

WESTERN BOONE COUNTY COMMUNITY SCHOOLS

Curriculum Guide

2025-2026

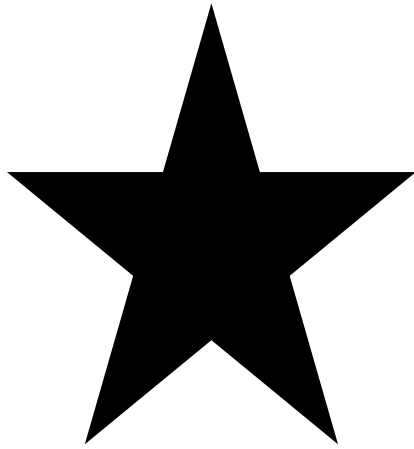


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Class Load

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

Incomplete Grades

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

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

Withdrawals

If a student is withdrawn from a class by the administration for disciplinary or other reasons, a grade of W will be entered and is not included in GPA. If a student drops the class (with administration approval), a grade of WF is entered on the transcript if the student is failing the class at the time of withdrawal. Students may also receive a WF for disciplinary actions, regardless of current grade in the class.

Special Education

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

Student Assistants (High school students only)

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

Schedule Changes

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

1. To meet immediate graduation requirements
2. Schedule conflicts
3. Extenuating circumstances approved by the student's counselor, administration, and parent/guardian.

Online courses

Students wishing to enroll in an online course not offered by Western Boone or to make room in their schedule for other classes must get permission from the counseling office prior to enrolling in the class to ensure Western Boone credit will be granted. All courses taken outside Western Boone must be from an approved provider. Students will be held responsible for completing coursework independently and meeting deadlines of the course provider. Failure to complete the course in the allotted time frame will result in an F for the credit. Additionally, students may become ineligible to enroll in future online courses and/or may be subject to additional fees charged by the online provider.

Indiana College Core

Indiana Senate Enrolled Act 8 requires high schools to offer the Indiana College Core (ICC), a grouping of 30 college credits to meet the six core areas of a general college core that will transfer between all Indiana public colleges. Students interested in completing the ICC must take at least one course from each of the six areas and earn a total of 30 credits. WB offers the Indiana College Core per state law with the courses listed below. Students who complete the Indiana College Core are eligible to have their AP exam fees reimbursed. Any college-level courses students wish to take outside of these courses are subject to Western Boone's online course policy stated in the curriculum guide and likely at student expense.

ICC Category	WEBO Course Title	Credit Availability
Written Communication	AP English Language	Exam Score of 3 = 3 college credits Exam Score of 4,5 = 6 college credits
	Adv. Speech & Communication (via online school-day course with Ivy Tech)	COMM 101 = 3 college credits
Quantitative Reasoning	PreCalculus (Honors)	MATH 136 = 3 college credits
	Trigonometry (Honors)	MATH 137 = 3 college credits
	Calculus	MATH 211 = 4 college credits
Scientific Reasoning	Adv. Science: Mol/Cell Biology	BIOL 105 = 5 college credits
Social & Behavioral	AP US History	Exam Score of 3,4,5 = 6 college credits
	AP World History	Exam Score of 3,4,5 = 6 college credits
	Economics Honors	ECON 101 = 3 college credits
Humanistic & Artistic	Spanish III Honors	SPAN 101 = 4 college credits SPAN 102 = 4 college credits
	Spanish IV	SPAN 201 = 3 college credits SPAN 202 = 3 college credits
	AP English Literature	Exam Score of 3,4,5 = 3 college credits

Final Exams

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

CTE Programs

Attending any CTE program is considered a privilege granted by the school board when the student is unable to receive the instruction within Western Boone. Policies and specific information on the CTE programs may be found under CTE in the course description section. Students and parents are required to sign a contract outlining CTE commitment. CTE grades are calculated using the grading scale of the program's host school. When available, students are required to utilize school transportation.

TESTING PROGRAM

Scholastic Aptitude Test Grade 11

All students will take the SAT in grade 11 for school accountability. The test is also utilized for college admissions and some scholarships. Students are encouraged to research the testing requirements of their preferred colleges. A minimum SAT score will also fulfill a graduation requirement for the class of 2023 and beyond.

