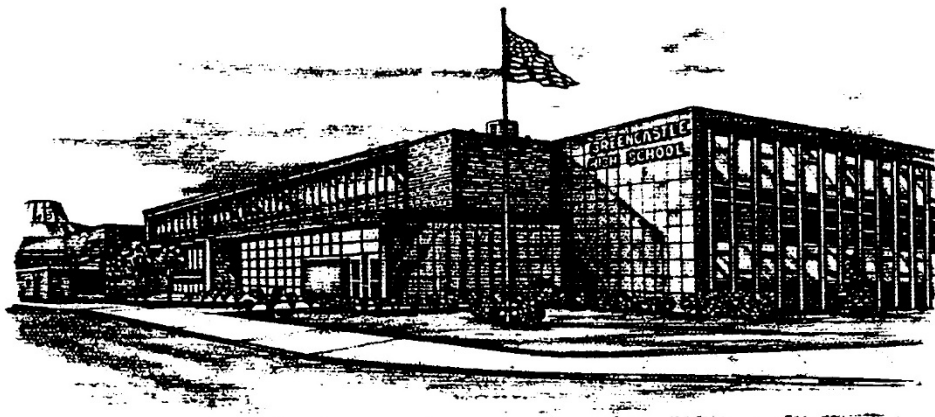


# **Greencastle High School**

## **Course Offerings 2021-22**



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## **PLANNING YOUR FUTURE – A STEP-BY-STEP GUIDE**

<b>8<sup>th</sup> and 9<sup>th</sup> Grade</b>	<ol style="list-style-type: none"> <li>1. Decide your diploma track. Map out required classes.</li> <li>2. Explore career possibilities. Consider job shadowing, company tours, or simply talking to people who work in the areas you find interesting. Ask about their academic background and what coursework is valuable for their careers.</li> <li>3. Study, work hard and do your best to earn good grades. Your GPA, grades in challenging courses, and your class rank will factor into your college admission and receiving financial aid.</li> <li>4. Think about career possibilities, and explore different occupations. Find out which courses to take in high school to prepare you academically for college or vocationally for a career.</li> </ol>
<b>10<sup>th</sup> Grade</b>	<ol style="list-style-type: none"> <li>1. Think about selecting a school. Find out about different types of schools and decide which characteristics of schools are most important to you. Go to <a href="https://student.naviance.com/greencastle">https://student.naviance.com/greencastle</a></li> <li>2. Prepare for school entrance exams (standardized tests). All sophomores will take the PSAT (Preliminary SAT) in October. Usually, this test is offered at no cost to the student because the state of Indiana pays for all 10<sup>th</sup> grade testing fees.</li> <li>3. Talk with upperclassmen with similar interests to yours about their post-high school plans.</li> <li>4. Consider a summer job or internship in the field you are interested in pursuing.</li> </ol>
<b>11<sup>th</sup> Grade 1<sup>st</sup> Semester</b>	<ol style="list-style-type: none"> <li>1. Gather information from schools through brochures, catalogs, and websites.</li> <li>2. Visit colleges. Juniors are allowed two college visit days.</li> <li>3. Sign up in the guidance office to take the PSAT in October. For juniors, the PSAT is the first step in qualifying for a National Merit Scholarship. There may be a cost for juniors to take the PSAT.</li> <li>4. Prepare for your post-high school training by taking classes in your career path.</li> <li>5. Keep your grades up. Even if your past records are not the best, it's never too late to show that you now have direction.</li> </ol>
<b>11<sup>th</sup> Grade 2<sup>nd</sup> Semester</b>	<ol style="list-style-type: none"> <li>1. Register and take the SAT and/or ACT. Have all scores sent to the college(s) to which you are applying. Register online at <a href="http://www.collegeboard.com">www.collegeboard.com</a> (SAT) or <a href="http://www.act.org">www.act.org</a> (ACT). Paper registration forms are also available in the guidance office. <b>Don't forget to include our school code 151345.</b> Fee waivers are available from your counselor if you meet requirements for financial need. See your counselor for more information.</li> <li>2. Research colleges of special interest through the media center, study of catalogs, and websites. Research financial aid resources (information available at the Guidance Office). <b>Visit colleges!</b></li> <li>3. Make sure your high school schedule meets college requirements. Double check your records to be sure you are on track for graduation. <b>This is your responsibility, not your school counselor's!</b></li> <li>4. Consider a summer job or internship in the field you are interested in pursuing.</li> </ol>
<b>12<sup>th</sup> Grade 1<sup>st</sup> Semester</b>	<ol style="list-style-type: none"> <li>1. Check early admission deadlines for specific major areas and colleges. Apply for university and local scholarships.</li> <li>2. Attend college fair and college representative conferences.</li> <li>3. Visit colleges. Seniors are allowed two college visit days.</li> <li>4. Be sure SAT or ACT scores are satisfactory or re-take the test. Have scores sent to schools to which you are applying. Schools look for improvement in scores! It is best to take one of these tests even if you do not plan to attend college.</li> <li>5. Check deadlines to take fall SAT or ACT to meet registration deadline. Registration is required 4-6 weeks before the date of the test. Register online at <a href="http://www.collegeboard.com">www.collegeboard.com</a> (SAT) or <a href="http://www.actstudent.org">www.actstudent.org</a> (ACT). Paper registration forms are also available in the guidance office. <b>Don't forget to include our school code 151345.</b> Fee waivers are available from your counselor if you meet requirements for financial need. See your counselor for more information.</li> <li>6. You should have a minimum of three realistic college choices. Apply to colleges suitable to you. Application fees are usually \$25-\$75. Application fee waivers are available from your counselor if you meet requirements for financial need. See your counselor for more information. <u>Mid to late September is "College Go" week and some Indiana schools waive application fees.</u></li> <li>7. It will be necessary to have acceptance from the colleges when you are requesting financial aid. Make arrangements for personal interviews if they are required.</li> <li>8. Go to the GHS website, click on "Parchment" and follow the directions to create a Parchment account for requesting transcripts to be sent to perspective colleges and scholarships.</li> <li>9. If you plan on playing sports in college, complete the NCAA Clearinghouse forms at <a href="http://www.ncaaclearinghouse.net">www.ncaaclearinghouse.net</a></li> <li>10. Apply for FAFSA ID. FAFSA will be available to fill out October 1<sup>st</sup>.</li> </ol>
<b>12<sup>th</sup> Grade 2<sup>nd</sup> Semester</b>	<ol style="list-style-type: none"> <li>1. Complete the Free Application for Financial Assistance by March 10<sup>th</sup>. Help sessions are offered at various locations, including "College Goal Sundays". Be aware of the financial aid deadlines for your postsecondary school of choice.</li> <li>2. Continue to search for all forms of financial aid before applying for student loans.</li> <li>3. If you have delayed application for post high school training, <b>DO IT NOW!</b></li> <li>4. Consider the financial aid options outlined in your financial aid packages. Accept or reject all or part of the package and complete any other forms required by the school.</li> <li>5. Accept the college of your choice. Notify the colleges that you are declining admission. Submit housing deposits before housing deadline. Let your counselor know which college you are attending, what financial aid and awards you have received, and especially if there is any way in which the Guidance Department can assist you.</li> <li>6. <b>Don't get a terminal case of senioritis!</b> Enjoy your time with classmates, but maintain your grades and continue to save money.</li> <li>7. All males must register for the draft once they turn 18. This can be done online at <a href="http://www.sss.gov">www.sss.gov</a>.</li> </ol>

## Graduation Requirements

Greencastle High School offers three different types of diplomas: (a) Core 40 diploma, (b) Core 40 with Academic Honors, and (c) Core 40 with Technical Honors. A General High School (GHS) Diploma is available only through a formal opt-out process. All students are encouraged to earn a Core 40 diploma as a minimum. Specific requirements for each diploma are outlined on the following pages. A comparison chart is included below for your benefit. Courses that are one semester in length earn one credit. Courses that are two semesters in length earn two credits.

	<b>Number of Credits Required</b>			
	<b>General Diploma</b>	<b>Core 40</b>	<b>Core 40 with Technical Honors</b>	<b>Core 40 with Academic Honors</b>
<b>English</b>	8	8	8	8
<b>Math</b>	6	6*	6*	8
<b>Science</b>	4	6	6	6
<b>Social Studies</b>	4	6	6	6
<b>Physical Education</b>	2	2	2	2
<b>Health</b>	1	1	1	1
<b>Foreign Language</b>	0	0	0	6-8 3yr of 1 language <b>or</b> 2 yrs of 2 languages
<b>Fine Arts</b>	0	0	0	2
<b>Flex Credits or Directed Electives</b>	5	5	Requirement met through career/technical sequence	Requirement met through foreign language requirement
<b>Career/Technical Sequence</b>	6	Encouraged, but not required	8-10	Encouraged, but not required
<b>Minimum # of Electives</b>	5	11	6-8	4-6
<b>Total</b>	<b>40</b>	<b>40</b>	<b>47</b>	<b>47</b>
<b>Other</b>	<ol style="list-style-type: none"> <li>1. Pass Algebra and English 10 ECA (ISTEP+)</li> <li>2. Requires an "opt out" procedure</li> <li>3. Grad Pathway options</li> </ol>	<ol style="list-style-type: none"> <li>1. Pass Algebra and English 10 ECA (ISTEP+)</li> <li>2. Earn a cumulative GPA of 2.0 (C average) to be eligible for more financial assistance through the state</li> <li>3. Grad Pathway Options</li> </ol>	<ol style="list-style-type: none"> <li>1. Pass Algebra and English 10 ECA (ISTEP+)</li> <li>2. Earn no lower than a C semester average in any required class</li> <li>3. Earn a cumulative GPA of 3.0 (B average)</li> <li>4. Complete 2 of 4 additional requirements</li> <li>5. Grad Pathways</li> </ol>	<ol style="list-style-type: none"> <li>1. Pass Algebra and English 10 ECA (ISTEP+)</li> <li>2. Earn no lower than a C semester average in any required class</li> <li>3. Earn a cumulative GPA of 3.0 (B average)</li> <li>4. Complete 1 of 4 additional academic requirements</li> <li>5. Grad Pathways</li> </ol>

*\*Students must take a math or quantitative reasoning course every year in high school.*

## **ISTEP+ Graduation/Waiver Process**

Reading, writing and math are essential life skills, and students must demonstrate a basic understanding of English/language arts and mathematics as part of the requirements for graduation.

The assessment requirement for graduation can be met in three ways:

1. Pass the Grade 10 ISTEP+ in English/Language Arts and Mathematics.
2. Meet Graduation Pathway Requirements
3. Fulfill the requirements of the Evidence-based waiver:
  - Take the graduation exam in each subject area in which you did not achieve a passing score at least one time every school year after the school year in which you first took the examination.
  - Complete any extra help sessions offered each year by the school to prepare for the graduation examination retests.
  - Maintain a school attendance rate of 95 percent or better over the course of your high school experience (excused absences are not counted against your attendance rate).
  - Have at least a "C" average, over the course of your high school career, in the courses required for graduation [course list here](#).
  - Get a written recommendation from the teacher(s) in the subject area(s) not passed, as well as one from the school principal, and show proof that the academic standards have been met, whether through other tests or classroom work.

\*Note: Students with an IEP are not required to meet additional local requirements beyond state requirements (effective 2016).

