' works (including photographs) and/or published images must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the formal qualities, design, and/or concept of the source. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

Prerequisite: Permission of Instructor

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**4050 STUDIO ART (2D DESIGN PORTFOLIO), ADVANCED PLACEMENT** (year)

Grades 11-12

This portfolio is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. The *principles* of design articulated through the visual *elements* help guide artists in making decisions about how to organize the elements on a picture plane in order to communicate content. For this portfolio, students are asked to demonstrate proficiency in 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. Any work that makes use of (appropriates)

other artists' works (including photographs) and/or published images must show substantial and significant development beyond duplication. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

Prerequisite: Permission of Instructor

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#### **4052 STUDIO ART (3D DESIGN PORTFOLIO), ADVANCED PLACEMENT (year)**

Grades 11-12

This portfolio is intended to address sculptural issues as related to depth and space. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. For this portfolio, students are asked to demonstrate proficiency of 3-D design through any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, and three-dimensional fiber arts. Any work that makes use of (appropriates) other artists' works (including photographs) and/or published images must show substantial and significant development beyond duplication.

A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

Prerequisite: Permission of Instructor

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## **BUSINESS & TECHNOLOGY**

#### **4524 INTRO TO ACCOUNTING (year)**

Grades 10-12

*Accounting* introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships 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.

#### **4522 ADVANCED ACCOUNTING (year)**

Grades 11-12

Advanced Accounting expands on the Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting covered in Introduction to 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.

Prerequisite: Intro to Accounting

#### **4560 BUSINESS LAW AND ETHICS (semester)**

Grades 11-12

*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 and situation analyses.

**4528 DIGITAL APPLICATIONS AND RESPONSIBILITY (semester)**

Grades 9-12

Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications.

**4540 PERSONAL FINANCIAL RESPONSIBILITY (semester)**

Grades 11-12

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

## **FAMILY & CONSUMER SCIENCES**

**5330 ADULT ROLES AND RESPONSIBILITIES (semester)**

Grades 9-12

*Adult Roles and Responsibilities* is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. 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 adult roles and responsibilities. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and postsecondary education in all career areas related to individual and family life.

**5360 ADVANCED CHILD DEVELOPMENT (semester)**

Grades 9-12

*Advanced Child Development* is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from age 4 through age 12. It builds on the *Child Development* course, which is a prerequisite. *Advanced Child Development* includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, leadership, management, and

fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory laboratory/field experiences with children in preschool and early elementary school settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

Prerequisite: "C" or higher in Child Development

### **5340 ADVANCED NUTRITION AND WELLNESS** (semester)

Grades 9-12

*Advanced Nutrition and Wellness* is a course which provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. *Advanced Nutrition and Wellness* is an especially appropriate course for students interested in careers in the medical field, athletic training and dietetics. This course builds on the foundation established in *Nutrition and Wellness*, which is a required prerequisite. This is a project-based course; utilizing higher-order thinking, communication, leadership and management processes. Topics include extensive study of major nutrients, nutritional standards across the lifespan, influences on nutrition/food choices, technological and scientific influences, and career exploration in this field. Laboratory experiences will be utilized to develop food handling and preparation skills; attention will be given to nutrition, food safety and sanitation. This course is the second 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.

Prerequisite: "C" or higher in Nutrition & Wellness

### **5344 BIOCHEMISTRY OF FOODS** (year)

Grades 10-12

This course is currently under development by the Department of Education and may offer Core 40 science credit. See your counselor for more information.

### **5362 CHILD DEVELOPMENT** (semester)

Grades 9-12

*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.

### **5364 INTERPERSONAL RELATIONSHIPS** (semester)

Grades 9-12

*Interpersonal Relationships* is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and

academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. An extensive unit on dating, friendship, and domestic violence is also included. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of interpersonal relationships. Direct, concrete language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

### **5438 INTRODUCTION TO CULINARY ARTS AND HOSPITALITY (semester—2 period block)**

Grades 10-12

*Introduction to Culinary Arts and Hospitality* is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended. Topics include basic culinary skills in the foodservice industry, safety and sanitation, nutrition, customer relations and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course.

Prerequisite: “C” or higher in Nutrition & Wellness and Adv. Nutrition

### **5380 INTRODUCTION TO FASHION AND TEXTILES (semester)**

Grades 9-12

*Introduction to Fashion and Textiles* is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. This course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashion, textile, and apparel arena. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; factors influencing the merchandising and selection of fashion, textile, and apparel goods and their properties, design, and production; and consumer skills. A project-based approach integrates instruction and laboratory experiences including application of the elements and principles of design; selection, production, alteration, repair, and maintenance of apparel and textile products; product research, development, and testing; and application of technical tools and equipment utilized in the industry. Visual arts concepts will be addressed. Direct, concrete mathematics proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers.

### **5350 INTRODUCTION TO HOUSING AND INTERIOR DESIGN (semester)**

Grades 9-12

*Introduction to Housing and Interior Design* is an introductory course essential for those students interested in academic enrichment or a career within the housing, interior design, or furnishings industry. This course addresses the selection and planning of designed spaces to meet the needs, wants, values and lifestyles of individuals, families, clients, and communities. Housing decisions, resources and options will be explored including factors affecting housing choices and the types of housing available.

Developmental influences on housing and interior environments will also be considered. Basic historical architectural styling and basic furniture styles will be explored as well as basic identification of the elements and principles of design. Design and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces. Presentation techniques will be practiced to thoroughly communicate design ideas. Visual arts concepts will be addressed. Direct, concrete mathematics proficiencies will be applied. A project based approach will be utilized requiring higher-order thinking, communication, leadership and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries.

#### **5342 NUTRITION AND WELLNESS (semester)**

Grades 9-12

*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.

#### **5394 PREPARING FOR COLLEGE AND CAREERS (semester)**

Grades 9-12

*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, developing personal and career portfolios, and participating in a professional interview. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

## **HEALTH & PHYSICAL EDUCATION**

#### **5276 ANATOMY AND PHYSIOLOGY (year)**

Grades 10-12

*Anatomy & Physiology* is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated

unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

Prerequisite: Biology & Chemistry

FULFILLS A CORE 40 LIFE SCIENCE REQUIREMENT.

DUAL CREDIT AVAILABLE THROUGH IVY TECH (\*APHY101 = 3 credits)

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### **3506 HEALTH & WELLNESS EDUCATION (semester)**

Grades 9-12

*Health & Wellness*, a course based on *Indiana's Academic Standards for Health & Wellness*, provides the basis to help students adopt and maintain healthy behaviors. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. Priority areas include: promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health.

### **3542/3544 PHYSICAL EDUCATION (year)**

Grades 9-12

*Physical Education* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in at least eight of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

### **3542/3544 PHYSICAL EDUCATION, ADVANCED PHYSICAL DEVELOPMENT (year)**

Grades 9

This course incorporates the components of 3542/3544 Physical Education with an additional emphasis on weight training, speed, and agility.