Knowledge Assessment

Knowledge Assessment is administered to determine dual credit eligibility in some courses.

Preliminary Scholastic Aptitude Test (PSAT)

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

Athletics

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

Retaking a Class

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

Transfer Grades

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

Graduation

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

High School Credit in Junior High

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

College Admission

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

Early Graduation Policy

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

- Student must apply for early graduation by Feb. 1 of the sophomore year to be ranked with the senior class in the following year for purposes of scholarships and class rank.
- Students who graduate early cannot be considered for valedictorian, salutatorian, or other locally recognized academic honors.
- Conference must be held with student, parent/guardian, counselor, and administrator by March 1 of sophomore year.
- Students wishing to graduate after six semesters who have not met the requirements listed above are eligible to graduate upon completion of all graduation requirements but will not be ranked with the new class.

Other considerations:

- Online coursework may be necessary to complete all required coursework.
- Credits can be earned through any accredited online source with permission of the school counselor (cost for online courses to be paid by the student).

- Any student who has completed the application/conference process by the specified deadlines will be separately ranked with the new graduating class upon completion of the semester in which application is made.
- Students graduating early are eligible to participate in senior class activities while still enrolled at Western Boone with the class of their newly intended graduation year.

Weighted Grades Policy

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

Courses that currently meet the weighted grade criteria:

AP 2-D Art & Design	AP 3-D Art & Design
Advanced Science, Molecular Cellular Biology	AP US History
Calculus	AP World History: Modern
PreCalc/Trig and PreCalc/Trig Honors	Economics Honors
AP Drawing	AP English Language & Composition
Spanish 3 Honors	AP English Literature & Composition
Spanish 4	Advanced Speech & Communication

AP/ Dual Credit Course Policy

Per Western Boone policy, while participation is not a guarantee of college credit, students enrolling in AP/dual credit courses are required to take full advantage of course participation by completing all required elements to grant the student college credit. Required elements include 1) parents and students understanding of AP program and/or colleges' policies, procedures, and higher level of rigor 2) taking the AP exam (fee of approximately \$99 per exam in subjects not paid by the state) 3) and/or enrolling for all applicable dual credits (fee of up to \$25/college credit). Fees are waived or reduced for students enrolled in the free/reduced lunch program. Any student taking a weighted grade class who fails to take the AP exam and/or enroll for dual credits will not be awarded the additional weight in a course meeting the criteria for weighted grades. (Exception: Students who complete necessary steps to enroll but are determined ineligible for college credit due to entrance test scores or another factor outside their control can be awarded weighted grade upon completion of the course with administration approval.)

Rank/GPA/Grading Scale

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

Grading Scale	GPA Points Earned (Unweighted)	GPA Points Earned (Weighted)
A	A = 4.0	A = 5.0
A-	A- = 3.67	A- = 4.67
B+	B+ = 3.33	B+ = 4.33
B	B = 3.0	B = 4.0
B-	B- = 2.67	B- = 3.67
C+	C+ = 2.33	C+ = 3.33
C	C = 2.0	C = 3.0
C-	C- = 1.67	C- = 2.67
D+	D+ = 1.33	D+ = 2.33
D	D = 1.0	D = 2.0
D-	D- = 0.67	D- = 1.67
F	F = 0	F = 0

Final grades are calculated by multiplying each nine weeks percentage by 2, adding those totals to the final exam percentage, and dividing the total by 5. Then use the chart above to assign the final semester grade.

Career Pathways

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

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

Junior High Course Selections

Grade 7

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

- *English (regular or Honors)
- *Math (regular or Honors)
- Social Studies
- Science
- Physical Education

*Western Boone offers Honors English and Math, designed for motivated students with above average skills. Placement in honors courses requires approval from the teacher.