### 3. Fulfill the requirements of the Work-readiness waiver:

- Take the graduation examination in each subject area in which you did not achieve a passing score at least one time every school year after the school year in which you first took the examination.
- Complete any extra help sessions offered each year by the school to prepare for the graduation examination retests.
- Maintain a school attendance rate of 95 percent or better over the course of your high school experience (excused absences are not counted against your attendance rate).
- Have at least a "C" average, over the course of your high school career, in the courses required for graduation.
- Satisfy any other state and local \* graduation requirements.
- Complete the following:
  - Course and credit requirements for a General Diploma (including the career academic sequence);
  - Workforce readiness assessment; and
  - At least one industry certification from the state boards approved [HYPERLINK "http://www.doe.in.gov/ccr/indianas-diploma-requirements"](http://www.doe.in.gov/ccr/indianas-diploma-requirements) industry certification list (effective with the class of 2017; this list will be updated annually).

\*Note: Students with an IEP are not required to meet additional local requirements beyond state requirements (effective 2016).

## **GUIDANCE DEPARTMENT POLICIES REGARDING SCHEDULING**

### **Schedule Changes**

Each year, GHS creates a new master schedule to accommodate course requests as shared with counselors during registration. Faculty members are employed, textbooks are purchased, and rooms are assigned on the basis of these requests. **Acceptable schedule changes may be made up to 5 days after the start of each semester.** Schedule changes are dependent on class size and balance, and not all requests are guaranteed. Students cannot change classes because they do not want a particular teacher. Students may have only one study hall/non-credit class per semester. The “Petition to Drop/Add Course” must be filled out completely and turned into guidance.

***\*\*\*All schedule changes involving curriculum changes require a Petition to Drop/Add Course be completed. These forms are in the Guidance office and must be signed by student and parent before being considered.***

### **Special Scheduling Provisions**

1. Course retake policy- Students have the opportunity to retake a course for credit. If a student fails a course required for graduation, they’ll need to retake the course to earn credit. A student may also retake a course for grade improvement regardless of earning a failing grade. Both grades will appear on the transcript, but credit will only be issued for the higher of the two grades. GPA will be figured on the higher of the two grades as well. Retake for a higher grade may be done through school day/live class, unless a live class is not available through scheduling with your counselor (see online course information). Honors Diploma track students are permitted only ONE semester grade replacement to maintain eligibility. Discretion of the Principal is exhibited for extenuating circumstances.
2. External Credit Policy- Students may apply for external credit toward the completion of credits required for graduation. These credits may come from an accredited online course, an accredited correspondence school, summer school, or other accredited institutions. **Students must obtain prior approval to take a course for external credit or GHS credit may not be given.** A timeline goal should be established with the school counselor for internet courses. Students need to register for DePauw Alpha classes each semester. See your school counselor for further information and the proper forms.
3. Prerequisites- **Students must meet the prerequisite of a course before they can enroll.** Check with your counselor if questions arise.

## **ATHLETIC ELIGIBILITY**

To remain eligible, student athletes must receive passing grades in five credited courses. At least five credits must be recorded on each semester transcript. Students enrolled in external credits (online course, correspondence course, DePauw course, etc.) who are also athletes must develop a timeline with his/her counselor to ensure external credits will be received in time for students to remain eligible for sports. Students may be required to use external credits on their high school transcripts in order to show enrollment in five credits. It is the responsibility of the student to inform your counselor of your intent to participate in athletics.

## **DEPAUW UNIVERSITY – ALPHA PROGRAM**

The Alpha Program at DePauw University is an outgrowth of the shared attendance between DePauw and Putnam County high school students which has gone on for many years. The program gives motivated high school students an opportunity to take an actual class. College credit may be earned along with credit from Greencastle High School. In many cases, the college credit can be transferred to another institution as a requirement toward a degree.

Any student currently enrolled in a Putnam County high school is eligible for the Alpha Program. A school recommendation for participation is necessary. While the program is primarily aimed at high school seniors, students from other classes have participated. Transportation to and from DePauw classes is the responsibility of students and their families. A special flat fee has been set for Alpha Program students payable to DePauw University. Registration materials for fall classes are available at Greencastle High School in the spring of each year, and for spring classes in the fall of the year. These courses are not guaranteed and are based on space in courses and corresponding GHS schedule.

## **ONLINE COURSES**

Greencastle High School students may take online courses from institutions that offer courses aligned with the Indiana State Guidelines and instructed by teachers licensed in the state of Indiana. **Students must obtain prior approval before enrolling\*\*.** Without permission, Greencastle High School will not give credit for such courses. **The cost of the course is paid for by the student.** Permission to take courses is given under the following circumstances:

1. The course is not offered through the high school.
2. The course is offered, but the student is unable to take it due to a scheduling conflict.
3. The course serves as a supplement to summer school and extended homebound instruction.
4. The student is expelled and is allowed under the expulsion guidelines to earn credits via online courses.
5. The principal and parents agree the student requires a differentiated or accelerated learning environment.

**\*\*To receive prior approval the student must meet with his/her Counselor**

Greencastle High School recognizes online courses from most accredited Indiana online high school programs, such as: Indiana Online Academy (IOA), Indiana Virtual Academy (IndVA) and Indiana University High School. More information is available at the following websites:

Indiana Online Academy	<a href="http://www.indianaonlineacademy.org">www.indianaonlineacademy.org</a>
Indiana Virtual Academy	<a href="http://www.indva.org">www.indva.org</a>
Indiana University High School	<a href="http://iuhighschool.iu.edu/">http://iuhighschool.iu.edu/</a>

## **DUAL HIGH SCHOOL/ COLLEGE COURSES**

Dual credits are GHS courses that have been aligned with existing Ivy Tech courses. Students enroll in an eligible GHS course must select to receive both high school and college credits if they meet prerequisites of the course.

Ivy Tech has many transfer agreements with public universities in Indiana. All transfer agreements are outlined in the Core Transfer Library available at [www.transferin.net](http://www.transferin.net)

Students who enroll in a dual credit course are not charged any additional fee other than the GCSC book rental fee. Students may earn college credit without tuition!

At the end of the year, students who qualify for dual credits have their grades forwarded to Ivy Tech for placement on their college transcript. One grade is sent to Ivy Tech, which is the average of both fall and spring semester grades. Only grades of A, B, and C are reported. Because private information is forwarded to Ivy Tech, GHS must have signed permission from parent, guardian, or student if above the age of 18.

Each course has specific guidelines to be eligible for dual credit. Read each description carefully. Compass is an online college readiness exam created by ACT. Students may take the Compass exam at Greencastle Ivy Tech's testing center. The guidance office has copies of Compass study guides and they are available online at <http://www.act.org/compass/sample/index.html>

After graduation, students must request their dual credit transcript from Ivy Tech to be sent to their college of choice to receive transfer credits.

The following courses are available for dual credit with Ivy Tech for grades 9 - 12: English Language Comp AP, Advanced Science: Elementary Chemistry (IU-Bloomington), and our AP Studio Art courses. The courses available for dual credit are subject to change from year to year. The official listing of dual credit courses is available in August of every school year. Students enrolled in a dual credit class will have access to a separate dual credit handbook that outlines the information described above as well as information about college transfer policies.

*\*\*\*Dual credits may be obtained through other institutions if approved prior to the start of the class.*

### **AP COURSES**

AP courses are classes based on a national curriculum created by College Board. At the end of the year, all students across the nation take a standardized exam. Scores are reported on a 1-5 scale (5=A, 4=B, 3=C, etc.). All public universities within Indiana must grant transfer credit for a score of 3 or above. (Indiana public institutions of higher education may require a score higher than 3 to award credit for a course that is part of student's major but the student will still receive elective credit that counts toward their overall degree requirements to graduate from college.)

Private universities or out-of-state schools may develop their own AP transfer policies. See <http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp> for published AP transfer agreements.

No make-up exams are given unless there are extenuating circumstances. Examples of extenuating circumstances include the following: serious injury or illness, family tragedy or religious observance. No additional cost is incurred when a test must be rescheduled due to the unforeseeable extenuating circumstances listed above.



## **Course Descriptions:**

**\*\*\*Course offerings are dependent upon scheduling/personnel and are subject to change**

### **BUSINESS EDUCATION**

#### **4803 Introduction to Computer Science**

**Grades 9-12**

**One Semester/One Credit**

*Introduction to Computer Science* allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics. ***Counts as a Directed Elective or Elective for all diplomas.***

#### **5394 Preparing for College and Careers**

**Grades 9-12**

**One Semester /One Credit**

*Preparing for College and Careers* addresses essential knowledge, skills, and behaviors all students need to live successfully in today's world. A project-based approach that utilizes higher order thinking, communication, leadership and management processes is recommended in order to integrate suggested topics into the study of life and careers. The focus of the course is on the impact of today's choices on tomorrow's possibilities. Topics to be addressed include: higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, principles and goals; life and career exploration and planning; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; decision making and organizational skills; and managing personal resources. The opportunity for ninth graders to develop Four-Year Course Plans can be included, based on local curriculum needs. Four-Year Plans should be developed with counselor participation. Personal and career portfolios should be developed or upgraded with the cooperation of others, especially the business technologies and/or language arts teachers. This is a foundational course designed to teach knowledge and life skills that are essential for ALL high school students, regardless of their career cluster or pathway. ***This course meets the career/academic sequence requirement for GHS, Core 40, Academic Honors and Technical Honors diploma.***

#### **4540 Personal Financial Responsibility**

**Grades 9-12**

**One Semester/One Credit**

This course addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based on approach and applications through authentic settings such as work-based observations and service-learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged. ***This course is a directed elective credit for GHS, Core 40, Academic Honors and Technical Honors diploma. Qualifies as a quantitative reasoning course.***

#### **4562 Principles of Business Management**

**Grades 9-12**

**Two Semesters/Two Credits**

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

organizational goals. The management of human and financial resources is emphasized. *This is a directed elective for all diploma types.*

### **5914 Principles of Marketing**

***Grades 9-12***

***Two Semesters/Two Credits***

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

### **5460 Business Law and Ethics**

***Grades 11-12***

***Two Semesters/Two Credits***

Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods, case review, and situational analysis. *This is a directed elective for all diploma types.*

## **FAMILY AND CONSUMER SCIENCE**

### **5340 Advanced Nutrition and Wellness**

***Grades 9-12***

***One or Two Semester Course/One Credit per Semester***

*Advanced Nutrition and Wellness* is a one-semester course that addresses more complex concepts in nutrition and foods. Topics include: nutrition and wellness for individuals and families across the life span; community and world food concerns; management of food-related resources; acquiring, organizing and evaluating information about foods and nutrition; and exploration of careers in all aspects of the food industry. Laboratory experiences emphasize advanced applications. *This course also meets the career/ academic sequence requirement for GHS diploma and Technical Honors.*

### **5350 Introduction to Housing and Interior Design**

***Grades 9-12***

***One Semester/One Credit***

*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 Indiana Department of Education High School Course Titles & Descriptions 79 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 including aesthetics, criticism, history and production, are 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. *Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.*

### **5362 Child Development**

***Grades 9-12***

***One Semester/One Credit***

*Child Development* and parenting is a one semester course that addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. Topics include: consideration of the roles, responsibilities, and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for the birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and crisis on development of the child; meeting children's needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness. ***This course counts as a Directed Elective or Elective for all diploma types.***

### **5360 Advanced Child Development**

***Grades 9-12***

***One or Two Semester Course/One Credit per Semester***

***Prerequisite: Child Development***

*Advanced Child Development* is a one-semester course that addresses more complex issues of child development and early childhood education. Topics include positive parenting and nurturing across ages and stages; practices that promote long-term well-being of children and their families; developmentally appropriate guidance and intervention strategies with individuals and groups of children; accessing, evaluating, and utilizing information and research results; and exploration of various child-related careers. This course is for students who have completed Child Development and Parenting. ***This course counts as a Directed Elective or Elective for all diploma types.***

### **5380 Introduction to Fashion and Textiles**

***Grades 9-12***

***One Semester/One Credit***

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, aesthetics, criticism, history and production; 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. 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. ***Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.***

## **ENGLISH/LANGUAGE ARTS**

### **1002 English 9**

#### ***Grade 9***

#### ***Two Semesters/Two Credits***

*English 9*, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information. ***Fulfills an English/Language Arts requirement for all diplomas.***

### **1002 English 9 Honors**

#### ***Grade 9***

#### ***Two Semesters/Two Credits***

#### ***Prerequisite: Honors English 8 or approved appeal***

*English 9, Honors* provides in-depth, differentiated instruction on the English 10 competencies. Students in this course are expected to have mastered the grade level skills and are therefore able to read, write and speak at advanced levels. Through the integrated study of literature, composition, and oral communication, English 9, Honors students develop their use of language as a tool for learning and thinking, and as a source of pleasure. Students identify, analyze, and compose with different elements, structures, and genres of written language. Honor students focus on written interpretation and analysis of the literary techniques, the author's motives and the impact of the literature on society. Literature instruction focuses on opportunities to read challenging selections and requires students to complete essay examination to demonstrate comprehension and analysis skills. Students identify and analyze the elements of story structure, utilize literature and expository material related to the world of work and technical documents, and identify and analyze elements of drama. Students also develop vocabulary through decoding, the use of Greek and Latin roots, literary terms and use of glossaries, contextual clues, and independent reading.