Prerequisite: WBHS Athletic team participation and coach recommendation

### **3560 BEGINNING WEIGHT TRAINING (semester or year)**

Grades 10-12

Class is designed for competitive athletes. Strength training safety, methods and principles will be taught along with methods of increasing fitness and muscular endurance. Students will be evaluated on strength gains and fitness improvement.

Prerequisite: C or higher in Physical Education and member of a HS athletic team.

### **3560 ADVANCED WEIGHT TRAINING (semester or year)**

Grades 11-12

Class is designed for competitive athletes. Strength training safety, methods and principles learned in Beginning Weight Training class are expanded. Students will be evaluated on strength gains and fitness improvement.

Prerequisite: Beginning Weight Training and member of a HS athletic team.

**3560 LIFETIME FITNESS** (semester or year)

Grades 10-12

This class is open to all students. Students will be instructed in a variety of fitness activities chosen to increase heart rate and improve fitness. Safety, weight training principles and methods of strength training will be taught with an emphasis on developing lifetime fitness goals. Students will be evaluated on improvement in strength, fitness, and knowledge of methods used in class.

Prerequisite: C or higher in Physical Education.

**LIFEGUARDING** (semester or year)

Grades 10-12

Western Boone utilizes lifeguards to assist the Physical Education staff in the pool throughout the year. Students do not earn academic credit for lifeguarding, but do receive a stipend for their participation. Students are assigned to study hall on days they are not needed in the pool.

Prerequisite: Water Safety Certification (must be valid for entire semester and documentation must be provided to the guidance office).

## LANGUAGE ARTS

**\*HONORS CRITERIA:** Application with teacher recommendation, Required Summer Reading, Passing ISTEP Scores, B- or higher in English

**1124 ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT (W131)** (fall semester)

Grade 12

A composition course for college-bound seniors, this ACP course is taken for college credit by application, tuition payment, and earning at least a C in the class. Emphasis will be on intensive reading of research material and composing 5 different types of papers.

Prerequisites:

- Approved application
- 2 years Honors English or writing sample with teacher recommendation
- SAT Critical Reading and Writing scores 500 or higher
- B average in all English classes

DUAL CREDIT IS AVAILABLE THROUGH INDIANA UNIVERSITY (\*W131 = 3 credits)

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**1124 ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT (L202)** (spring semester)

Grade 12

A literature course for college-bound seniors, this ACP course is taken for college credit by application, tuition payment, and earning at least a C in the class. Emphasis will be on class discussion and the close analysis of short and long fiction, poetry, and drama.

Prerequisite: ACP English Language/Language Comp (W131)

DUAL CREDIT IS AVAILABLE THROUGH INDIANA UNIVERSITY (\*L202 = 3 credits)

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**1002 ENGLISH 9 or 9H** (year)

English 9 is study of grammar, vocabulary, composition, and a balance of classic and contemporary literature and non-fiction.

English 9H is a faster and more comprehensive version of English 9.

**1004 ENGLISH 10 or 10H (year)**

English 10 is a study of grammar, vocabulary, composition, and a balance of classic and contemporary literature and non-fiction.

English 10H is an intensive study of literature and the composition process and is the course recommended for preparation for AP English Literature.

**1006 ENGLISH 11 (year)**

English 11 is a study of grammar, vocabulary, composition, and with an emphasis on American Literature.

**1008 ENGLISH 12 (year)**

English 12 is a study of different genres with an emphasis on British literature. Vocabulary, composition, and analysis will be stressed.

**1056 ENGLISH LANGUAGE AND COMPOSITION, ADVANCED PLACEMENT (year)**

Grades 12

*English Language and Composition, Advanced Placement*, is an advanced placement course based on content established by the College Board. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their 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. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>.

Prerequisite: Approved application and one year of Honors English

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**1058 ENGLISH LITERATURE AND COMPOSITION, ADVANCED PLACEMENT (year)**

Grade 11-12

*English Literature and Composition, Advanced Placement*, is an advanced placement course based on content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>.

Prerequisite: Approved application and one year of Honors English

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**1060 ETYMOLOGY (fall semester)**

Grades 10-12

*Etymology*, a language studies course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts*, is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (*Latin*,

*Greek, Germanic, Romance Languages*). Students analyze meanings of English words by examining roots, prefixes, suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change.

### **1080 JOURNALISM (Yearbook) (year)**

Grades 9-12

Journalism, a course based on Indiana's 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. This class designs and produces the yearbook. Students use course content to become knowledgeable of theme development, cover and end sheet design, interviewing, feature writing, layout, sales design, and advertising. Students will use computer programs such as Adobe PhotoShop and Jostens Year-Tech program along with excel to complete daily tasks. In addition, student will use digital cameras with zoom lenses and scanners. Evaluation is based upon the student's work ethic, completed layouts and feature stories, and completion of requirements. Excellent attendance and punctuality are essential.

Prerequisite: Approved application

### **1076 SPEECH (spring semester)**

Grades 9-12

*Speech*, a course based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core State Standards for English/Language Arts Standards*, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multi-media presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu speeches.

## **MATH**

**Honors criteria: Prerequisites vary by course and are outlined in detail on the honors application, which must be completed annually. Students must complete the application and meet prerequisites for initial honors track placement. Students must maintain B- or higher in the honors prerequisite for honors placement in the next course.**

### **2520 ALGEBRA I (year)**

Grades 9-12

*Algebra I* is the study of the real number system and of the basic algebraic concepts and techniques, solving equations, inequalities, and operation with polynomials.

### **2520 ALGEBRA I HONORS (year)**

Grades 8-12

Honors Algebra I is a more intensive class that goes further in depth into the Algebra I State Standards and is recommended for those 8th graders who are *strong math students* and have plans to take AP Calculus as a senior (a 5th year of HS Math). Eighth grade students taking Honors Algebra should be aware that while the course earns high school credit, students will still be required to take a math or quantitative reasoning course all four years in high school. Additionally, if an 8th grader takes Honors Algebra and does not get at least a B or higher each semester, he/she may be asked to retake the class as freshman to get a better foundation in order to be successful in higher level math courses.

Prerequisite: Approved application

**2522 ALGEBRA II (year)**

Grades 10-12

This course is designed for the vocational student or for college bound students whose major does not require math. The course includes nonlinear and quadratic equations, probability and statistics, trigonometric functions, patterns and sequences, systems of equations, inequalities and graphing.

Prerequisite: Algebra I

**2522 ALGEBRA II HONORS (year)**

Grades 10-12

First semester is a more intensive study of the real number system and its properties, linear function and relations, polynomials and their functions. Second semester includes solving exponential equations using the properties of logarithms and an introduction to sequences and series.

Prerequisite: Approved application

**2562 CALCULUS AB, ADVANCED PLACEMENT (year)**

Grade 12

*Calculus AB, Advanced Placement* is a course based on content established by the College Board.

*Calculus AB* is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf>

Prerequisite: Approved Application

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (\*MATH211 = 4 credits) MUST HAVE EARNED DUAL CREDIT IN MATH136 AND MATH137 (PreCalc/Trig) TO QUALIFY.