- In addition to the core subject requirements, students entering seventh grade may choose from the following options:
 - Beginning Band (full year, not eligible for HS credit)
 - Choir (full year)
 - Art 1 (one semester)
 - Art 2 (one semester)
 - Family and Consumer Science 7 (one semester)
 - Current Events (one semester)
 - Exploring Engineering and Technology (one semester)
 - Exploring Agriculture Science and Business (one semester)
 - Exploring Business and Information Technology (one semester)

Grade 8

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

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

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

- In addition to the core subject requirements, students entering eighth grade may choose from the following options:
 - Beginning Band (full year, not eligible for HS credit)
 - Choir (full year)
 - Art 1 (one semester)
 - Art 2 (one semester)
 - Art 3 (one semester)
 - Current Events (one semester if not taken in Grade 7)
 - Exploring Engineering and Technology (one semester if not taken in Grade 7)
 - Family and Consumer Science 8 (one semester)
 - Exploring World Languages (one semester)

- The following courses offer one high school credit for each semester passed:
 - Applied Music: Marching Band (summer only)
 - Applied Music: Guitar (one semester or year)
 - Jazz Band (must also be in Band)
 - Musical Theater (one semester)
 - Beginning Choir: All Male (full year)
 - Introduction to Agriculture (full year)
 - Introduction to Business (full year)
 - Introduction to Construction (full year-must have completed Exploring Engineering & Technology)
 - Spanish 1 (full year)
 - Health (one semester)
 - Preparing for Colleges and Careers (one semester)

2025-2026 COURSES BY DEPARTMENT

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

Title Grades Sem/Yr. Pre-Req DC QR

AG See Page 11

Title	Grades	Sem/Yr.	Pre-Req	DC	QR
Ag Power	10-12	Year	Yes	Yes	
Ag Structure & Fab	10-12	Year	Yes	No	
Animal Science	10-12	Year	Yes	Yes	
Crop Management	10-12	Year	Yes	Yes	
Principles of Ag	9-12	Year	No	Yes	

ART See Page 12

Title	Grades	Sem/Yr.	Pre-Req	DC	QR
AP 2-D Art & Design	11-12	Year	Yes	No	
AP 3-D Art & Design	11-12	Year	Yes	No	
AP Drawing	11-12	Year	Yes	No	
Ceramics I-VIII	9-12	Year	No	No	
Drawing I-VIII	9-12	Year	No	No	
Fine Arts Connection	11-12	Sem/Yr	Yes	No	
Photography I-VIII	9-12	Fall/Yr.	No	No	
Intro to 2-D Art	9-12	Sem	No	No	
Intro to 3-D Art	9-12	Sem	No	No	

BUSINESS & TECHNOLOGY See Page 14

Title	Grades	Sem/Yr.	Pre-Req	DC	QR
Principles of Entrepreneurship	9-12	Year	No	Yes	
New Venture Dev.	10-12	Year	Yes		
Small Business Operations	10-12	Year	Yes		
Intro to Business	8-12	Sem/Yr.	No	No	
Computing Foundations for a Digital Age	8-12	Sem	No	No	
Personal Fin. Resp.	10-12	Sem	No	No	Q

Title Grades Sem/Yr. Pre-Req DC QR

FAMILY & CONSUMER SCIENCES See Page 16

Title	Grades	Sem/Yr.	Pre-Req	DC	QR
Adv Child Dev	9-12	Fall/Yr.	No	No	
Adv Nutrition	9-12	Fall/Yr.	No	No	
Interpersonal Relation	9-12	Sem	No	No	
Prep for Coll/Career	8-12	Sem	No	No	
Culinary Careers 1 <ul style="list-style-type: none"> • Principles of Culinary & Hospitality • Nutrition • Culinary Arts 	11-12	Year	No	No	

HEALTH & PHYSICAL EDUCATION See Page 17

Title	Grades	Sem/Yr.	Pre-Req	DC	QR
Adv Weight Training	11-12	Sem/Yr.	Yes	No	
Beg Weight Training	10-12	Sem/Yr.	Yes	No	
Health & Wellness	8-12	Sem	No	No	
Lifeguarding	10-12	Sem/Yr.	Yes	No	
Physical Education	9-12	Year	No	No	
Physical Education, Adv	9-12	Year	Yes	No	

LANGUAGE ARTS See Page 18

Title	Grades	Sem/Yr.	Pre-Req	DC	QR
AP Eng. Lang	11-12	Year	Yes	No	
AP Eng. Lit	12	Year	Yes	No	
English 9	9	Year	No	No	
English 9 Honors	9	Year	Yes	No	
English 10	10	Year	No	No	
English 10 Honors	10	Year	Yes	No	

Commented [LW1]: I have in my notes that we need to revise the Business and Technology Pathway info...and replace Computer Science with the new course that is part of the diploma requirements

Commented [TQ2R1]: The table for Ag needs to be updated with next year's courses. Let me know if you want me to update CTE stuff again this year.