In the composition component students write for various audiences and purposes while addressing more complex/abstract subject matter. Students create multiple types of writing, including expository essays of persuasion and literary analysis, and technical writing assignments. Student compositions are highly developed and detailed and reflect the students' abilities to state, explain and define their position or subject matter content. Oral communication emphasizes effective listening and speaking techniques and provides opportunities for students to integrate other reading and language arts skills as they learn to express ideas verbally. Multiple independent and group presentations including formal speeches are required in this class. ***Students are identified for placement in this course. This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course.***

### **1004 English 10**

#### ***Grade 10***

#### ***Two Semesters/Two Credits***

#### ***Prerequisite: English 9***

*English 10*, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course.***

## **1004 English 10 Honors**

### ***Grade 10***

#### ***Two Semesters/Two Credits***

#### ***Prerequisite: Honors English 9 or approved appeal***

*English 10, Honors* provides in-depth, differentiated instruction on the English 10 competencies. Students in this course are expected to have mastered the grade level skills and are therefore able to read, write and speak at advanced levels. Through the integrated study of literature, composition, and oral communication, English 10, Honor students reinforce and continue to use their language skills. In addition, this course adds the following to the literature, composition, and oral communication areas. In literature, students respond critically, reflectively, and imaginatively to World and British literature. Classroom readings in World literature are supplemented with British literature from the Advanced Placement list. Honor students are expected to read a minimum of three novels and one plays. Genres studied are short story, novel, non-fiction, poetry and drama. Elements common to each genre are addressed. The British Romantic era and the social/political implications of that movement are also studied. Within the literature study students practice distinguishing among the different types of contents and purposes language can hold, such as, logic and opinion. Students practice using language for sophisticated purposes, including identifying and forming conclusions, recognizing and using persuasive devices, judging author's purpose, perspective, and expertise, and reading and interpreting public documents, instructions, and symbols. In the short story unit, students focus on satire, parody, and irony and their effectiveness in communication. Students develop vocabulary through decoding, the use of Greek and Latin roots, literary terms, contextual clues and independent reading.

In composition, students have opportunities to write for various audiences and purposes. Students identify and employ various elements of good writing in well-organized descriptive, expository, and narrative writings. Students use the basic modes of oral and written expression by developing effective descriptive and narrative procedures. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Although this course focuses on literary analysis and the use of literary devices, fictional narrative, process writing and formal/informal definition are important components. Students are required to write short fiction, as well as drama (dialogue and stage directions). Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing.

In oral communication, students use effective delivery techniques, communicate confidently when speaking in public, create and use technological devices in oral presentations, use transitional devices effectively, demonstrate the various types of speeches, and develop an effective personal delivery style. Student presentations are linked to the students' literature and writing assignments. For example, students are required to present their research over the Holocaust. Students are also assessed on a presentation at the conclusion of a poetry unit. ***Students are identified for placement in this course. This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course.***

## **1006 English 11**

### ***Grade 11***

#### ***Two Semesters/Two Credits***

#### ***Prerequisite: English 10***

*English 11*, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course.***

## **1058 English Literature and Composition, Advanced Placement**

### **Grade 11**

#### ***Two Semesters/Two Credits***

This course engages students in careful reading and analysis of literature. The course includes an intensive study of representative works from various genres and periods. Writing assignments focus on the critical analysis of literature and include expository, analytical, and argumentative essays. Students will be expected to participate fully in class discussions and make presentations. This course follows College Board Entrance Examination guidelines and students in this course are expected to sit for an examination in the spring that may result in college credit for English. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course.***

## **1006W English 11 Pre-ACP W131**

### **Grade 11**

#### ***One Semester/One Credit***

Pre-ACP W131 is designed to prepare students for the following skills they will need in order to successfully navigate their college-credit semester (ACP English W131) as seniors. Chief among these skills will be the ability to analyze effectively. We will use the semester to practice specific skills such as “The Five Moves” of analysis as well as the analytical tactic called 10-on-1. Besides repeatedly practicing these essential skills, students will also use this semester to address matters of style, syntax, and organization-both in a general sense and specifically in terms of how they will apply to the papers the students will be writing for the college course next year. Because the actual reading, discussion, writing, and revision requirements in the course will consume 100% of the available time during the college-credit semester, this “pre” semester becomes all the more critical. Students who by-pass this course will find themselves doubling-up during the college-credit semester. ***Students taking this course will receive a weighted grade. This is a general, Core 40, Academic Honors, and Technical Honors diploma course.***

## **1006L English 11 Pre-ACP L202**

### **Grade 11**

#### ***One Semester/One Credit***

Pre-ACP L202 is designed to prepare students for the following skills they will need in order to successfully navigate their college-credit semester (ACP English L202) as seniors. Chief among these skills will be the ability to develop critical skills essential to participation in the interpretive process. Through class discussion and focused writing assignments, students will be introduced to the premises and motives of literary and critical methods associated with historical, generic, and/or cultural concerns. Because the actual reading, discussion, writing, and revision requirements in the course will consume 100% of the available time during the college-credit semester, this “pre” semester becomes all the more critical. Students who by-pass this course will find themselves doubling-up during the college-credit semester. ***Students taking this course will receive a weighted grade. This is a general, Core 40, Academic and Technical Honors diploma course.***

## **1008 English 12**

### **Grade 12**

#### ***Two Semesters/Two Credits***

#### ***Prerequisite: English 11***

Grade 12 continues to refine students’ ability to learn and communicate about language and literature. While students developed judgments informed by literacy analysis in Grades 9-11, in Grade 12 they practice explaining and defending their readings to others. In addition, the emphasis on different cultural contexts is intensified in a focus on literature. Literature instruction focuses on applying appropriate reading skills and strategies to make and defend judgments about written works, and responding to the literature. Students develop vocabulary through decoding, the use of Greek and Latin roots, literary terms, contextual clues, recognizing analogies and independent reading.

In composition, students hone their writing skills to produce polished final documents. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing.

Oral communication emphasizes the organization of ideas, audience, and context in carefully researched and organized speeches. This includes presenting facts and arguments effectively, analyzing speeches in terms of socio-cultural values, attitudes, and assumptions, recognizing when another does not understand the message being delivered

utilizing Aristotle's three modes of proof, utilizing elementary logic, and expressing and defending with evidence one's thesis. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course.***

### **1056 English Language and Composition, Advanced Placement**

#### **Grade 12**

#### **Two Semesters/ Two Credits**

AP English and Composition is a comprehensive writing course designed to prepare students for writing at the collegiate level. The course requires students to complete a wide range of expository papers, including genres such as cause/effect, compare/contrast, process, analysis, evaluation, problem/solution, and persuasive essays. Additionally, this course demands that students develop their critical thinking skills, which will be evaluated several ways. Students will read a large swath of published expository material and demonstrate a proficiency in analysis and evaluation of said texts. Some emphasis will also demand that students demonstrate a strong command of the language as writers not only writing with effective syntax and diction, but also by following accepted grammar and mechanics rules as well. This course follows College Board Entrance Examination guidelines and students in this course are expected to sit for an examination in the spring that may result in college credit for English. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course.***

### **1124 Advanced English, College Credit – ACP English (W131)**

#### **Grade 12**

#### **One Semester/One Credit**

***Prerequisite: Completion of English 11, preferably English 11 Pre-W131***

***From Indiana University-Bloomington:*** Instruction and practice in the reading, writing, and critical thinking skills required in college. Emphasis is on written assignments that require synthesis, analysis, and argument based on sources. ***This is a college course awarding 3 credits in English W131 Reading, Writing and Inquiry from Indiana University-Bloomington. Please see your counselor for more details. Students taking this course will receive a weighted grade.***

### **112411 Advanced English, College Credit – ACP English (L202)**

#### **Grade 12**

#### **One Semester/One Credit**

***Prerequisite: English W131***

***From Indiana University-Bloomington:*** Develops critical skills essential to participation in the interpretive process. Through class discussion and focused writing assignments, introduces the premises and motives of literary analysis and critical methods associated with historical, generic, and/or cultural concerns. ***This is a college course awarding 3 credits in English L202 Literary Interpretation from Indiana University-Bloomington. Please see your counselor for more details. Students taking this course will receive a weighted grade.***

### **1076 Speech**

#### **Grades 9-12**

#### **One Semester/One Credit**

Speech provides the focused study of and practice in the basic principles and techniques of effective oral communication. Students study the fundamentals of public address, nonverbal communication, interpersonal communication, listening, outlining, and research. Students have the opportunity to make different types of oral presentations including viewpoint, instructional, demonstration, informative, persuasive and impromptu. Students are given opportunities to express subject matter knowledge and content through creative, analytical, and expository writing, as well as reading a variety of literary genre related to course content and speaking assignments. This course emphasizes research using technology and careful organization and preparation. This is a performance-based course with emphasis on group communication, teamwork, presentation, and problem solving. The course is an excellent introduction and basis for required college speech courses. ***This course is an elective credit for GHS, Core 40, Academic Honors and Technical Honors diploma.***

### **1092 Creative Writing**

***Grades 10-12***

***One Semester/One credit***

This course provides the study and application of the rhetorical (effective) writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purpose for writing, and the style of their own writing.

CREATIVE WRITING PROJECT: Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content. ***This course is an elective credit for GHS, Core 40, Academic Honors and Technical Honors diploma.***

### **1034 Film Literature**

***Grades 10-12***

***One Semester/One credit***

***Prerequisite: RECOMMENDED - English 10 or teacher recommendation.***

This course provides the study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. FILM LITERATURE PROJECT: Students complete a project, such as doing a historical timeline and bibliography on the development of film or the creation of a short-subject film, which demonstrates knowledge, application, and progress in the Film Literature course content. ***This course is an elective credit for GHS, Core 40, Academic Honors and Technical Honors diploma.***

### **1082 Library Media**

***Grades 9-12***

***One Semester/One Credit***

This introductory course provides a foundation for building research skills and strategies. Students will participate in projects which teach them how to effectively locate and use quality information sources. Students will gain experience evaluating print and online resources. ***This class is no longer a successive semester class.***

### **1096 Library Research**

***Grades 9-12***

***One Semester/One Credit***

***Prerequisite: Library Media I***

*Library Research*, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the processes and conventions needed for effective technical writing-communication. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. ***This class is not offered for successive semesters.***

### **1012 English Language Learners**

***Grades 9-12***

***Two Semesters\*/Two credits***

English as a New Language provides Limited English Proficiency (LEP) students with instruction in English that would improve their proficiency in listening, speaking, reading, and writing. Emphasis is placed on helping students to function



within the regular school setting and within an English-speaking society. ***\*A maximum of four (4) credits may be earned through this course title in the language arts area.*** This course is designed according to the student's language proficiency level as determined by the Language Assessment Scales. The Language Arts Standards are utilized and the learner outcomes for the student's appropriate language level and grade are targeted as defined in the Greencastle Community Schools' English as a Second Language Program.