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**2532 GEOMETRY (year)**

Grades 9-12

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving toward formal mathematical arguments. During the first semester, students will study constructions, angle relationships, parallel and perpendicular lines, polygons, special triangles, circles, planes, and congruent triangles. Second semester includes coordinate geometry, polyhedral, transformations, and logical reasoning.

Prerequisite: Algebra I

**2532 GEOMETRY HONORS (year)**

Grades 9-12

This course is a more intensive version of Geometry. There will be more in depth analysis of topics such as angle relationships, parallel and perpendicular lines, planes, congruent and similar triangles,

polygons, and polyhedra, which will be discussed throughout the year. This course is designed for those who anticipate taking AP Calculus during their senior year.

Prerequisite: Approved Application

### **2564 PRE-CALCULUS (REG/HONORS)(Fall)**

Grades 11-12

Pre-Calculus extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The Process Standards for Mathematics apply throughout each course and, together with the content 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. Honors Pre-Calculus is a more intensive version of Pre-Calculus, designed for students who plan on taking AP Calculus during their senior year.

Prerequisite: Algebra I, Algebra II, and Geometry

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (\*MATH136 = 3 credits)

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### **2566 TRIGONOMETRY (REG/HONORS)(Spring)**

Grades 11-12

Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of seven strands: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The Process Standards for Mathematics apply throughout each course and, together with the content 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. Honors Trigonometry is a more intensive version of Trigonometry, designed for students who plan on taking AP Calculus during their senior year.

Prerequisite: Approved application

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (\*MATH137 = 3 credits)

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### **2550 QUANTITATIVE REASONING (year)**

Grades 11-12

Quantitative Reasoning is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. The Process Standards for Mathematics are applied throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject. Students build

knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics course is designed to align with college-level quantitative reasoning courses.

Prerequisite: Algebra I, Algebra II, and Geometry

## MULTIDISCIPLINARY ELECTIVES

### **0520 PEER TUTORING** (semester or year)

Grade 10-12

This course is designed to promote a better and more positive understanding of students with disabilities through group and one-on-one interaction in the lifeskills classroom setting. Peer tutors will work directly with staff and lifeskills students to develop relationships and knowledge of how the special education system works. This class is both participatory and academic—students need to invest in both aspects in order to gain the most from the experience.

Prerequisite: 2.0 GPA or permission of instructor

### **0502 CADET TEACHING** (semester or year)

Grades 11-12

This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in the lifeskills/special needs classroom. All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are supervising prospective teachers and providing them with pre-training experiences. 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 with 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, and is a continuation of the peer tutoring experience, seeking to give a more in-depth look into special education.

Prerequisite: Peer Tutoring

### **5408/5404 EDUCATION PROFESSIONS I & II** (year, 2 periods)

Grades 11-12

*Education Professions* prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. 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. Field experiences in one or more classroom settings, resumes, 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 Professions* teacher.

## **5902 ICE—INTERDISCIPLINARY COOPERATIVE EDUCATION** (year, 3 periods)

Grade 12

*Interdisciplinary Cooperative Education (ICE)* spans all career and technical education program areas through an interdisciplinary approach to training for employment. This approach is especially valuable in enriching the small school's career and technical education program where a traditional cooperative program of clustered occupations cannot be identified because of varied student interest and diverse training stations. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The following two components must be included as part of the Interdisciplinary Cooperative Education course.

**Related Instruction**, that is classroom based, shall be organized and planned around the activities associated with the student's individual job and career objectives in a career cluster area; and shall be taught during the same semesters as the student is receiving on-the-job training. The concepts, skills, and attitudes basic to occupational competence are to be taught in school and are to be applied and tested on the job. The sequence of related instructional topics in school shall be continuously correlated with the student's job activities. Because each student's on-the-job activities will vary according to the types of occupations in which they have been placed, part of the related instructional time needs to be individualized in such ways as: (a) using group instruction, but individualizing the assignment so that the learning is applied to each student's own work experience, and (b) using individual study assignments such as projects, job study guides, and individual reading assignments.

**On-the-Job Training** is the actual work experience in an occupation in any one of the Indiana career clusters that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with pre-determined training plans and agreements and who assist in evaluating the student's job performance.

Prerequisite: Students must be employed by August 19, 2016.

## **COMPUTER HELP DESK** (year, 1 period)

Grades 11-12

Students with a strong knowledge of computers are encouraged to consider working at the Computer Help Desk. This credit-bearing class will be part experiential and part academic. Students will be assessed based upon assisting students and staff with computer issues and completion of an online curriculum in preparation for the CompTIAA+ A+ certification exam.

# **MUSIC**

## **4188 ADVANCED WOMEN'S CHORUS (Star Expressions)** (year)

Grades 10-12

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

Prerequisite: Spring Audition

**4180 CHORAL CHAMBER ENSEMBLE (Star Voices) (year)**

Grades 10-12

*Choral Chamber Ensemble* is based on the Indiana Academic Standards for High School Choral Music. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Prerequisite: Spring Audition

**4186 INTERMEDIATE CHORUS (Star Accents and Symphonic Choir) (year)**

Grades 9-12

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

**4168 INTERMEDIATE CONCERT BAND (year)**

Grades 9-12

*Intermediate Concert Band* is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Students study a varied repertoire of developmentally appropriate concert band literature and develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom; including, but not limited to all pep band games and concerts.

Prerequisite: Concert Instrument Proficiency of at least 8<sup>th</sup> grade level

**4200 APPLIED MUSIC: MARCHING BAND (Summer 2016)**

Entering Grades 8-12

Applied Music is based on the Indiana Academic Standards for High School Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music.

#### **4208 MUSIC THEORY AND COMPOSITION (year)**

Grades 10-12

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. They develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music. Prerequisite: Permission of Instructor

## **PROJECT LEAD THE WAY**

#### **4826 DIGITAL ELECTRONICS (year)**

Grades 10-12

*Digital Electronics* is a course of study in applied digital logic that encompasses the design and application of electronic circuits and devices found in video games, watches, calculators, digital cameras, and thousands of other devices. Instruction includes the application of engineering and scientific principles as well as the use of Boolean algebra to solve design problems. Using computer software that reflects current industry standards, activities should provide opportunities for students to design, construct, test, and analyze simple and complex digital circuitry software will be used to develop and evaluate the product design. This course engages students in critical thinking and problem-solving skills, time management and teamwork skills.

Prerequisite: Intro to Engineering Design

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (\*EECT112 = 3 credits)

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#### **4812 INTRODUCTION TO ENGINEERING DESIGN (year)**

Grades 9-12

*Introduction to Engineering Design* is an introductory course which develops student problem solving skills using the design process. Students document their progress of solutions as they move through the design process. Students develop solutions using elements of design and manufacturability concepts. They develop hand sketches using 2D and 3D drawing techniques. Computer Aided Design (CAD).