Commented [TQ3R1]: I added the Ag stuff and the new computing class.

American Lit	11	Year	No	No	
English 12	12	Sem	No	No	
Student Media	9-12	Year	Yes	No	
Speech* (Advanced Option Available)	12	Sem	Yes*	No	

Title Grades Sem/Yr. Pre-Req DC QR

MATH See Page 20

Algebra I	9-12	Year	No	No	
Algebra I Honors	8-12	Year	Yes	No	
Algebra II (Reg/Honors)	10-12	Year	Yes	No	
Analytical Algebra II	10-12	Year	Yes	No	
Calculus	12	Year	Yes	Yes	
Gem (Reg/Honors)	9-12	Year	Yes	No	
PreCalc (Reg/Honors)	11-12	Fall	Yes	Yes	
Trigonometry (Reg/Honors)	11-12	Spring	Yes	Yes	

MULTIDISCIPLINARY ELECTIVES See Page 22

Cadet Teaching	11-12	Sem/Yr.	Yes	No	
Career Exploration Internship	12	Year	No	No	
Community Service	11-12	Sem/Yr.	Yes	No	
<u>Education Professions</u> •Principles of Teaching •Child & Adolescent Development •Teaching & Learning •Education Professions Capstone	11-12	Year	Yes	No	
<u>Help Desk</u> •Principles of Computing •Information Technology Fundamentals •Networking Fundamentals •Networking Capstone	10-12	Year	Yes	Yes	
Cooperative Education	12	Year	Yes	No	
Work-Based Learning	12	Year	Yes	No	
Peer Tutoring	10-12	Sem/Yr.	Yes	No	

MUSIC See Page 25

Applied Music: Guitar	8-12	Sem/Year	No	No	
Applied Music: Marching Band	8-12	Summer	No	No	
Applied Music: Piano	9-12	Sem- Fall	No	No	
Beginning Band* (JH students not eligible for HS credit)	7-12	Year	No	No	

Intermediate Concert Band (placement by audition)	8-12	Year	Yes	No	
Advanced Concert Band (placement by audition)	8-12	Year	Yes	No	
Jazz Band	8-12	Sem/Year	Yes	No	
Music Hist & Appreciation	9-12	Year	No	No	
Music Theory	10-12	Year	Yes	No	
Choir (placement by audition)	9-12	Year	No	No	
Musical Theater	8-12	Sem-Spring	No	No	
Beginning Chorus: (All Male Option)	8-12	Year	No	No	

Title Grades Sem/Yr. Pre-Req DC QR

SCIENCE See Page 27

Advanced Science, Molecular Cellular Biology	11-12	Year	Yes	Yes	
Advanced Science-CHEM	11-12	Year	Yes	Yes	
Anatomy & Phys Biology	11-12	Year	Yes	Yes	
Biology	9-12	Year	No	No	
Chemistry I	10-12	Year	Yes	No	Q
Environmental Science	9-12	Year	No	No	
Integ Chem-Physics	9-12	Year	No	No	Q
Physics (online)	11-12	Year	Yes	No	Q

SOCIAL STUDIES See Page 28

AP US History	11-12	Year	Yes	No	
AP World History: Modern	10-12	Year	Yes	No	
Economics* (Honors Option Available)	11-12	Sem	No	No	Q
Ethnic Studies	9-12	Sem	No	No	
Geog/Hist of World	9-12	Year	No	No	
Indiana Studies	9-12	Sem	No	No	
Psychology	11-12	Sem/Yr.	No	No	
US Government	11-12	Sem	No	No	
US History	10-12	Year	No	No	
World History	9-12	Year	No	No	

SPANISH See Page 30

Spanish I	8-12	Year	No	No	
Spanish II	10-12	Year	Yes	No	
Spanish III	10-12	Year	Yes	No	
Spanish III Dual Credit	10-12	Year	Yes	Yes	

Commented [TQ6]: Somehow denote Economics Honors??