#### **1086 Student Publications: Newspaper**

**Grades 11-12**

***One Semester\*/ One credit***

This course provides the study of and practice in gathering and analyzing information, interviewing, and note taking for the purpose of writing, editing, publishing for print, and broadcast media. This course includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design, and typography. Students plan, publish, market, and distribute the school newspaper, *The Inkpot*. ***Students must apply for entrance into this course.*** Applications are available at the back of the course offerings booklet, in the guidance office, or by contacting the GHS journalism advisor. ***This course is a Core 40 directed elective. This course also meets the career/ academic sequence requirement for GHS diploma and Technical Honors.*** ***\*The nature of this course allows for successive semesters of instruction at an advanced level.***

#### **1086 Student Publications: Yearbook**

**Grades 11-12**

***One Semester \*/ One credit***

This course provides the study of and practice in gathering and analyzing information, interviewing, and note taking for the purpose of writing, editing, and publishing for print. This course includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design, and typography. Students plan, publish, market and distribute the school yearbook, *Minaret*. ***Students must apply for entrance into this course.*** Applications are available at the back of the course offerings booklet, in the guidance office, or by contacting the GHS journalism advisor. ***This course is a Core 40 directed elective. This course also meets the career/ academic sequence requirement for GHS diploma and Technical Honors.*** ***\*The nature of this course allows for successive semesters of instruction at an advanced level.***

## **FINE ARTS**

### **VISUAL ART**

#### **4000 Introduction to Two-Dimensional Art**

**Grades 9-12**

***One Semester/One Credit***

Students taking Introduction to Two-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. This is a studio class with emphasis placed on the techniques necessary for creative thinking, visual creativity and communication. Basic design and drawing techniques are explored with concentration placed on a foundation in art principles and elements. Students will 1) create works of art, 2) reflect upon the outcomes of those experiences, 3) explore historical connections, 4) write about the process, 5) make presentations about their progress at regular intervals, 6) work individually and in groups, 7) find direct correlation to other disciplines, and 8) explore career options in visual art. In addition, emphasis is placed on media, subject material and individual style. Aesthetic judgment will be developed as well as an understanding of art through appreciation and history. By examining, analyzing and interpreting two-dimensional works of art, students will learn the difference between preference and judgment. Refinement of classroom skills through class assignments is an integral part of this course. Regular display of student art will reinforce the personal satisfaction of their creative process. Except for the History of Art AP course, this one credit course is a prerequisite for all additional two-dimensional art offerings. ***This is a Core 40, Academic Honors, and Technical Honors diploma course***

#### **4004 Advanced Two-Dimensional Art**

**Grades 9-12**

***One Semester\****

***Prerequisite: Intro to Two-Dimensional Art***

Students in Advanced Two-Dimensional Art build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Continued development of creative skills and aesthetic awareness through higher-level application of knowledge is the focus of this course. Art concepts as they apply to two-dimensional art (drawing, painting, design) are further explored and applied to critical evaluation through examining, analyzing and interpreting works of art. Students will 1) create works of art, 2) reflect upon the outcomes of those experiences, 3) explore historical connections, 4) write about the process, 5) make presentations about their progress at regular intervals, 6) work individually and in groups, 7) find direct correlation to other disciplines, and 8) explore career options in visual art. Students will also utilize art museums, galleries, studios, and community resources in their studies. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course \*The nature of this course allows for successive semesters of instruction at an advanced level.***

#### **4060 Drawing**

**Grades 11-12**

***One Semester\*/One Credit***

***Prerequisite: Introduction to Two-Dimensional and Art and Advanced Two-Dimensional Art***

This course is designed for the art student interested in a concentrated, intensive study of drawing that encompasses art history, art criticism, aesthetics, and production of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing. The emphasis of this course is on individual style and quality of works. Application of knowledge acquired in Introduction and Advanced Two-Dimensional Art will continue sequentially with emphasis on aesthetic application. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course \*The nature of this course allows for successive semesters of instruction at an advanced level.***

#### **4082 Digital Design**

**Grades 10-12**

***One Semester\*/One Credit***

***Prerequisite: Introduction to Two-Dimensional Art***

Digital Design is a course based on the Indiana Academic Standards for Visual Art. Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multi-media, digitized imagery, computer animation, and web design. Students 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. ***Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. \*The nature of this course allows for successive semesters of instruction at an advanced level.***

#### **4062 Photography**

**Grades: 10-12**

***One Semester/One Credit***

***Prerequisite: Introduction to Two-Dimensional Art***

*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 judgements about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentation skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. ***Counts as a Directed Elective or Elective for General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Diplomas.***

#### **4002 Introduction to Three-Dimensional Art**

***Grades 9-12***

***One Semester/One Credit***

Students taking Introduction to Three- Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. This studio foundation class places emphasis on the techniques necessary for the creation of three-dimensional art, based on the understanding of the elements and principles of art. Aesthetic judgment will be developed through appreciation and the history of three-dimensional forms. By examining, analyzing and interpreting works of art, students will learn the difference between preference and judgment. Students will 1) create works of art, 2) reflect upon the outcomes of those experiences, 3) explore historical connections, 4) write about the process, 5) make presentations about their progress at regular intervals, 6) work individually and in groups, 7) find direct correlation to other disciplines, and 8) explore career options in visual art. Instruction will provide students with a foundation in sculptural forms, assemblage, and textiles as they apply to three-dimensional forms. Emphasis is placed on spatial relationships and manipulation of sculptural materials. Ceramics and basic casting techniques are introduced, as well as additional materials. Critical thinking and evaluation is expanded through self-evaluation and classroom critiques. Aesthetic judgment will be enhanced through discussion based on vocabulary and knowledge. This one credit course is a prerequisite for additional three-dimensional art courses. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course.***

#### **4006 Advanced Three-Dimensional Art**

***Grades 9-12***

***One Semester\****

***Prerequisite: Introduction to Three-Dimensional Art***

Students in Advanced Three-Dimensional Art build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students will 1) create works of art, 2) reflect upon the outcomes of those experiences, 3) explore historical connections, 4) write about the process, 5) make presentations about their progress at regular intervals, 6) work individually and in groups, 7) find direct correlation to other disciplines, and 8) explore career options in visual art. Continued development of creative skills and aesthetic awareness through higher-level application of knowledge is the focus of this course. Art concepts, as they apply to three-dimensional art, are further explored and applied to critical evaluation through examining, analyzing and interpreting sculptural forms. This course allows students to concentrate in one specific technique or material utilized in the introductory course. Higher-level decision-making is encouraged and individual styles are further developed. Work completed in this course becomes part of the student's portfolio. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course. \*The nature of this course allows for successive semesters of instruction at an advanced level.***

#### **4048, 4050, 4052 Studio Art, Advanced Placement** (Drawing; 2-D Design, 3-D Design)

***Grades 10-12***

***Two Semesters/Two Credits***

Studio Art, AP is a studio class for artistically gifted students. Students participating in this program have exhibited abilities or potential above the criteria established in the regular Visual Art curriculum and are willing to accept the challenge of a differentiated curriculum. Identification and participation in this course are based on the following criteria:

1. Recommendation of one or more Art instructors
2. Self-recommendation
3. Parent and/or other instructor recommendation

4. Successful completion of one-year studio art
5. Submission of portfolio of original work

Differentiated instruction is provided with units addressing self-portraits, interpretive line, technology, positive to negative composition, tessellated patterns, and painting styles. Students pursue interdisciplinary projects, incorporating art and music, and utilizing three components: research, production, and presentation through classroom critiques. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course.***

## **MUSIC**

### **4160 Advanced Concert Band**

***Grades 9-12***

***Two Semesters\*/ Two credits***

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

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

The Advanced Concert Band at Greencastle High School is open to students by audition. The Advanced Concert Band is combined with the Beginning Concert Band for performances at football games and basketball pep band. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course. \*This course may be taken for successive semesters.***

### **4170 Percussion**

***Grades 9-12***

***Two Semesters/ Two credits***

***Prerequisite: By instructor recommendation***

Percussion class 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. The course is further designed to help percussionists extend their musical skills outside the band class. Ensemble and solo activities are designed to develop elements of musicianship including technical skills, 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. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course.***

#### **4182 Beginning Chorus (A New Beginning)**

***Grades 9–12***

***Two Semesters\*/ Two credits***

A New Beginnings is a mixed entry-level choir for GHS students. Members are all incoming freshmen along with upperclassmen who have limited choral experience. This choir's purpose is performing a varied and challenging repertoire of choral music while also teaching choral literacy. As a member of a choral ensemble, each student will be expected to learn and demonstrate musical skills that are appropriate to his/her age and musical development. These skills will be demonstrated individually and in groups with other musicians. The curriculum of the choral program is based upon the individual's vocal/musical abilities and experience. This is achieved by the use of skill levels that begin at a beginning level and progress to an advanced level of vocal performance. This ensemble performs a minimum of four times per year on an average of once every nine weeks. Students are encouraged to expand their musical experiences by participating in the Indiana State School Music Association's Solo and Ensemble Contest each winter. This choir also participates in the Indiana State School Music Association's Organizational Contest held in the spring. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course. \*This course may be taken for successive semesters.***

#### **4188 Advanced Chorus (Classics)**

***Grades 10-12***

***Two Semesters\*/ Two credits***

The Classics are the select, mixed ensemble at GHS. ***Entry into Classics is by audition only*** and its members must demonstrate mastery of basic choral technique. As a member of a choral ensemble, each student will be expected to learn and demonstrate musical skills that are appropriate to his/her age and musical development. These skills will be demonstrated individually and in groups with other musicians. The curriculum of the choral program is based upon the individual's vocal/musical abilities and experience. This is achieved by the use of skill levels that begin at a beginning level and progress to an advanced level of vocal performance. This ensemble performs a minimum of four times per year on an average of once every nine weeks. Students are ***required*** to participate in the Indiana State School Music Association's solo and Ensemble Contest each winter. This choir also participates in the Indiana State School Music Association's Organizational Contest held in the spring. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course. \*This course may be taken for successive semesters.***

## **THEATRE**

#### **4242 Theatre Arts I-II**

***Grades 9-12***

***One Semester/One Credit\****

Students are introduced to the various aspects of theatrical production: acting, directing, and all technical theatre roles. They also learn and experience different types of performance such as pantomime and improvisation. Students collaborate on performances, and they learn to constructively evaluate their own and others' efforts. The final semester project is a staged short play with a teacher-selected student director. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course. \*The nature of this course allows for two successive semesters.***

#### **4240 Advanced Theatre Arts**

***Grades 9-12***

***One Semester/ One credit\****

***Prerequisite: Theatre Arts or teacher recommendation for students with extensive stage experience***

Instruction in this course builds upon the proficiencies and skills developed in the beginning course. In addition, students recognize significant works of the theatre and comprehend various performance styles. They recognize

a variety of theatrical careers and develop a life-long commitment to theatre arts. Instruction in this course enables students to understand the significance of theatre and its relationship to history and cultures. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course. \*The nature of this course allows for successive semesters of instruction at an advanced level.***

## **HEALTH AND PHYSICAL EDUCATION**

### **3506 Health and Wellness**

***Grades 9-12***

***One Semester/One Credit (required for graduation)***

High school health education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy.