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (DESN101 = 3 credits)

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#### **4814 PRINCIPLES OF ENGINEERING (year)**

Grades 10-12

*Principles of Engineering* is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems.

Prerequisite: Intro to Engineering Design

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (DESN104 = 3 credits)

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## RADIO/TV

### **5986 RADIO AND TELEVISION I INTRO (year)**

Grades 9-12

Interested in making videos or producing your own radio show? The beginning Radio/TV class is a hands-on introduction to all aspects of the broadcasting industry. Students work in a modern video postproduction facility with industry standard, state-of-the-art equipment. Students get hands on experience planning, writing, directing, shooting, editing and producing video, using digital video cameras, professional computer editors, audio and lighting equipment. Career opportunities in this expanding industry are explored through visits to local studios and video production facilities, and through meeting industry professionals who visit as guest speakers. This class prepares students for the two hour Radio/TV class, but is not a prerequisite.

### **5986/5992 RADIO AND TELEVISION I & II (2 periods—full year vocational program at Western Boone)**

Grades 11-12

The Radio/TV broadcasting class is a one or two year class that operates like a real world TV and Radio station. Students work to produce a daily newscast and radio show in this mostly hands-on class. Students also work with clients within the community to produce commercials and special projects. Some other projects may include sports play-by-play, computer editing, music video production along with directing and the production of a horror movie.

Taking the Radio/TV class will benefit students even if they are not pursuing a career in broadcasting. Every student will receive access to the Adobe Creative Cloud software suite with a special emphasis placed on learning Adobe Premiere.

Once in the class, students will have the opportunity to pursue an on-air role or a behind the scenes role. The on-air track will improve student's public speaking and writing skills while the behind the scenes track will benefit all students as they learn shooting, editing, teamwork and leadership skills.

The multi-media experience gained in the class will be beneficial for students pursuing a post-secondary education. Students that understand the latest multi-media resources will have an advantage in college as their knowledge will help tell stories, share ideas and teach others by using the latest technology. DUAL CREDIT IS AVAILABLE THROUGH VINCENNES UNIVERSITY (MCOM102 = 3 credits, \*MDIA140 = 3 credits)

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## SCIENCE

### **3090 ACP Chemistry (C105/C125) (year)**

Grades 11-12

This course is an advanced study of concepts relating to Chemistry for the serious academic student. Problem solving, physical chemistry, organic chemistry and lab exercises are major topics of discussion. Prerequisite: Chemistry I and Algebra II with B- or higher or by permission.

DUAL CREDIT IS AVAILABLE THROUGH INDIANA UNIVERSITY (\*C105/125 = 5 credits)

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### **5276 ANATOMY & PHYSIOLOGY (year)**

See description in Health and Physical Education (page 19)

**3024 BIOLOGY I (year)**

Grades 9-12

Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. 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.

**3020 BIOLOGY, ADVANCED PLACEMENT (year)**

Grades 11-12

Biology, Advanced Placement is a course based on the content established by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

Prerequisite: Biology and Chemistry with B- or higher or by permission.

DUAL CREDIT IS PENDING THROUGH IVY TECH

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**3080 PHYSICS 1, ADVANCED PLACEMENT (year) ONLINE ONLY**

Grades 11-12

Physics 1: Algebra-based, Advanced Placement is equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

*THIS COURSE IS AVAILABLE ONLINE THROUGH THE INDIANA ACADEMY OF MATH AND SCIENCES.*

*STUDENTS WILL WORK INDEPENDENTLY VIA ONLINE LECTURES AND ASSIGNMENTS. COST IS APPROXIMATELY \$600 AND IS THE RESPONSIBILITY OF THE STUDENT/FAMILY. SEE YOUR COUNSELOR FOR DETAILS.*

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**3064 CHEMISTRY I (year)**

Grades 10-12

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. 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.

Prerequisite: Biology I and Algebra I

**3044 EARTH AND SPACE SCIENCE I (year)**

Grades 9-12

*Earth and Space Science I* is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. 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.

**3108 INTEGRATED CHEMISTRY-PHYSICS (year)**

Grades 9-12

Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. 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.

**3084 PHYSICS I (year)**

Grades 11-12

Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. 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.

Prerequisite: Chemistry I and Trigonometry (previously or concurrently).

## SOCIAL STUDIES

**1514 ECONOMICS (semester)**

Grades 11-12

*Economics* examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. The functions of government in a market economy and market structures will be examined. Students will understand economic performance, money, stabilization policies, and trade of the United States. The behavior of people, societies and institutions and economic thinking is integral to this course.

**1570 GEOGRAPHY AND HISTORY OF THE WORLD (year)**

Grades 9-12

*Geography and History of the World* is designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes including the origin and

spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions.

Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction.

Using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

### **1566 MICROECONOMICS, ADVANCED PLACEMENT (year)**

Grade 12 (Grade 11 by permission)

*Microeconomics, Advanced Placement* is a course based on content established by the College Board. The course gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economics system. Topics include: (1) basic economic concepts, (2) the nature and functions of product markets, (3) factor markets, and (4) market failure and the role of government. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

THIS COURSE FULFILLS THE ECONOMICS REQUIREMENT FOR ALL DIPLOMA TYPES.

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### **1532 PSYCHOLOGY (semester or year)**

Grade 12

*Psychology* is the scientific study of mental processes and behavior. The course is divided into six content areas and uses the scientific methods to explore research methods and ethical consideration. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of the course focus on learning, memory, information processing, and language. Personality, Assessment, and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual. The Biological Basis focuses on the way the brain and nervous system function, including sensation, perception, motivation, and emotion.

### **1540 UNITED STATES GOVERNMENT (semester)**

Grades 11-12

*United States Government* provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students will understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students will examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be examined. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a

result, they will be able to explain the role of individuals and groups in government, political, and civic activities and the need for civic and political engagement of citizens in the United States.

#### **1542 UNITED STATES HISTORY (year)**

Grades 10-12

*United States History* builds upon concepts developed in previous studies of US History. Students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in US History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

#### **1548 WORLD HISTORY AND CIVILIZATION (year)**

Grades 9-12

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

#### **1576 WORLD HISTORY, ADVANCED PLACEMENT (year)**

Grades 10-12

*World History, Advanced Placement* is a course that provides students with the content established by the College Board. The course will have a chronological frame from the periods 8000 B.C.E. to the present. AP World History focuses on five overarching themes: Interaction between Humans and the Environment, Development and Interaction of Cultures, State-Building, Expansion, and Conflict, Creation, Expansion, and Interaction of Economic Systems, Development and Transformation of Social Structures. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