Commented [LW4]: Sam would like to do Piano and Electric Keyboard, but go to a SEM only option

Commented [JH5R4]: Based on Brent's email, it looks like Piano should be labeled Fall and Musical Theatre labeled Spring.

Spanish IV Dual Credit	11-12	Year	Yes	Yes	
Spanish V	12	Year	Yes	Yes	

TECHNOLOGY EDUCATION See Page 32

Intro to Adv. Manufacturing & Logistics	9-12	Year	No	No	
Intro to Construction	8-12	Sem/Yr.	No	No*	
Intro to Eng. Design	9-12	Year	No	Yes	
Digital Electronics	10-12	Year	Yes	No	

<u>R/TV: Animation & Film: Music & Sound 1</u>
<ul style="list-style-type: none"> Principles of Broadcasting Audio & Video Production Essentials Mass Media Performance
<u>Radio & TV Broadcasting Capstone</u>
<u>Veterinary Careers 1</u>
<ul style="list-style-type: none"> Principles of Veterinary Science Veterinary Science Advanced Life Science: Animals
<u>Veterinary Science Capstone</u>

CTE PROGRAMS See page 33

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

COURSES OFFERED AT J. EVERETT LIGHT

All programs have dual credit available and are all three credits per semester. Students should plan one additional class period for travel.

<u>Auto Collision 1</u>
<ul style="list-style-type: none"> Principles of Collision Repair Automotive Body Repair Plastic Body Repair & Painting Fundamentals
<u>Auto Collision Capstone</u>
<u>Auto Service Technology 1</u>
<ul style="list-style-type: none"> Principles of Auto Services Brake Systems Steering & Suspension
<u>Auto Service Capstone</u>
<u>Building and Facility Maintenance 1</u>
<ul style="list-style-type: none"> Principles of Construction Trades Building/Facilities Maintenance Fundamentals Adv. Building & Facilities Maintenance
<u>Building and Facilities Maintenance Capstone</u>
<u>Dental Careers 1</u>
<ul style="list-style-type: none"> Principles of Dental Careers Dental Careers Fundamentals Advanced Dental Careers
<u>Dental Careers Capstone</u>
<u>Digital Designs & Advertising 1</u>
<ul style="list-style-type: none"> Principles of Digital Design Digital Design Graphics Graphic Design & Layout
<u>Digital Design Capstone</u>
<u>Education Professions 1</u>
<ul style="list-style-type: none"> Principles of Teaching Child & Adolescent Development Teaching & Learning
<u>Education Professions Capstone</u>

COURSES OFFERED THROUGH WEST CENTRAL

All programs have dual credit available and are all three credits per semester.

<u>Auto Service Technology 1</u>
<ul style="list-style-type: none"> Principles of Auto Services Brake Systems Steering & Suspension
<u>Auto Service Capstone</u>
<u>Business Administration 1</u>
<ul style="list-style-type: none"> Principles of Business Business Administration Fundamentals Accounting Fundamentals
<u>Certified Nursing Assistant 1</u>
<ul style="list-style-type: none"> Principles of Healthcare Medical Terminology Healthcare Specialist: CNA
<u>Healthcare Specialist Capstone</u>
<u>Construction Trades 1</u>
<ul style="list-style-type: none"> Principles of Construction Trades General Carpentry Framing and Finishing
<u>Construction Trades Capstone Q</u>
<u>Cosmetology 1</u>
<ul style="list-style-type: none"> Principles of Barbering & Cosmetology Barbering & Cosmetology Fundamentals Advanced Cosmetology
<u>Barbering & Cosmetology Capstone</u>
<u>Criminal Justice 1</u>
<ul style="list-style-type: none"> Principles of Criminal Justice Law Enforcement Fundamentals Corrections & Cultural Awareness
<u>Criminal Justice Capstone</u>
<u>Emergency Medical Technician 1</u>
<ul style="list-style-type: none"> Principles of Healthcare Medical Terminology Emergency Medical Tech
<u>Healthcare Specialist Capstone</u>
<u>Fire Science 1</u>
<ul style="list-style-type: none"> Principles of Fire Fighting