### **3542 and 3544 Physical Education I & II (Alternate ways to earn PE I & II see pages 52-55)**

***Grades 9(preferred)***

***Two Semesters/Two credits***

**This is a two-semester course that fulfills the PE requirement for graduation.** The course places emphasis on health-related fitness including the basic principles and benefits of exercise, and on developing a personal commitment to a lifetime of activity and fitness for enjoyment and health. The class also includes instruction in swimming, individual and team sport skills and strategies, rhythmic movement patterns, care of equipment and facilities, career opportunities related to physical education, as well as other recreational activities that may be pursued as part of an active life. The primary goals of the course are to improve fitness and provide each student with knowledge and a variety of skills that will lead to physically active healthy lifestyle.

### **3560 Elective PE: Conditioning**

***Grades 10-12***

***One Semester/One Credit\****

***Prerequisite: At least a B in PE I&II OR participating in a sport at GHS***

Conditioning is a one semester, one credit, coeducational course where students are involved in training for strength, endurance, agility, flexibility, speed and quickness. It includes classroom study of nutrition, training principles, and the benefits of fitness in the future. Lectures, videos, tests, speakers, and written work can be expected. This course is for any student who has completed Physical Education and is recommended for anyone desiring to become physically fit. It is particularly valuable to those persons wishing to compete in any form of athletics. This course is offered fall and spring semesters. ***\*This course may be taken for successive semester for a maximum of 6 credits in elective PE.***

## MATHEMATICS

### 2520 Algebra I

*Grades 9-12*

*Two Semesters/Two Credits*

Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) properties of real numbers, (2) solution sets, (3) basic operations with polynomials, (4) solving quadratic equations and systems, (5) use of exponents, and (6) introductory topics for statistics and probability. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course.***

### 2532 Geometry

*Grades 9-12*

*Two Semesters/Two Credits*

***Prerequisite: Algebra I***

Geometry provides students with experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of: (1) angles, (2) lines, (3) planes, (4) congruent and similar triangles, (5) trigonometric ratios, (6) polygons, and (7) circles and spatial drawings. An understanding of proof and logic is developed. Use of graphing calculators and computer drawing programs is encouraged. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course.***

### 2532 Geometry Honors

*Grades 9-12*

*Two Semester/Two Credits*

***Prerequisite: Algebra I***

Geometry students examine the properties of two-and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedral and other solids. Use of graphing calculators and computer drawing programs is encouraged. ***A Core 40 and AHD course with standards defined. In addition to increased rigor, this course extends beyond the basic standards to include investigations into non-Euclidean geometry, fractals, topology and the philosophy of mathematics.***

### 2524 Analytical Algebra II

*Grades 9-12*

*Two Semesters/Two Credits*

***Prerequisite: Algebra I***

Analytical Algebra II builds on previous work with linear, quadratic and exponential functions and extends to include polynomial, rational, radical, logarithmic, and other functions. Data analysis, statistics, and probability content should be included throughout the course, as students collect and use univariate and bivariate data to create and interpret mathematical models. Additionally, Analytical Algebra II should focus on the application of mathematics in various disciplines including business, finance, science, career and technical education, and social sciences, using technology to model real-world problems with various functions, using and translating between multiple representations. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course is not recommended for students interested in pursuing a STEM degree at a four-year institution; this course does not prepare students for Pre-Calculus/Trigonometry. ***Fulfills the Algebra***

*II/Integrated Mathematics III requirement for all diplomas; if students use this course to fulfill this credit, the parent and student must sign a consent form notifying the parent and the student that enrollment in Analytical Algebra II may affect the student's ability to attend a particular post-secondary educational institution or enroll in a particular course at a particular post-secondary education institution because Analytical Algebra II may not align with academic requirements established by the post-secondary educational institution.*

## **2522 Algebra II**

***Grades 9-12***

***Two Semesters/Two Credits***

***Prerequisite: Algebra I***

Algebra II is a course that expands on the topics of Algebra I and provides further development of the concept of a function. The expanded topics of the course include: (1) theorems and algorithms of algebra, (2) polynomials and polynomial functions, (3) rational exponents, (4) the complex numbers, sequences, and series, (5) the properties and graphs of conic sections, (6) permutations and combinations, (7) matrices; and (8) exponential and logarithmic functions. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course.***

## **2522 Algebra II, Honors**

***Grades 9-12***

***Two Semesters/Two Credits***

***Prerequisite: Algebra I***

Algebra II Honors is a course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability. ***A Core 40 and AHD course with standards defined. In addition to increased rigor, this course extends beyond the basic standards to include investigations into modular mathematics (i.e. different bases, including binary and hexadecimal), map coloring, the Fibonacci sequence and the golden ratio.***

## **2564 Pre-Calculus: Algebra**

***Grades 9-12***

***One Semester/One Credit***

***Prerequisite: Algebra II and Geometry***

Pre-Calculus: Algebra extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus: Algebra is made up of five strands: Functions, Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Functions and Equations; Sequences and Series; and Conics. 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 eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. ***Counts as a mathematics course for all diplomas.***

**Most colleges recommend pre-calculus and Calculus AP for students intending to study the following majors in college: life science, physical science, math, actuarial science, computer science, industry or technology sciences, and engineering. Meet with your counselor to discuss which math course is most appropriate based on your future plans.**



## **2526 Advanced Placement Calculus AB**

***Grades 9-12***

***Two Semesters/Two Credits***

***Prerequisite: Pre-Calculus: Algebra***

Calculus, Advanced Placement is a course that provides students with the content that has been established by the College Board. The topics will include limits, continuity, derivatives, definite integrals, and techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. This course also includes applications of the derivative, the integral, and the theory of calculus. ***This is a Core 40, Academic Honors, and Technical Honors diploma course.***

***Due to the difficult nature of this course, a B+ or better in Pre-Calculus is highly recommended. Questions concerning continuing into Calculus should be discussed with the student's Pre-Calculus teacher.***

**Most colleges recommend Pre-Calculus and Calculus AP for students intending to study the following majors in college: life science, physical science, math, actuarial science, computer science, industry or technology sciences, and engineering. Meet with your counselor to discuss which math course is most appropriate based on your future plans.**

## **2566 Pre-Calculus: Trigonometry**

***Grades 9-12***

***One Semester/One Credit***

***Prerequisite: Algebra II and Geometry***

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 in 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 imaginary numbers is a necessity for fields such as engineering and computer programming. The eight Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. ***Counts as a mathematics course for Core 40, Academic Honors, and Technical Honors Diploma.***

## **2546 Probability and Statistics**

***Grades 9-12***

***One Semester/One Credit***

***Prerequisite: Algebra II***

This course develops appreciation for, and skill in, applying statistical techniques in the decision-making process. Topics included are (1) the methods of data collection, (2) organization of data, and (3) graphical techniques for exhibiting data together with measures of central tendency and variation. Basic laws of probability, sampling theory, hypothesis testing, and making inferences from samples are also included. Practical examples based on real experimental data are used throughout. Whenever possible, students should plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is essential. ***This is a Core 40, Academic Honors, and Technical Honors diploma course.***

## **2516 Algebra I Lab**

***Grade 9***

***Two semesters/Two Credits***

This course is to be used as a support course for Algebra I. The course provides students with additional time to build the foundation necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of *Algebra I Lab* align with the critical areas of *Algebra I*: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and

Equations; and Quadratic Functions and Modeling. However, whereas *Algebra I* contains exclusively grade-level content, *Algebra I Lab* combines standards from high school courses with foundational standards from the middle grades. ***This course may only be taken in conjunction with Algebra I; maximum of 2 credits. Counts as an elective for Core 40, Academic Honors, and Technical Honors Diploma.***

## **SCIENCE**

### **3090 Advanced Science, College Credit: ACP Chemistry (Chem C101/121 Elementary Chemistry I)**

***Grades 11-12***

***Two Semesters/Two Credits***

***Prerequisite: Algebra I***

*Advanced Science, College Credit Elementary Chemistry and Elementary Chemistry Lab* provides a student the opportunity to expand upon their initial knowledge base in chemistry. Students enrolled in this class will opt-in to receive dual credit from Indiana University-Bloomington and be expected to perform tasks at a college level. The course will cover essential principles of chemistry, atomic and molecular structure, bonding, properties and reactions of elements and compounds, stoichiometry, solutions, and acids and bases. In the lab, students will be exposed to an introduction to the techniques and reasoning of experimental chemistry. An emphasis is given to study of physical and chemical properties of inorganic compounds. ***Students completing this course will receive a weighted grade. See your counselor for more details and to discuss whether this option is for you. This is a college-level course from Indiana University-Bloomington.***

### **3012 Advanced Placement: Environmental Science**

***Grades 10-12***

***Two Semesters/Two Credits***

***Recommended Prerequisites: Biology I and Chemistry I (concurrently)***

AP Environmental Science is a course based on content established and copyrighted by the College Board. The Course is not intended to be used as a dual credit course. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. ***This is a Core 40, Academic and Technical Honors diploma course. Counts as a quantitative reasoning course.***

### **3092 Advanced Science, Special Topics: Forensics**

***Grades 11-12***

***Two Semesters/Two Credits***

***Prerequisites: Completed Biology I, Chemistry, or ICP with a C average.***

*Advanced Science, Special Topics* is a science course which is grounded in extended laboratory, field, and literature investigations into one or more specialized science disciplines, such as anatomy/physiology, astronomy, biochemistry, botany, ecology, electromagnetism, genetics, geology, nuclear physics, organic chemistry, etc. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student's course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities. ***This is a Core 40, Academic Honors, and Technical Honors diploma course. This counts as a science course.***

### **3024 Biology I**

***Grades 9-12***

***Two Semesters/Two Credits***

Biology I provides, through regular laboratory and field investigations, a study of the structures and functions of living organisms and their interactions with their environment. At a minimum, this study explores the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students have opportunities to: (1) gain an understanding of the history of the development of biological knowledge, (2) explore the uses of biology in various careers, and (3) cope with biological questions and problems related to personal needs and social issues. ***This is a required class for graduation.***

### **3092 Advanced Life Science, Special Topics: Zoology**

***Grades 10-12***

***One Semester/One Credit***

***Prerequisite: Biology I***

Zoology provides an in-depth study of major phyla of the animal kingdom. Emphasis will be placed on the general characteristics, structure, biological functions, and life cycles of representative animals of each phylum. ***This is a Core 40, Academic Honors, and Technical Honors diploma course. This course meets the flex credit or career/ academic sequence requirement of the GHS diploma.***

### **3092 Advanced Life Science, Special Topics: Marine Biology**

***Grades 10-12***

***One Semester/One Credit***

***Prerequisite: Biology I***

Marine Biology is a one semester course in advanced life sciences emphasizing the characteristics that make the ocean biome so special. The course will examine the physical characteristics of the ocean along with the diversity found in its communities and the effects of man-made pollution on these communities. An associated field trip to the Florida Keys for fieldwork activities is planned. ***This is a Core 40, Academic Honors, and Technical Honors diploma course. This course meets the flex credit or career/ academic sequence requirement of the GHS diploma.***

### **3064 Chemistry I/Chemistry I Honors**

***Grades 10-12***

***Two Semesters/Two Credits***

***Prerequisites: Algebra I and Biology I***

Chemistry I allows students to synthesize useful models of the structure of matter and the mechanisms of its interactions through laboratory investigations of matter and its chemical reactions. Students gain an understanding of the history of chemistry, explore the uses of chemistry in various careers, address chemical questions and problems related to personal needs and social issues, and learn and practice laboratory safety. This is a course for the college bound students. A minimum of twenty-five percent of the total instructional time is devoted to laboratory activities. ***This is a GHS, Core 40, Academic Honors, and Technical Honors diploma course. Qualifies as a quantitative reasoning course.***