Prerequisites: A in World History

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## **TECHNOLOGY EDUCATION**

#### **5608 ADVANCED MANUFACTURING I (year)**

*Advanced Manufacturing I*, is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Industrial Technology and Software Controls covers wiring and schematic diagrams used to design, install, and repair electrical/electronic equipment such as wireless communication devices, programmable controllers. Course content will include basic theories of electricity, electronics, digital technology, and basic circuit

analysis. Activities include experiences in: soldering; use of an oscilloscope, meters, signal generators and tracers; breadboarding; circuit simulation software; and troubleshooting. Understanding and using the underlying scientific principles related to electricity, electronics, circuits, sine waves, and Ohm's Law are integral to this course. Manufacturing Trends covers basic concepts in manufacturing operations and plant floor layout in the production environment. Applications of Computer Numerical Control (CNC), and lathe and turning operations are developed as a foundation for machining operations. Coordinate system concepts are introduced as relevant to machining processes, as well as fluid and mechanical power, welding, and lean manufacturing. Fluid power concepts will include hydraulic components and circuits, laws and principles, fluid power controllers, and the construction of systems. In the mechanical power portion of the course, students will learn about machine specifications, basic forces, friction, simple machines, motors, and motor controls. Students will also be introduced to lean manufacturing where they will study concepts including: lean goals, product quality, eliminating waste, cost effectiveness, lean concepts, resource planning, continuous improvement, and the various advantages of lean manufacturing. This course includes MSSC concepts required to earn MSSC certification. Prerequisite: Intro to Adv. Manufacturing, Intro to Eng. Design, Digital Electronics, or teacher approval DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (MPRO102 = 3 credits, MPRO122 = 3 credits) CERTIFICATION OPPORTUNITY: MSSC Certificate: Safety; MSSC Certificate: Production PLEASE NOTE AP/DUAL CREDIT POLICY ON PAGE 6.

#### **4796 INTRODUCTION TO ADVANCED MANUFACTURING AND LOGISTICS (year)**

Grades 10-12

*Introduction to Advanced Manufacturing and Logistics* is a course that specializes in how people use modern manufacturing systems with an introduction to advanced manufacturing and logistics and their relationship to society, individuals, and the environment. Students apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students investigate the properties of engineered materials such as: metallics; polymers; ceramics; and composites. Students study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. After gaining a working knowledge of these materials, Students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, MSDS's, chart and graph reading and MSSC concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (MPRO100 = 3 credits, MPRO106 = 3 credits)

CERTIFICATION OPPORTUNITIES: APICS Based Certificate: Logistics; APICS Based Certificate: Operations; MSSC: Certified Logistics Associate

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#### **4792 INTRODUCTION TO CONSTRUCTION (year)**

Grades 10-12

*Introduction to Construction* is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with

available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

## **WORLD LANGUAGES**

### **2120 SPANISH I (year)**

Grades 9-12

Spanish I introduces students to strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, making and responding to basic requests and questions, understanding and using appropriate greetings and forms of address, participating in brief guided conversations and skits on familiar topics, and writing short passages. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom. Topics and projects include: alphabet, counting, clothing, telling time and date, foods, colors, weather, general activities and hobbies, family, writing an autobiography and other compositions, dialogues, games, music, and more.

No prerequisite; a strong command of English grammar and a grade-equivalent STAR reading score are recommended.

### **2122 SPANISH II (year)**

Grades 10-12

Spanish II builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. There is a stronger focus in the areas of grammar and vocabulary; thus, students are expected to actively participate using the target language. This course encourages interpersonal communication through speaking and writing, making and responding to requests and questions in expanded contexts, participating independently in brief conversations on familiar topics, and writing cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom. Various projects and topics include: Present, preterite (simple past), and conditional tenses, commands and requests, emotions, clothing, Fashion Show Project, food vocabulary, body parts vocabulary, and reading a short novel in Spanish.

Prerequisite: Spanish I with a minimum semester average of a "C-"; a local assessment score of 80% or higher in Spanish I is highly recommended.

**2124 SPANISH III (year)**

Grades 11-12

*Spanish III*, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

Prerequisite: Spanish II with minimum semester average of C- or higher; a local assessment score of 80% or higher in Spanish II is highly recommended.

**2124 SPANISH III Honors (year)**

Grades 11-12

In addition to the Spanish III course description, Spanish III Honors is a fast-paced continuation of Spanish II focusing on language structure and communication. While Spanish III Honors is still a course based on *Indiana's Academic Standards for World Languages*, much of the vocabulary and grammar will be introduced and taught through literature, art, culture and skits. Students will participate in World Tours and will also complete rigorous projects including two writing prompts and three oral presentations per nine weeks. Spanish III Honors is conducted in Spanish and daily participation is required. To maintain eligibility for the Honors class, students must maintain a 9 weeks grade of 80% or higher and must complete 2 written assignments and three oral presentations per nine weeks. Students wishing to take Spanish IV must complete Spanish III Honors.

Prerequisite: Spanish II with minimum semester average of B- or higher and minimum 80% ON Spanish II end of course assessment

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (\*SP101 = 4 credits, \*SP102 = 4 credits)

PLEASE NOTE AP/DUAL CREDIT POLICY ON PAGE 6.

**2126 SPANISH IV (year)**

Grade 12

Conducted 100% in Spanish by both students and teacher, the Spanish IV program is structured around art, literature, cinema, cuisine and culture. Spanish IV, a course based on *Indiana's Academic Standards for World Languages*, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture;

and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.

Prerequisite: Spanish III Honors with minimum semester average of C- or higher or teacher nomination

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (\*SP201 = 3 credits, \*SP202 = 3 credits)

PLEASE NOTE AP/DUAL CREDIT POLICY ON PAGE 6.

## VOCATIONAL PROGRAMS

Attending any vocational program is considered a privilege granted by the school board when the student is unable to receive the instruction within our facility. All students wishing to attend vocational programs shall meet and maintain the following guidelines:

1. The student makes written application to the program through the appropriate counselor by the specified due date. The application must designate the requested program and be signed by a parent or guardian. The parent or guardian must be familiar with all the policies and procedures of the vocational school the student plans to attend.
2. The student must have adequate space in his/her schedule to accommodate the 3-hour block without eliminating the required courses. If the student has required courses to make up, the vocational course may be eliminated.
3. The student must maintain all passing grades each grading period in all subjects, including the vocational course. Failure to maintain passing grades results in a review by school officials to determine the student's continuance in the vocational program.
4. Expulsion from Western Boone will lead to immediate removal from the vocational program. The family will be responsible for reimbursement of tuition to Western Boone Community Schools.
5. Discipline occurring at the vocational site shall be enforced at the home school as well.
6. The attendance policy from Western Boone is in effect at all vocational sites.
7. Student will conduct him/herself in an appropriate manner at all times at the vocational school and/or activities associated with his/her class.
8. Recognizing that vocational programs outside the school district may observe a different school calendar, the student will attend the vocational program on days when Western Boone High School is not in session or complete alternate assignments as required by the program.
9. Students will not be allowed to drop or change programs anytime during the year, including semester break.
10. Students will attend their scheduled vocational class for the entire school year. IF THE STUDENT FAILS TO COMPLETE THE 180-DAY PROGRAM, THE FAMILY WILL BE RESPONSIBLE FOR REIMBURSEMENT OF TUITION TO WESTERN BOONE COMMUNITY SCHOOLS.
11. The student is responsible for his/her own transportation to and from the program site.