<ul style="list-style-type: none"> • Fire Fighting Fundamentals • Advanced Fire Fighting
<u>Fire and Rescue Capstone/EMT</u>
<u>Industrial Electrical 1</u>
<ul style="list-style-type: none"> • Principles of Advanced Manufacturing • Advanced Manufacturing Technology • Industrial Electrical Fundamentals
<ul style="list-style-type: none"> • <u>Industrial Electrical Capstone</u> Q
<u>IT Cybersecurity 1</u>
<ul style="list-style-type: none"> • Principles of Computing • Information Technology Fundamentals • Networking & Cybersecurity Operations

<u>Cybersecurity Operations Capstone</u>
<u>Radio TV 1</u>
<ul style="list-style-type: none"> •Principles of Broadcasting •Audio & Video Production Essentials •Mass Media Production
<u>Radio & TV Broadcasting Capstone</u>
<u>Welding Technology 1</u>
<ul style="list-style-type: none"> • Principles of Welding Technology • Shielded Metal Arc Welding • Gas Welding Process
<u>Welding Technology Capstone</u>

AGRICULTURE

Courses in the Ag department are offered on a rotating basis to provide students with as many options as possible. Note in the course title line those courses which will not be available in 2025-2026.

5088 AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY (year) 2025-26 school year

Grades 10-12

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

Prerequisite: Principles of Agriculture

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH: AGRI 106

7117 PRINCIPLES OF AGRICULTURE (year)

Grades 9-11

Principles of Agriculture is a two-semester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding and the role of agriculture in the United States and globally. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, as well as careers.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH: AGRI 100

7112 AGRICULTURE STRUCTURES FABRICATION AND DESIGN (year) 2025-26 school year

Grades 10-12

Agricultural Structures Fabrication and Design is a two-semester course that focuses on metal work and agricultural structures. This course will allow students to develop skills in welding and metalworking such as metal identification and properties, metal preparation, use of oxyacetylene torch, plasma cutting and cutting operations, arc welding, MIG welding, TIG welding. This course will also allow students to develop skills in construction regarding the ag industry such as carpentry, masonry, etc.

Prerequisite: Principles of Agriculture & Agriculture Power, Structure, and Technology

5102 FOOD SCIENCE (year) 2026-27 school year

Grades 10-12

Food Science is a two-semester course that provides students with an overview of food science and the role it plays in the securing of a safe, nutritious, and adequate food supply. A project-based approach is utilized in this course, along with laboratory, team building, and problem-solving activities to enhance student learning. Students are introduced to the following areas of horticulture science: food processing, food chemistry and physics, nutrition,

food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry.

Prerequisite: Principles of Agriculture

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH: AGRI 104

7116 PRECISION AGRICULTURE (year) 2026-27 school year

Grades 10-12

Precision Agriculture describes the purpose and concepts of precision agriculture and precision farming through classroom and lab-based instruction. It involves understanding and operation of the various precision agriculture tools including GPS, GIS, and VRT. Students will learn how to collect data, analyze data and use the information to make decisions. Provides an understanding and justifications that demonstrate the economic and environmental benefits of precision agriculture. The Precision Agriculture course also incorporates the use of UAVs. Students will demonstrate UAV competency and handling in order to achieve the Part 107 UAS certification.

Prerequisite: Principles of Agriculture

5008 ANIMAL SCIENCE (year) 2025-26 school year

Grades 10-12

Animal Science is a two-semester program that provides students with an overview of the animal agriculture industry. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students' study may be applied to both large and small animals. Topics to be covered in the course include history and trends in animal agriculture, laws and practices relating to animal agriculture, comparative anatomy and physiology of animals, biosecurity threats and interventions relating to animal and human safety, nutrition, reproduction, careers, leadership, and supervised agricultural experiences relating to animal agriculture.

Prerequisite: Principles of Agriculture

THIS COURSE FULFILLS A CORE 40 SCIENCE REQUIREMENT

NOTE: This course will NOT fulfill a Science requirement for NCAA Eligibility purposes.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH: AGRI 103

7113 CROP MANAGEMENT (year) 2025-26 school year

Grades: 10-12

Crop Management will provide an understanding of plant nutrient requirements and how to provide for those needs to achieve efficient crop production through classroom and lab-based instruction. Students will understand proper fertilizer materials, application methods and techniques. Instruction on soil analysis by demonstrating proper soil testing techniques which will be used to create fertility plans for proposed crops. Integrated pest management and the evaluation of various pest controls with minimal impact on the environment will also be an emphasis of the course. Counts as a science course for all diplomas.