### **3084 Physics I**

***Grades 10-12***

***Two Semesters/Two Credits***

***Recommended Prerequisite: Algebra I or II***

*Physics I* is a course focused on the following core topics: Constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. 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. ***Fulfills a science requirement (physical) for all diplomas. Counts as an elective for all diplomas. Qualifies as a quantitative reasoning course.***

### **3020 Advanced Placement Biology**

***Grades 11-12***

***Two Semesters/Two Credits***

***Prerequisites: Biology I and Chemistry I***

Advanced Placement Biology follows the guidelines established by the Advanced Placement Committee that is administered by the College Board. According to those guidelines, the course is the equivalent of a college introductory biology course taken by biology majors with emphasis in three general areas: molecules and cells, heredity and evolution, organisms and populations. It is highly recommended for students considering science in college or possible careers in research, health, or medicine. ***This is a Core 40, Academic Honors, and Technical Honors course. Counts as a qualitative reasoning course.***

### **3108 Integrated Chemistry – Physics**

***Grades 9-12***

***Two Semesters/Two Credits***

***Prerequisites: Algebra I (may be taken in conjunction with this course)***

Integrated Chemistry-Physics introduces the fundamental concepts of scientific inquiry, the structure of matter, chemical reactions, forces, motions and the interactions between energy and matter. This course will serve students as a laboratory-based introduction to possible future course work in chemistry or physics while ensuring a mastery of the basics of each discipline. The ultimate goal of the course is to produce scientifically literate citizens capable of using their knowledge of physical science to solve real-world problems to make personal, social and ethical decisions that have consequences beyond the classroom walls. ***This is a Core 40, Academic Honors, and Technical Honors course. Qualifies as a quantitative reasoning course.***

### **3044 Earth and Space Science**

***Grades 9-12***

***Two Semesters/Two Credits***

This course focuses 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. ***This course fulfills Core 40, Academic Honors, and Technical Honors elective science credits.***

### **5276 Anatomy and Physiology**

***Grades 11-12***

***Two Semesters/Two Credits***

***Prerequisites: Biology***

This is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system of 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. ***This course fulfills Core 40, Academic Honors, and Technical Honors elective science credits.***

## **SOCIAL STUDIES**

### **1516 Ethnic Studies**

***Grades 9-12***

***One Semester/One Credit***

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

### **1518 Indiana Studies**

***Grades 9-12***

***One Semester/One Credit***

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

### **1548 World History and Civilization**

***Grades 9–12***

***Two Semesters/Two Credits***

World History and Civilization provides for a study of selected world cultures, past and present. The content of the course provides a basis for students to compare and analyze patterns of culture, emphasizing both the diversity and commonality of human experience and behavior. Topics include the major periods of Western civilization, cradles of civilization, ancient Greece and Rome, the medieval period, the spread of Islam, the Renaissance, the Protestant reformation, nationalism, imperialism, the Industrial Revolution, and the history of the Twentieth century. ***This is a Core 40, Academic Honors, and Technical Honors diploma course. Fulfills a Social Studies requirement.***

### **1570 Geography and History of the World**

***Grades 9-12***

***Two Semesters/ Two credits***

Geography and History of the World is designed to enable students to use the geographic “way of looking at the world” to deepen their understanding of major global themes that have manifested themselves over time—for example, the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. In Geography and History of the World, specific geographic and historical skills and concepts of historical geography are used to explore these global themes primarily but not exclusively for the period beginning in 1000 CE. The skills are grouped into five sets, each representing a fundamental step in a comprehensive investigative/inquiry procedure. They are: 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 in Geography and History of the World include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction. By using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. Geography and History of the World 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 employment in the 21st Century. ***This is a Core 40, Academic Honors, and Technical Honors diploma course. Fulfills a Social Studies requirement.***

## **1542 United States History**

### ***Grade 11***

#### ***Two Semesters/Two Credits***

United States History emphasizes national development in the late nineteenth and the twentieth centuries. Students will examine the interaction of historical events and geographic, social, and economic influences on national development. Students will sequence historical events, examine cause and effect, identify different perspectives, and relate historical situations to current issues in Indiana and the United States. ***This course is required for graduation.***

## **1562 Advanced Placement: United States History**

### ***Grade 11***

#### ***Two Semesters/Two Credits***

#### ***Prerequisite: "B" or higher in most recent history course prior to scheduling***

The AP United States History course provides students with a learning experience equivalent to that obtained in most college introductory United States History courses. This course is a survey course with extensive chronological coverage and reading on a broad variety of topics. Students will examine the interaction of historical events, examine cause and effect, identify different perspectives, and relate historical situations to current issues in Indiana and the United States. Focus will be on the development of student's analytical skills and factual knowledge necessary to deal critically with U.S. History topics and materials. ***This is a Core 40, Academic Honors, and Technical Honors course. This course fulfills the graduation requirement United States History.***

## **1514 Economics**

### ***Grade 12***

#### ***One Semester /One Credit***

Economics is the study of money systems and includes a study of the allocation of scarce resources and their alternative uses for satisfying human wants. This course examines basic models of decision-making at various levels and in different areas including: 1) decisions made as a consumer, producer, saver, investor, and voter; 2) business decisions to maximize profits; and 3) public policy decisions in specific markets dealing with output and prices in the national economy. ***This course is required for graduation. Qualifies as a quantitative reasoning course.***

## **1540 United States Government**

### ***Grade 12***

#### ***One Semester /One Credit***

United States government provides a framework for understanding the nature and importance of responsible civic participation and for learning the rights and responsibilities of individuals in a constitutional democracy. The course enables students to explore the historic origins and evolution of political philosophies into contemporary political and legal systems. Constitutional structure and the processes of the legislative, executive, and judicial branches of the national, state, and local levels of government are examined and students study the impact and interrelationships of history, geography and economics upon our system of government. ***This course is required for graduation.***

## **1560 Advanced Placement: Government and Politics**

### ***Grade 12***

#### ***One Semester/One Credit***

The AP course in U.S. Government and Politics provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. Politics and the analysis of specific case studies. Students will become familiar with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Topics addressed will be: a) Constitutional underpinnings of the United States Government; b)

Political beliefs and behaviors; c) Political parties, interest groups and mass media; d) Institutions of national government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts; e) Public policy; and f) Civil rights and civil liberties. ***This is a Core 40, Academic Honors, and Technical Honors course. This course fulfills the United States Government graduation requirement.***

### **1556 Advanced Placement: European History**

***Grade 10-12***

***Two Semesters/Two Credits***

AP European History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance-Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, and Individual Society-provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

***This is an Elective Core 40, Academic Honors, and Technical Honors course.***

### **1532 Psychology**

***Grades 11-12***

***One Semester/One Credit***

Psychology provides an opportunity to study individual and social psychology and how the knowledge and methods of psychologists are applied to the solution of human problems. Topics include learning, motivation, personality theories, normal and abnormal behavior patterns, and adjustments to social environments. ***This is an Elective Core 40, Academic Honors, and Technical Honors course.***

### **1534 Sociology**

***Grades 11-12***

***One Semester/One Credit***

Sociology is an introduction to the study of man in his social and cultural settings and provides opportunities for students to study group behavior and basic human institutions. Moral values, traditions, folkways, the mobility of people, and other factors in society that influence group behaviors are also studied. ***This is an Elective Core 40, Academic Honors, and Technical Honors course.***

## **WORLD LANGUAGES**

### **2020 French I**

***Grades 9–12***

***Two Semesters/Two Credits***

French I introduce students to the basic pronunciation and structure of French as well as to French-speaking cultures. Emphasis is placed on basic conversation and comprehension. Students will become familiar with written French through short stories and level-appropriate readings. Within this context, this course provides students the opportunities to respond to and give oral directions and commands, to make routine requests, to understand and use appropriate forms of address in courtesy expressions, to ask and answer simple questions, to participate in simple conversations, to comprehend brief written directions and information, to read isolated works and phrases, to read short narrative texts, and to write familiar words and phrases. Students will understand various aspects of the French culture by learning about current events, major holidays, and geographical features of the French-speaking countries. ***This is a Core 40 directed elective and an Academic Honors course. This course also counts as flex credits for a GHS diploma.***

## **2022 French II**

***Grades 10-12***

***Two Semesters/Two Credits***

***Prerequisite: French I***

French II introduces students to structure and vocabulary, which help them express themselves more freely in French and participate in conversations dealing with daily activities and personal interest. Students will become more familiar with spoken French through videos with native speakers and through projects. Students will learn to ask questions regarding routine activities, participate in conversations on variety of topics, relate a simple narrative about a personal experience, interact in a variety of situations to meet personal needs, understand main ideas and facts from simple texts, read aloud with appropriate intonation and pronunciation, and write notes, messages and letters. Students will also become familiar with major geographical features, historical events, and political structures of countries being studied, as well as, the different aspects of culture, including visual arts, architecture, literature and music. ***This is a Core 40 directed elective and an Academic Honors course. This course also counts as flex credits for a GHS diploma.***

## **2024 French III**

***Grades 11-12***

***Two Semesters/Two Credits***

***Prerequisite: French II***

French III provides instruction to enable students to understand and appreciate other cultures by comparing social behaviors and values of the French culture. Emphasis is placed on reading and writing skills and students will become more proficient in self-expression skills as they study significant French literary periods. Students will learn to respond to factual and interpretive questions, to interact in a variety of social situations, to read for comprehension from a variety of authentic materials, to read short literary selections, to complete authentic documents, to write paraphrases, summaries, and brief compositions, and to describe different aspects of the culture. ***This is a Core 40 directed elective and an Academic Honors course. This course also counts as flex credits for a GHS diploma.***

## **2026 French IV**

***Grade 12***

***Two Semesters/Two Credits***

***Prerequisite: French III***

French IV enables students to become more proficient in speaking and writing skills through projects, which integrate literature and the arts. Students will participate in conversations with native and advanced non-native speakers. Students will learn to respond to factual and interpretive questions, interact in complex social situations, give presentations on cultural topics, paraphrase what someone else has said, read for comprehension from a variety of longer authentic materials, write well-organized compositions on a given topic, and begin using the language creatively in writing simple poetry or prose. Students will also study the relationship between major literary, musical and artistic periods and genres and periods of history. French IV prepares students for success in French at the university level. ***This is a Core 40 directed elective and an Academic Honors course. This course also counts as flex credits for a GHS diploma***

## **2120 Spanish I**

***Grades 9-12***

***Two Semesters/Two Credits***

Spanish I introduce students to the sounds and structure of Spanish and to the Spanish-speaking world. Emphasis is placed on basic conversation and comprehension. Students will become familiar with Spanish vocabulary and grammar through role-play, videos, and short readings. Within this context, this course provides students the opportunities to respond to and give oral directions and commands, to make routine requests, to understand and use appropriate forms of address in courtesy expressions, to ask and answer simple questions, to participate in simple conversations, to comprehend brief written directions and information, to read isolated words and phrases, to read short narrative texts, and to write familiar words and phrases. Students will understand various aspects of the Spanish culture by learning about current events, major holidays, and geographical features of the Spanish-speaking countries. ***This is a Core 40 directed elective and an Academic Honors course. This course also counts as flex credits for a GHS diploma***