## **J. Everett Light**

Programs are held at J. Everett Light on the campus of North Central High School on the north side of Indianapolis (exception: Western Boone Cosmetology/Barbering students work at salon in Lebanon). Students should allow 1 additional class period from the time listed for travel time (ie. 3 credits=4 class periods per day away from Western Boone).

### **5514/5544 AUTOMOTIVE COLLISION REPAIR TECHNOLOGY (One or two years, 2-3 credits per semester)**

Students study a wide range of processes, methods, and materials in keeping with the high-tech nature of today's automotive collision repair industry. State of the art equipment is used in this program. Students will also get experience in custom painting techniques. We are an I-Car Alliance Training facility.

DUAL CREDIT IS AVAILABLE THROUGH VINCENNES UNIVERSITY (BODY100, BODY100L, BODY150, BODY150L = 14 credits)

Certification Opportunity: SP2 Certificates in Collision Safety, Collision Pollution Prevention, & Shipping Hazardous Materials

### **AUTO MAINTENANCE/DETAILING (One or two years, 2-3 credits per semester)**

Students will learn how to professionally clean an automobile and prepare for auto detailing jobs available in the area. This course covers basic detailing, including the fundamentals of engine detailing, interior and exterior cleaning, and waxing and buffing techniques. Students will also learn the proper use of chemicals and tools, how to recognize auto problems, and how to estimate cost and time requirements. Students will explore minor auto repair, including engine performance, tires, brakes, automotive electricity and minor exterior modifications and repairs.

Certification Opportunity: SP2 Certificates in Shipping Hazardous Materials, Mechanical Pollution Prevention & Mechanical Safety, Valvoline Motor Oil Basics Training & Skills Competency Guarantee

### **5510/5546 AUTOMOTIVE SERVICE TECHNOLOGY (One or two years, 3 credits per semester)**

Classroom and lab activities include instruction in the basics of automotive operation, service, and maintenance. The course is based on unit information starting at the lowest skill level and building to employment level.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (AUTC100 = 3 credits) in year 1

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (AUTC109 = 3 credits; AUTC127 = 3 credits) in year 2

Certification Opportunity: SP2 Certificates in Shipping Hazardous Materials, Mechanical Pollution Prevention & Mechanical Safety, Valvoline Motor Oil Basics Training, Skills Competency Guarantee, & Automotive Service Excellence Student Certification

### **BARBERING (One or two years, 3 credits per semester)**

Students can qualify for the Indiana State examination with the completion of this 1500-hour (two-year) course. Theory and practice of hair styling, shaving, facial massage and coloring are some of the areas covered in this class.

### **COMPUTER REPAIR (One or two years, 2-3 credits per semester)**

Students will study the set-up, testing, repair, and maintenance of computer hardware. Students will also study operating systems, application software, and how to build a computer. It is possible for the student to keep the computer made in class.

DUAL CREDIT IS AVAILABLE THROUGH VINCENNES UNIVERSITY (CMET140 = 3 credits; CMET185 = 3 credits)

Certification Opportunity: CompTIAA+, Strata Network+

### **5802/5806 COSMETOLOGY I & II (Two years, 3 credits per semester)**

Students can qualify for the Indiana State examination with the completion of this 1500-hour (two-year) course. Theory and practice of facial massage, makeup, hair dressing, styling, and hair color are some of the areas covered in this class.

DUAL CREDIT IS AVAILABLE THROUGH VINCENNES UNIVERSITY (\*COSM100 = 7 credits; COSM150 = 7 credits) in year 1

DUAL CREDIT IS AVAILABLE THROUGH VINCENNES UNIVERSITY (COSM200 = 8 credits; COSM250 = 8 credits) in year 2

Certification Opportunity: State of Indiana License after year 2

### **5822/5824 CRIMINAL JUSTICE I & II (One or two years, 3 credits per semester)**

This class is designed to provide the knowledge and skills necessary to enter the Criminal Justice field. Students will study the basic fundamentals of the criminal justice system and how they apply in today's society. The program consists of hands-on activities and requires the ability to participate in physical fitness activities.

DUAL CREDIT IS AVAILABLE THROUGH VINCENNES UNIVERSITY (LAW100 = 3 credits; LAW106 = 3 credits; LAW150 = 3 credits; LAW160 = 3 credits)

Certification Opportunities: CPR, AED, Hazardous Materials, Basic First Aid, National Incident Management

### **5440/5346 CULINARY ARTS & HOSPITALITY I & II (One or two years, 3 credits per semester)**

Students will spend the first year learning all the basics of cooking and the second year concentrating on such areas as international foods, baking and pastry, entrepreneurship and hospitality. Students will have the opportunity to work in our restaurant. All students will have the opportunity to be Serv-Safe certified. Students can compete in various culinary competitions through our student CTOs.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (\*HOSP101 = 3 credits) in year 1

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (HOSP102 = 3 credits; \*HOSP114 = 3 credits) in year 2

Certification Opportunity: Prostart National Certificate

### **5203/5204 DENTAL CAREERS I & II (Chairside/Lab) (One or two years, 3 credits per semester)**

Do you notice people's smiles? Do you want to be a part of a career that puts smiles on people? A career as a dental assistant will provide you with a stable, respected job that can be obtained after your high school graduation and make you smile. Students will study dental anatomy, dental terminology, nutrition, and oral diseases. Skills will be developed in sterilization, operative procedures, radiographs, and patient management. Students will gain leadership skills developed through HOSA participation. Upon successful completion of the two year program, students will be qualified to take the state certification exam in radiology.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (DENT115 = 4 credits) in year 1

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (\*HLHS101 = 3 credits; DENT124 = 2 credits) in year 2

Certification Opportunities: DANB Infection Control, American Heart BLS in year 1; DANB Radiation Health & Safety in year 2

**5412/5406 EARLY CHILDHOOD EDUCATION 1 & 2 (One or two years, 3 credits per semester)**

Develop a working knowledge of licensing regulations, nutrition, health, safety, and sanitation. Learn to plan, develop, teach and supervise activities enhancing the pre-school age child's physical, emotional, social and intellectual development. Obtain hands-on experience by volunteering in our on-site licensed child care center and participating in an internship at a local child care center or elementary school. In addition, second year students work towards CDA (Child Development Associate).

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (\*ECED101= 3 credits; \*ECED100 = 3 credits, \*ECED103 = 3 credits) in year 1

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (\*ECED105 = 3 credits) in year 2

Certification Opportunities: Early Childhood Education Certificate in year 1; CDA (if exam passed) in year 2

**EMS, FIRST RESPONDER (One semester, 3 credits)**

Students will learn the skills to act in a time of emergency that could save someone's life. This semester course will teach skills such as airway management, splinting of fractured bones, actions to take in respiratory emergencies, Adult, Child & Infant CPR, and how to take blood pressures and vital signs. This course is introduction to EMT. Students may opt to continue for rest of year and get EMT certification. Upon successful completion of this class, students will be qualified to take the state certification exam.