Prerequisite: Principles of Agriculture

THIS COURSE FULFILLS A CORE 40 SCIENCE REQUIREMENT

NOTE: This course will NOT fulfill a Science requirement for NCAA Eligibility purposes.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH: AGRI 117

ART

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

Grades 9-12

Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and

incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

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

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

Grades 9-12

Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

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

4026 FINE ARTS CONNECTIONS (semester or year)

Grades 11-12

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

Prerequisite: Permission of Instructor

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

Grades 9-12

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

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

Student must provide his/her own digital camera

4048 DRAWING, ADVANCED PLACEMENT (year)

Grades 11-12

Drawing, Advanced Placement is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract, observational, and inventive works may demonstrate drawing competence. Any work that makes use of (appropriate) other artists' works (including photographs) and/or published images must show substantial and significant development beyond duplication. This is demonstrated through manipulation of the formal qualities, design, and/or concept of the source.

Prerequisite: Permission of Instructor

4050 2-D ART & DESIGN, ADVANCED PLACEMENT (year)

Grades 11-12

This portfolio is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. The *principles* of design articulated through the visual *elements* help guide artists in making decisions about how to organize the elements

on a picture plane in order to communicate content. For this portfolio, students are asked to demonstrate proficiency in 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. Any work that makes use of (appropriates) other artists' works (including photographs) and/or published images must show substantial and significant development beyond duplication.

Prerequisite: Permission of Instructor

4052 3-D ART & DESIGN, ADVANCED PLACEMENT (year)

Grades 11-12

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

Prerequisite: Permission of Instructor

4000 INTRODUCTION TO 2-D ART (semester)

Grades 9-12

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

4002 INTRODUCTION TO 3-D ART (semester)

Grades 9-12

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

BUSINESS & TECHNOLOGY

4565 COMPUTING FOUNDATIONS FOR A DIGITAL AGE (semester)

Grades 8-12

Computing Foundations for a Digital Age is a course about how computers and the internet have revolutionized the way we access and disseminate information. As technology continues to change at an ever-increasing pace, the need for students to gain a foundational understanding of computer science is clear. Computing Foundations for a Digital Age is designed to introduce students to five major topics within computer science including computing systems, networks and the internet, data and analysis, algorithms and planning, and impacts of computing. The course introduces foundational computing concepts while exploring current events and building critical thinking, collaboration, problem solving, and other important skills that are invaluable for life in a global and technologically advancing society.

***Diploma Requirement beginning with the class of 2029**

4518 INTRODUCTION TO BUSINESS (Fall or year)

Grades 8-12

Introduction to Business introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

4540 PERSONAL FINANCIAL RESPONSIBILITY (semester)

Grades 10-12

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

Diploma Requirement beginning with the class of 2028*7154 PRINCIPLES OF ENTREPRENEURSHIP** (year)

Grades 9-12

Principles of Entrepreneurship focuses on students learning about their own strengths, character and skills and how their unique abilities can apply to entrepreneurship, as well as how an entrepreneurial mindset can serve them regardless of their career path. Students will learn about the local, regional and state resources and will begin to understand and apply the entrepreneurial process. The course helps students to identify and evaluate business ideas while learning the steps and competencies required to launch a successful new venture. The course helps students apply what they have learned from the content when they write a Personal Vision Statement, a Business Concept Statement, and an Elevator Pitch.