## **2122 Spanish II**

***Grades 10-12***

***Two Semesters/Two Credits***

***Prerequisite: Spanish I***

Spanish II introduces students to skills, which help them express themselves more freely in Spanish and participate in conversations dealing with daily activities and personal interest. Emphasis is placed on syntax and vocabulary. Students will become more proficient in reading, speaking, and writing skills through culture projects and level-appropriate readings. Students will learn to ask questions regarding routine activities, participate in conversations on a variety of topics, relate a simple narrative about a personal experience, interact in a variety of situations to meet personal needs, understand main ideas and facts from simple texts, read aloud with appropriate intonation and pronunciation, and write notes, messages and letters. Students will also become familiar with major geographical features, historical events, and political structures of countries being studied, as well as, the different aspects of culture, including visual arts, architecture, literature and music. ***This is a Core 40 directed elective and an Academic Honors course. This course also counts as flex credits for a GHS diploma.***

## **2124 Spanish III**

***Grades 11-12***

***Two Semesters/Two Credits***

***Prerequisite: Spanish II***

Spanish III introduces students to skills, which help them express original ideas in Spanish. Students will become more familiar with the art, history and thought of the Spanish-speaking world through a range of readings and spoken activities. This course provides instruction to enable students to understand and appreciate other cultures by comparing social behaviors and values of the Spanish culture. Students will learn to respond to factual and interpretive questions, to interact in a variety of social situations, to read for comprehension from a variety of authentic materials, to read short literary selections, to complete authentic documents, to write paraphrases, summaries, and brief compositions, to describe different aspects of the culture, to seek help in a crisis situation, and to participate appropriately at special family occasions. ***This is a Core 40 directed elective and an Academic Honors course. This course also counts as flex credits for a GHS diploma.***

## **2126 Spanish IV**

***Grade 12***

***Two Semesters/Two Credits***

***Prerequisite: Spanish III***

Spanish IV enables students to become more proficient in speaking and writing skills through projects, which integrate literature and the arts. Students will become more proficient in communication skills through discussion, essays, skits, and conversations with native and advanced non-native speakers. Students will learn to respond to factual and interpretive questions, interact in complex social situations, give presentations on cultural topics, paraphrase what someone else has said, read for comprehension from a variety of longer authentic materials, write well-organized compositions on a given topic, and begin using the language creatively in writing simple poetry or prose. Students will also study the relationship between major literary, musical and artistic periods and genres and periods of history. Spanish IV prepares students for success in Spanish at the university level. ***This is a Core 40 directed elective and an Academic Honors course. This course also counts as flex credits for a GHS diploma.***

## **2080 Latin I**

***Grades 9–12***

***Two Semesters/Two Credits***

***Prerequisite: A “C-” average in English in the year prior to taking Latin I.***

Latin I will introduce vocabulary and basic grammatical concepts (both Latin and English). Special emphasis will be placed on English vocabulary development using Latin root words. The primary focus of this course involves reading comprehension and vocabulary development. Students will understand various aspects of Roman culture by studying

ancient history, geography, mythology, art/architecture, and holidays. Students will recognize the contributions of the Latin language and Ancient Roman culture to American society. ***This is a Core 40 directed elective and an Academic Honors course. This course also counts as flex credits for a GHS diploma.***

## **2082 Latin II**

***Grades 10-12***

***Two Semester/Credits***

***Prerequisite: Latin I***

Latin II will provide a review of Latin I and will introduce more advanced vocabulary and grammatical concepts. The primary focus of this course involves reading comprehension and vocabulary development. Students will also become familiar with major geographical features, historical events, and political structures of the classical world, as well as, the different aspects of Roman culture, including the visual arts, architecture, and literature. Students will recognize the contributions of the Latin language and Ancient Roman culture to American society. ***This is a Core 40 directed elective and an Academic Honors course. This course also counts as flex credits for a GHS diploma.***

## **2084 Latin III**

***Grades 11-12***

***Two Semesters/Two Credits***

***Prerequisite: Latin II***

Latin III will provide a review of Latin II and continue to introduce more advanced vocabulary and grammatical concepts. This course provides instruction to help students understand and appreciate other cultures by comparing the social behaviors and values of those cultures with Ancient Roman culture. Students will give short presentations on cultural topics, read for comprehension from longer authentic materials, make judgments about what is read, and use the language creatively in writing poetry and essays. In addition, students will become familiar with major historical events, political structures, and value systems of the Roman culture. Using the Latin language where appropriate, students will describe the different aspects of the culture including visual arts, architecture, and literature. Students will complete various research projects that require Internet use and other forms of technology. Students will recognize the contributions of the Latin language and Ancient Roman culture to American society. ***This is a Core 40 directed elective and an Academic Honors course. This course also counts as flex credits for a GHS diploma.***

## **2086 Latin IV**

***Grade 12***

***Two Semesters/Two Credits***

***Prerequisite: Latin III; "B" or higher in Latin III prior to scheduling***

*Latin 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. Students will continue to develop presentational skills by giving presentations on cultural topics and presenting culturally authentic material, such as plays. This course emphasizes the continued development of reading and listening comprehension skills, such as guessing meaning in familiar and unfamiliar contexts and using elements of world formation to expand vocabulary and derive meaning. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to practice strategies that facilitate advanced oral and written communication, such as circumlocution. Additionally, students will continue to develop understanding of classical Roman 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 as well as exploration of the use and influence of the Latin language and culture in the community beyond the classroom through activities such as the identification and evaluation of

resources intended for those fluent in Latin. *This is a Core 40 directed elective and an Academic Honors course. Fulfills a World Language requirement.*

## **TECHNOLOGY EDUCATION**

### **4803 Introduction to Computer Science**

**Grades 9-12**

**One Semester/One Credit**

*Introduction to Computer Science* allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics. *Counts as a Directed Elective or Elective for all diplomas.*

### **4784 Introduction to Manufacturing**

**Grades 9-12**

**One Semester/One Credit**

*Introduction to Manufacturing* is a course that specializes in how people use modern manufacturing systems with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a background toward developing engineering and technological literacy. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. Students will 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 will investigate the properties of engineered materials such as: metallic; polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. *This is a directed elective for all diplomas. This course also meets the career/academic sequence requirements.*

### **4790 Introduction to Communications**

**Grades 9-12**

**One Semester/One Credit**

This is an introductory course that specializes in identifying and using modern communication to exchange messages and information. This course explores the application of the tools, materials, and techniques used to design, produce, use and assess systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems. Using the base knowledge student will use the design process to solve design projects in each communication area. *This course is a directed elective for all diplomas. This course also meets the career/academic sequence requirement for GHS diploma and Technical Honors.*

### **4798 Introduction to Transportation**

**Grades 9-12**

**One Semester/One Credit**

*Introduction to Transportation* is an introductory course designed to help students become familiar with fundamental principles in modes of land, sea, air, and space transportation, including basic mechanical skills and processes involved in transportation of people, cargo, and goods. Students will gain and apply knowledge and skills in the safe application, design, production, and assessment of products, services, and systems as it relates to the transportation industries. Content of this course includes the study of how transportation impacts individuals, society, and the environment. This course

allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant transportation related activities, problems, and settings. *Counts as a directed elective or elective for all diploma types.*

### **5230 Information Technology Support I**

***Grades 9-12***

***Two Semesters/Two Credits***

Information Technology Support allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. *Counts as a directed elective or elective for all diploma types.*

### **5580 Construction Trades I**

***Grades 9-12***

***Two Semesters/Two Credits***

Construction Trades I classroom and laboratory experiences involve the formation, installation, maintenance, and repair of buildings, homes and other structures. A history of construction, future trends and career options, reading technical drawings and transforming those drawings into physical structures are covered. The relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three-dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing, room schedules and plot plans. Students will examine the design and construction of floor and wall systems and develop layout and floor construction skills. Blueprints and other professional planning documents will also be covered. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two-family dwellings and safety practices including Occupational Safety and Health Administration Safety and Health Standards for the construction industry. *Counts as a directed elective or elective for all diplomas.*

### **4802 Introduction to Engineering Design (Non-Project Lead The Way)**

***Grades 9-12***

***Two Semesters/Two Credits***

This course teaches problem-solving skills using a design development process. Students will develop critical thinking and problem-solving skills through instructional activities that pose design and application challenges for which they develop solutions. Models of product solutions are created, analyzed and communicated using solid modeling computer design software. *This course is a directed elective for all diplomas. This course also meets the career/ academic sequence requirement for GHS diploma and Technical Honors.*

### **5644 Principles of Engineering (Non-Project Lead The Way)**

***Grades 10-12***

***Two Semesters/Two Credits***

***Prerequisite: Intro to Engineering Design***

This course will introduce students to the fundamental aspects of engineering and engineering technology. Students will explore various technology systems and manufacturing processes and learn how engineers and technicians use math, science and technology in an engineering problem-solving process to benefit people. Students will also explore concerns about social and political consequences of technological changes. *This course is a directed elective for all diplomas. This course also meets the career/ academic sequence requirement for GHS diploma and Technical Honors. Qualifies as a quantitative reasoning course.*

### **4836 Mechanical Drafting and Design**

***Grades 9-12***

***One Semester/One Credit (max. 2 Semesters)***

Mechanical Drafting and Design I provide students with a basic understanding of the detailing skills commonly used by a drafting technician. Areas of study include: lettering, sketching, proper use of equipment, geometric constructions with emphasis on orthographic (multi-view) drawings that are dimensioned and noted to ANSI standards. Another purpose of this course is to provide students with a basic understanding of the features and considerations associated with the operation of a computer-aided design (CAD) system. Students will gain valuable hands-on experience with Auto CAD. They will be expected to complete several projects (increasing in difficulty) relating to command topics. Topics include: 2D drawing commands, coordinate systems, editing commands, paper and model space, inquiry commands, layers, plotting, text, and basic dimensioning. ***This course is a directed elective for all diplomas. This course also meets the career/ academic sequence requirement for GHS diploma and Technical Honors.***

### **5640 Architectural Drafting and Design I**

***Grades 9-12***

***One Semester/One Credit (max. 2 Semesters)***

Architectural Drafting and Design I will provide students with a basic understanding of the detailing skills commonly used by a drafting technician. Areas of study include: lettering, sketching, proper use of equipment, geometric constructions with emphasis on orthographic (multi-view) drawings that are dimensioned and noted to ANSI standards. This course includes the creation and interpretation of construction documents. Methods of geometric construction, three-dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing. Another purpose of this introductory course is to provide students with a basic understanding of the features and considerations associated with the operation of a computer-aided design (CAD) system. Students will gain valuable hands-on experience with Auto CAD. They will be expected to complete several projects relating to command topics. Topics include: 2D drawing commands, coordinate systems, editing commands, paper and model space, inquiry commands, layers, plotting, text, and basic dimensioning. This course will also include Basic Architectural AutoCAD practices. ***This course is a directed elective for all diplomas. This course also meets the career/ academic sequence requirement for GHS diploma and Technical Honors.***

## **MULTI-DISCIPLINARY EDUCATION**

### **1010 Language Arts Lab**

***Grade 9-12***

***One Semester Course, One Credit per Semester, 8 credits maximum***

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

***Counts as an elective for all diplomas.***

### **0500 Basic Skills Development**

***Grade 9-12***

***One semester/ One Credit***

This is a multidisciplinary course which provides students continuing opportunities to develop the basic skills including: (a) reading, (b) writing, (c) listening, (d) speaking, (e) mathematical computation, (f) note-taking, (g) study and organizational skills, and (h) problem-solving skills that are essential for high school coursework achievement. Determination of the skills to be emphasized in this course is based on the Indiana state standards, individual school corporation general curriculum plans, and/or a student's individualized education plan. Skills selected for developmental

work provide students with the ability to continue to learn in a range of different life situations. ***This course does not count for math, English, or science credit requirements for graduation but does provide assistance in helping to pass math, English and Science courses. This course counts as an elective credit.***

### **0532 College-Entrance Preparation**

#### **Grade 10-11**

***One Semester course, 1 credit per semester, 4 credits maximum***

***Prerequisite: Algebra II (or concurrent enrollment in Algebra II)***

*College-Entrance Preparation* utilizes individual student score reports from the PSAT, PLAN, and/or ACCUPLACER to prepare students for the SAT, ACT, ACCUPLACER, and/or Compass college readiness assessments. Based on student score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science sections of college admission and placements exams. As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment. Teachers are encouraged to use a curriculum with longitudinal, successful results. Course may also include college selection and application units, to better prepare students for overall college-readiness. Being “college ready” means being prepared for any postsecondary education or training experience, including readiness for study at two-year and four-year institutions leading to a postsecondary credential (i.e., a certificate, license, Associate’s or Bachelor’s degree). Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

***The nature of this course allows for successive semesters of instruction provided progressively advanced proficiencies and content standards are utilized. Counts as an elective for all diplomas.***

## **NOT-FOR-CREDIT SELECTIONS**

### **Study Hall**

#### **Grade 9-12**

***Not for Credit – only 1 per semester***

Students may select to take a study hall during one period of the day. Students are only allowed one period of study hall per semester. We highly encourage students to select credit-bearing courses first and make study hall the last resort option. Acceptance into college is becoming more and more competitive and as such colleges are looking for more rigorous student schedules. If you select to take study hall keep in mind that study hall is to be used for studying!