**5210 EMERGENCY MEDICAL TECHNICIAN (One year, 3 credits per semester)**

Senior or 17 years old by Nov. 1

Learn emergency first aid, analyze different types of emergency situations, transport patients, etc. Gain leadership skills developed through HOSA participation. Upon successful completion of this class, students will be qualified to take the state certification exam.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (PARM012 + PSAF120 = 10.5 credits) OR VINCENNES UNIVERSITY (EMTB212 = 6 credits)

Certification Opportunities: Awareness, Community Emergency Response

**5282 HEALTH SCIENCE EDUCATION I (One year, 2 credits per semester)**

Learn skills related to a range of health career topics: patient nursing care, dental care, animal care, medical laboratory, public health, and introduction to the health care systems, anatomy, physiology, and medical terminology. Gain leadership skills developed through HOSA participation. Participate in lab experiences related to your career objectives. Job preparation and completion of the application process for admission into a post-secondary program of your choice are also included in this course.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (HLHS100 = 3 credits; HLHS101 = 3 credits)

**5284 HEALTH SCIENCE EDUCATION II: NURSING (One year or one semester, 3 credits per semester)**

This program prepares students for a nursing assistant position in health care facilities and also provides an exploration of the various careers in the health care industry. Students will gain leadership skills developed through HOSA participation. Students can earn a CAN Certificate if qualifying test is passed.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (HLHS100 = 3 credits; HLHS107 = 5 credits)

Certification Opportunities: Certified Nursing Assistant (CAN), BLS, CPR, AED

**5284 HEALTH SCIENCE EDUCATION II: NURSING/MED. ASSISTING (One year, 2 or 3 credits/semester)**

Explore health related disciplines and learn associated entry level skills for the medical office. Learn to assist in the performance of diagnostic procedures and physical examinations. Gain leadership skills

developed through HOSA participation. Successful completion will result in CPR certification. Students will experience classroom instruction and practical hands-on experience in an actual medical facility if they choose the 3 hour option. Personal transportation to clinical site is **REQUIRED** for the 3 hour option.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (HLHS100 = 3 credits)

Certification Opportunities: AHA BLS for Healthcare Providers

### **5214 HEALTH SCIENCE EDUCATION II: PHARMACY (1 year, 3 credits per semester)**

Thinking about a career in Pharmacy? Successful completion of program will provide the necessary tools to become a Pharmacy Technician and assist Licensed Pharmacists in providing medication to patients. Learning about medications and their uses is also a great stepping stone to post-secondary schooling in all medical fields. Topics include: therapeutic uses of medications, drug classifications, pharmacy language, dosage calculations, law and ethics, purchasing, inventory control, and record keeping. Hands-on labs include: data entry, reading and filling prescriptions in retail and inpatient settings, inventory practices, sterile procedures, and compounding. Students will be prepared to take the PTCB national certification exam upon completion. Students will gain leadership skills developed through HOSA participation. *Must be 18 and get Criminal Background Check to participate in second semester clinical practice.*

### **MANICURING PROGRAM (NAIL TECH) (1 year, 3 credits per semester)**

Do you have a love for nails? Are you creative? Then the nail tech program is just what you're looking for! Students will take the state license exam as part of graduating from this 450-hour program. Theory and practice of manicures, pedicures, sculptured nails, and overlays are just some of the areas covered in this program. An Indiana State License may be obtained after graduation once the student reaches the age of 18.

Certification Opportunity: State of Indiana License exam (age 18)

### **5986/5992 RADIO & TELEVISION I & II (One or two years, 2 credits per semester)**

Media is an essential part of our world today, and we consume it in many forms—movies, music, television...even YouTube! Go behind the scenes in this class and learn all aspects of digital audio and digital video production. Apply what you learn by creating short films and music videos, having a voice as a DJ or sportscaster on our radio station (WJEL 89.3) and showcasing your work to others. You will use software that is currently used by radio, television, and film professionals. Our 17 audio/video recording bays, TV studio, radio station, and state-of-the-art equipment will give you the advantage you need to be successful in college or start your career.

DUAL CREDIT IS AVAILABLE THROUGH VINCENNES UNIVERSITY (MCOM102 = 3 credits; \*MDIA140 = 3 credits)

Certification Opportunity: Final Cut Pro

### **5986/5992 RADIO & TV 1 & 2: ANIMATION/FILM (One or two years, 2 credits per semester)**

Have you ever wondered how movies and animations are made? Then this 2-hour class is for you. You'll learn the basics of creating simple animations, the cinematography skills necessary to shoot films and the editing skills to put everything together into a complete project. This course will give you the skills necessary to produce your own films and animations, obtain an entry-level job or expand on your education in college.

DUAL CREDIT IS AVAILABLE THROUGH VINCENNES UNIVERSITY (MCOM102 = 3 credits; MDIA140 = 3 credits)

Certification Opportunity: Final Cut Pro

**5986/5992 RADIO & TV 1 & 2: MUSIC/SOUND (One or two years, 2 credits per semester)**

This class combines the skills of digital audio recording and mixing with a student's love for music. Students will have an opportunity to help create music and mixes with instruments and software currently used in the recording industry. Students will also learn techniques for engineering and mixing live music performances. Projects will help students acquire skills in music composition, sound editing, sound mixing, and movie soundtrack creation. The class will organize, market, and produce a live concert as a semester project. Students will also have an opportunity to perform on WJEL radio as a personality or musician.

DUAL CREDIT IS AVAILABLE THROUGH VINCENNES UNIVERSITY (MCOM102 = 3 credits; \*MDIA120 = 3 credits)

Certification Opportunities: Avid Audio/Music Pro Tools

**5211/5212 VETERINARY CAREERS I & II (One or two years, 3 credits per semester)**

*High School Science credit possible—see your Counselor*

Students will be introduced to the science and art of providing professional support to veterinarians. Students will be instructed in basic anatomy and physiology, medical terminology, and veterinary technician assisting skills. Students will gain leadership skills developed through HOSA participation. Students must have own transportation. Students may have the option to earn an Advanced Life Science: Animals credit.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (HLHS101 = 3 credits)

**VISUAL DESIGN AND ADVERTISING (One or two years, 2 or 3 credits per semester)**

Warning, this class is only for students who want to have fun while they learn. Do you love art and want to make a career out of your talents? In this class students will learn how to produce a design from the conception to the finished printed piece. A wide range of design projects will cover many skills and competencies that the industry requires such as logos, business cards, booklets, calendars, self-portraits, product designs and many others. This program is designed to help train you for a career in art. You will learn the fundamentals of graphic design software like Illustrator, Photoshop and InDesign. A strong emphasis will be placed on the development of ideas, problem-solving skills, and client presentations. Plus, this class is a huge stepping stone for any other art-related field such as fashion designer, interior designer, art therapist, & photographer.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (\*VISC102 = 3 credits; \*VISC115 = 3 credits)

**WEB DESIGN (CODING) (One or two years, 2 or 3 credits per semester)**

The Art of Coding! This class will teach students not just how to code but how to design a functional and well-developed website. The course will introduce students to many design aspects such as drawing, color theory, typography, and design principles along with many software programs that will enhance their design abilities. This program is designed to help train you for a career in web design, teaching you the fundamentals of graphic design software like Illustrator, Photoshop and InDesign along with HTML and CSS, utilizing Dreamweaver to build fully functional websites. A heavy emphasis will be placed on development of ideas, problem-solving skills, and client presentations.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (\*VISC102 = 3 credits; \*VISC115 = 3 credits)

**5776/5778 WELDING TECHNOLOGY I & II (One or two years, 2 or 3 credits per semester)**

This class is designed to develop skills in stick, mig, and tig welding. Students will also use plasma arc cutters and band/cutoff saws.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (WELD108 = 3 credits) in year 1

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (WELD207 & WELD208 = 3 credits) in year 2  
Certification Opportunity: American Welding Society, AWS SENSE

## **West Central Career and Technical Education**

Programs through West Central Career and Technical Education meet at various locations as listed.  
Students should plan to be offsite for class periods as indicated.