### **Teaching or Office Assistant**

#### **Grade 10-12**

***Not for Credit – only 1 per semester***

Students may request to be a teaching assistant (TA) or office assistant (OA) during 1 period of the day. Students must fill out the TA application and obtain appropriate signatures for permission. The corresponding teacher must fill out the rationale for why they could use the student assistant. Once approved the student’s schedule will be changed in accordance. These schedule changes are not made until the beginning of each new semester. Students may only switch from study hall to be a TA. Grades, attendance, and discipline are all taken into consideration as assistants are selected. Students that are selected to be assistants are expected to show up regularly just as they would be expected in any other class. Attendance is still taken. They are expected to help the teacher. It is a privilege to be an assistant at GHS. If assistants abuse this privilege they will be placed back into a study hall.

## **Career and Technical Education Programs**

### **Area 30 Career Center**

#### **What Is Area 30 Career Center?**

Area 30 Career Center provides half-day career and technical education programs for juniors and seniors, at least 16 years of age, who are enrolled in Cloverdale, Eminence, Greencastle, North Putnam, Owen Valley and South Putnam High Schools. These two-year sequenced career and technical education programs are high school electives. Juniors in the six participating high schools may enroll in one of these programs for one or two years, and seniors may enroll for one year. Two-year program completers can earn an Area 30 Career Center program completion proficiency certificate, the maximum number of high school and college credits available in their program, and develop higher-level skills and abilities. These career and technical education programs prepare students for careers by teaching core technical proficiencies, employability skills, and job-seeking skills, while integrating academic standards. The programs, including the integrated academics skills class, assist students in developing such vital employability skills as cooperation, teamwork, problem solving, critical thinking, flexibility and dependability.

**Most first year students participating in Area 30 career and technical education programs attend a three-hour block of instructional and laboratory/shop time in the morning, and most second year students attend in the afternoon. An additional hour in the morning or afternoon is usually designated as travel time so the students' high school can transport them to and from Area 30 Career Center programs.**

#### **Program Goals**

Area 30 Career Center's career and technical education programs are designed to assist students in the following ways:

- ❖ Provide education and technical training in a career field of each student's choice;
- ❖ Promote students' smooth transition from high school to work and to further education and training opportunities;
- ❖ Assist students in exploring realistic post high school education and training options;
- ❖ Help qualified students secure scholarships to pursue their educational and career goals.
- ❖ Provide opportunities for students to earn college credits and high school credits in their career and technical education program.

#### ***Parents Responsible for Accident/Health Insurance Coverage for Students***

At Area 30 Career Center emphasis is placed on hands-on learning in a laboratory, shop, and using on-the job industry appropriate activities, supplies, tools and equipment. **Accident/health insurance coverage needs to be maintained by the parent/ guardian on each student throughout enrollment in an Area 30 career and technical education program.** Area 30 Career Center does not provide accident/health insurance coverage for students. In addition to textbooks and lab fee costs, students in some programs are required to purchase specified uniforms, supplies, tools, and equipment that are necessary for their chosen career and technical education program.

## **Earn High School and College Credits and Scholarships at Area 30 Career Center**

Most of the Area 30 Career Center programs provide students an opportunity to earn college credits at the same time they are earning their high school credits. Also, Area 30 annually awards scholarships to eligible students who qualify for postsecondary education and/or training. Qualified students who enter the workforce in a position directly related to their Area 30 career and technical education program are also eligible for grants to purchase required tools of their trade. Perfect attendance, student advisory committee members, scholarship recipients, two-year program completer proficiency awards, as well as other Area 30 Career Center outstanding student accomplishments are recognized each year during the annual awards program in the spring.

### **Participating High Schools Have Program Enrollment Allotments**

Each of the six participating high schools is allotted a designated number of student enrollments per year. Each high school's allotment per program is filled on a first-come, first-served basis. Available openings in each career and technical education program will be filled based on the following priorities:

1. Seniors returning for their second year who earned a grade of "C" or better, demonstrated positive progress toward achievement of the program's core technical proficiencies, demonstrated average or above employability proficiencies, complied with Area 30 rules and regulations during their first year, and have earned the minimum number of credits in the courses required by their high school for graduation;
2. Juniors committing themselves to a two-year career and technical education program who have successfully met the required math and reading levels and have earned the minimum credits in the courses required by their high school for graduation;
3. Seniors entering a career and technical education program for one year only who meet the admission requirements.

**See the Area 30 [Program Guide](#) for full course descriptions and a listing of possible Ivy Tech dual credits.**



## Lifeguard Application

Name \_\_\_\_\_ Phone \_\_\_\_\_

Age \_\_\_\_\_ Birthday \_\_\_\_\_ Class of 20 \_\_\_\_\_

Address \_\_\_\_\_

Where did you receive your lifeguarding certification? \_\_\_\_\_

Who was your instructor? \_\_\_\_\_

What lifeguarding work experience do you have?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### ***Parental Permission***

Name of parent or guardian \_\_\_\_\_

I grant my permission for (applicant) \_\_\_\_\_

to work as a lifeguard for one hour during the regular school day.

Signed \_\_\_\_\_ Date \_\_\_\_\_

### ***Current Certifications Required***

**A photocopy of your current Red Cross Lifeguard certification card and your current Professional Rescuer CPR card must accompany this application. Return this application and your photocopied certifications to the guidance office.**

## Application for Yearbook or Newspaper Class

**The journalism staffs are seeking detail-conscious, deadline-oriented students who can work well with others. These students should not require constant supervision in order to complete quality work on time. Admission into these classes is a privilege, so we are looking for GHS's best and brightest. Additional criteria for acceptance into the program are:**

- **Must be in the 11<sup>th</sup> or 12<sup>th</sup> grade**
- **B- or better average in Honors English**
- **B+ or better average in regular English**
- **Positive recommendation from your current English teacher**
- **Strong essay below**

**Complete this application, and then give it to your current English teacher to complete the reference information on the back.**

Name \_\_\_\_\_

Current Grade \_\_\_\_\_

The yearbook/newspaper advisor reserves the right to place students in whichever class best suits their abilities. **Circle** the class that is your preference:

(Yearbook)

(Newspaper)

Are you in Honors English? \_\_\_\_\_

Name of Current English teacher

In the space below, discuss (specifically) why you would like to be a member of the yearbook or newspaper staff. Also, discuss your strengths and weaknesses in order to be placed in a position that is best suited for you.

[illegible]

## Teacher Reference for Acceptance into Newspaper/Yearbook

**English teacher: The student named below is applying for a position on the yearbook or newspaper staff. Please complete this form regarding your knowledge of this student and return to newspaper/yearbook teacher. Thanks!**

Student Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

**On a scale from 1-5 (5 being the best), what score would you give the student in the following areas?**

1. Group work/team work \_\_\_\_\_
2. Contribution during discussion \_\_\_\_\_
3. Leadership skills \_\_\_\_\_
4. Creativity \_\_\_\_\_
5. Writing Skills \_\_\_\_\_
6. Organization Skills \_\_\_\_\_

**Comments: Please note below information I should consider before accepting or not accepting this student into yearbook or newspaper class. Consider: Does the student turn their work in on time? Go above and beyond in class? Work independently without having to be constantly supervised?**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## **Alternate Ways to Earn PE Credits**

**Students have three ways to earn required PE credits:**

- 1. Enroll in PE courses at GHS**
- 2. Earn PE credits through GHS athletic participation**

### **PE Credit Waiver for Athletic Participation**

If a student participates in an IHSAA sponsored sport at GHS and completes the following, the student may be eligible to earn high school credit for either PE I and/or PE II. Managers and student assistants are excluded.

- a) Complete the season in good standing without injury that affects more than 10% of the season
- b) Demonstrate 90% participation in group activities\*
- c) Exhibit responsible personal and social behavior by not violating the School and Athletic Code of Conduct

\*Participation is defined as attending practices and completing tasks assigned by coaches at practices and/or games and events. Participation of 90% is not linked to the amount of playing time.

### **Guidelines**

1. Students must submit a PE credit waiver before the end of the sport season in which they participate.
2. Students may earn a maximum of two (2) credits using the PE Credit Waiver Application process (PE I and PE II)..
3. PE will not appear on a student's schedule and therefore cannot count towards the five required credits for IHSAA athletic eligibility.
4. PE credits will be recorded on transcripts and will affect honor roll, GPA, and class rank.

### **Procedures**

1. During the scheduling process for 9<sup>th</sup> grade classes, the student will inform the counselor that he/she wants to use participation in a sport to receive credit for PE.
2. The counselor will give the student a PE Credit Waiver Application.
3. The student and parent will complete Part A and submit the PE Credit Waiver Application to the counselor by the end of spring semester in preparation for scheduling courses the following year.
4. The guidance office will create a list\* of all students seeking credits and provide the list to the PE Department Chair and Athletic Director.
5. The guidance office will give the PE Credit Waiver Application to the Athletic Director. The Athletic Director will give a list of those students who have applied for the waiver to the coach at the beginning of the season.
6. Coaches will maintain attendance and participation records.

7. Within two weeks of the conclusion of the sport, the coach will complete Part B of the PE Credit Waiver Application and indicate if the student has met all the criteria. Signed applications are returned to the PE Department Chair.
8. At the end of each semester, the PE Department Chair will assign a grade for each student who has completed a sport. Final grade and credit will be recorded on the student transcript.

## PE Credit Waiver for Athletic Participation

### Application

#### **Part A: To be completed by student and parent and returned to counselor**

I have read and understand the requirements for receiving Physical Education Alternative Credit for the sport/activity listed below and agree to fulfill all responsibilities.

Activity: \_\_\_\_\_ to earn credit for

Check one \_\_\_\_\_ Semester 1 PE

\_\_\_\_\_ Semester 2 PE

\_\_\_\_\_  
*Printed Student Name*

\_\_\_\_\_  
*Student Signature*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Printed Parent Name*

\_\_\_\_\_  
*Parent Signature*

\_\_\_\_\_  
*Date*

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#### **Part B: To be completed by coach and then to be submitted to Guidance\***

Check One: Activity Completed \_\_\_\_\_  
Did Not Complete \_\_\_\_\_

Coach comments:

\_\_\_\_\_  
*Printed Coach Name*

\_\_\_\_\_  
*Coach Signature*

\_\_\_\_\_  
*Date*

\*Coach/athlete must submit the completed P.E. Credit Waiver Application to the guidance office upon completion of the season.