### **5510/5546 Auto Mechanics Beginning and Advanced (1 or 2 years, 3 credits per semester)**

**Location: Paul L. Pfledderer Career & Tech Center, Crawfordsville**

Students will take part in classroom and shop activities to learn basic automotive operation, service, and maintenance. The program is built upon The National Institute of Automotive Service Excellence (ASE) standards and requirements. While a part of the Automotive Technology program, students may have the opportunity to earn certification from National Automotive Technicians Education Foundation, Inc. (NATEF). Students will spend approximately 75% of their time in the shop area obtaining hands-on experience while working on school cars, student cars, faculty cars, and outside customer cars.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (AUTI100 = 3 credits) in year 1

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (AUTI111 = 3 credits, AUTI121 = 3 credits, AUTI141 = 3 credits) in year 2

Certification Opportunity: Students completing 2 years earn partial credit toward ASE certification.

### **5496/5498 Construction Technology: HVAC I & II (1 or 2 years, 3 credits per semester)**

**Location: Crawfordsville High School**

The Heating/Air Conditioning Program teaches the fundamentals of installing and maintaining residential and light commercial heating and air conditioning systems. The program provides job entry training to diagnose and repair such equipment and to lay out plans for efficient distributions systems. Nationally recognized EPA Refrigerant Certification is offered as part of the course.

The major portion of the class is conducted in a laboratory environment using actual state-of-the-art equipment. West Central Indiana Career and Technical Education supplies the tools for each student to use while in the program. Students have the option to provide and use their own tools.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (HVAC101 = 3 credits; HVAC103 = 3 credits) in year 1

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (HVAC106 = 3 credits) in year 2

Certification Opportunities: Refrigerant Certification in year 1 OSHA and new refrigerant in year 2

### **5822/5824 Criminal Justice (1 year, 3 credits per semester) & II (1 year, 3 credits per semester—by invitation only)**

**Location: Southmont High School**

Criminal Justice includes specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss prevention services, and homeland security. Training is based on standards and content similar to that provided by officially designated law enforcement agencies. Instruction includes procedures for patrolling on foot or in an automobile during the day or at night; dealing with misdemeanors, felonies, traffic violations, and accidents; investigation and evidence collection procedures; making arrests; and testifying in court. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports.

This course will provide students with an understanding of Police Procedures, Corrections, and the Judicial System. The main portion of the class is built around the law enforcement aspect. This will include accident, criminal, crime scene, and traffic investigations. Students will learn through hands-on activities (80%) and lecture (20%).

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (CRIM101 =3 credits; CRIM105 = 3 credits) in year 1

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (CRIM111 =3 credits; CRIM113 = 3 credits) in year 1

### **5412/5406 Early Childhood Education (1 or 2 years, 3 credits per semester)**

**Location: Willson Early Learning Center, Crawfordsville**

Early Childhood Education (ECE) prepares students for employment and/or further education which lead to early childhood education or other child-related careers. The course of study includes: planning and guiding developmentally appropriate activities for young children; developmentally appropriate practices of guidance and discipline; application of basic health and safety principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements or regulations related to education of the young; and employability skills.

This course is recommended for students with interests in early childhood education and related career paths and provides a foundation for study in higher education that leads to early childhood education and/or child-related careers.

In this program, you will receive and apply classroom-based activities during the same time you are receiving on the job instruction at the Willson Developmental Preschool in Crawfordsville or other participating provider. Classroom instruction will be individualized in two ways: (a) using group instruction, but individualizing assignments so that the learning is applied to each student's experience, and (b) using individual study assignments such as projects, study guides, activity planning and individual reading assignments.

Foundation work will be included for students to meet content knowledge requirements for the CDA (Child Development Associate) and receive training and coursework compatible with the CCDS (Childcare Development Specialist) registered apprenticeship, which is available through the US Department of Labor.

Prerequisite: Approved Application

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (ECED100 = 3 credits; ECED103 = 3 credits)

### **5820 Fire & Rescue I (1 year, 3 credits per semester)**

**Location: Southmont High School**

The Fire and Rescue program is designed for students who want to learn emergency medical care and receive instruction/training in many aspects of fire science. The program requires diligence, teamwork, and acceptance the constructive criticism along with the ability to work in very hot, stressful, and loud conditions. Also, students will need to be able to work in constrictive conditions, wear an air mask for long periods of time, be able to lift 50 pounds, and be in generally good health.

Students will receive classroom instruction/training to allow them to complete the curriculum for the American Heart Association (AHA) Healthcare CPR card. They will also have the opportunity to complete their First Responder and NFPA Firefighter I/II certifications. Depending on student ability levels and progress, students may pursue other certification programs and career preparation opportunities once the basic certifications have been completed.

Completion for the Fire and of certifications Rescue program requires a full school year commitment from each student. Also, students may be required to complete activities and/or clinical experiences during their own time outside of the classroom.

DUAL CREDIT IS AVAILABLE TBA

Certifications: TBA

### **5282 Health Science Education I (1 year, 3 credits per semester)**

**Location: Franciscan Physician Network Orthopedics Office (Crawfordsville)**

Are you interested in a career in healthcare? If you are, this program has been designed to meet your needs. You will be introduced to various aspects of the healthcare industry, have the opportunity to explore a number of health related careers, and learn entry level skills that will be applicable in the workplace or as preparation for further education.

This program is a great opportunity to gain real-life exposure to the dynamic field of medicine! You will learn anatomy, physiology, and how to speak the language of medicine in a classroom setting during the first semester, and then through hands-on, real world experience in a clinical setting at St. Elizabeth Hospital during second semester. It's a challenging course that will expand your knowledge of healthcare.

Prerequisite: Approved Application

Additional: Medical Terminology and Health Science Education

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (HLHS100 = 3 credits; \*HLHS101 = 3 credits)

### **5986/5992 Radio & Television I & II (1 year or 2 years, 2 credits per semester)**

**Location: Western Boone Jr/Sr High School**

See full description in Radio/TV on page 30.