7148 NEW VENTURE DEVELOPMENT (year)

Grades 10-12

New Venture Development is targeted to students interested in creating and growing their own businesses. The course will focus on key marketing strategies particularly relevant for new ventures. Students will apply marketing concepts to entrepreneurial company challenges, which include creating and nurturing relationships with new customers, suppliers, distributors, employees and investors; and understand the special challenges and opportunities involved in developing marketing strategies "from the ground up." diplomas

Prerequisite or Corequisite: Principles of Entrepreneurship

7147 SMALL BUSINESS OPERATION (year)

Grades 10-12

Small Business Operations will help students identify and evaluate the various sources available for funding a new enterprise; demonstrate an understanding of financial terminology; read, prepare, and analyze basic financial statements; estimating capital requirements and risk, exit strategies; and prepare a budget for their business, including taxes and personnel costs. In addition, the student should be able to explain the importance of working capital and cash management. The student should also be able to identify financing needs and prepare sales forecasts.

Prerequisite or Corequisite: Principles of Entrepreneurship & New Venture Development

FAMILY & CONSUMER SCIENCES

5360 ADVANCED CHILD DEVELOPMENT (year)

Grades 9-12

Advanced Child Development is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from age 4 through age 12. It builds on the *Child Development* course, which is a prerequisite. *Advanced Child Development* includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory laboratory/field experiences with children in preschool and early elementary school settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

5340 ADVANCED NUTRITION AND WELLNESS (year)

Grades 9-12

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

7173/7171/7169 CULINARY ARTS & HOSPITALITY (year, 3 credits per semester)

This program is designed to develop an understanding of the hospitality industry and career opportunities, and responsibilities in the food service and lodging industry. Introduces procedures for decision making which affects operation management, products, labor, and revenue. Additionally, students will learn the fundamentals of food preparation, basic principles of sanitation, service procedures, and safety practices in the food service industry including proper operation techniques for equipment. Nutrition students will learn the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs throughout the life cycle and to apply those principles to menu planning and food preparation. This course will engage students in hands-on learning of nutritional concepts such as preparing nutrient dense meals or examining nutritional needs of student athletes. Culinary Arts teaches students how to prepare the four major stocks, the five mother sauces (in addition to smaller sauces) and various soups. Additional emphasis is placed on the further development of the classical cooking methods. This course will also present the fundamentals of baking science including terminology, ingredients, weights and measures, and proper use and care of equipment. Students will produce yeast goods, pies, cakes, cookies, and quick breads.

5364 INTERPERSONAL RELATIONSHIPS (semester)

Grades 9-12

Interpersonal Relationships is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and

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

5394 PREPARING FOR COLLEGE AND CAREERS (semester)

Grades 8-12

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

HEALTH & PHYSICAL EDUCATION

3506 HEALTH & WELLNESS EDUCATION (semester)

Grades 8-12

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

3542/3544 PHYSICAL EDUCATION I/PHYSICAL EDUCATION II (year)

Grades 9-12

Physical Education 1 and 2 focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in at least eight of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

3542/3544 PHYSICAL EDUCATION I/PHYSICAL EDUCATION II, ADVANCED PHYSICAL DEVELOPMENT (year)

Grades 9

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

Prerequisite: WBHS Athletic team participation, coach and/or previous junior high physical education teacher recommendation.

3560 BEGINNING WEIGHT TRAINING (semester or year)

Grades 10-12

This class is for competitive athletes to continue their knowledge of the basic strength movements with an enhanced focus on technique and total body strength. All athletes will be coached in a program that is designed to increase muscular strength, endurance, and power. Each student will also be coached to improve multi-directional speed, acceleration, and change of direction. This course will provide athletes the opportunity to start creating healthy lifestyle habits and understand the importance of exercise. Students will be evaluated on participation and effort to improve strength and overall fitness.

Prerequisite: C or better in Physical Education and must be an active member of a high school sports team.

3560 ADVANCED WEIGHT TRAINING (semester or year)

Grades 11-12

This class is for competitive athletes to build on their knowledge of basic strength movements to incorporate the Olympic lifts. All athletes will be coached on proper form and technique with an emphasis on power production. Each student will also be coached to improve multi-directional speed, acceleration, and change of direction. This course will provide athletes the opportunity to develop teamwork and leadership skills to utilize in their respective sport. Students will be evaluated on participation and effort in training to improve overall athletic ability.

Prerequisite: Basic Weight Training and must be an active member of a high school sports team.

LIFEGUARDING (semester or year)

Grades 10-12

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

Prerequisite: Lifeguard Certification (must be valid for entire semester and documentation must be provided to the PE Dept Chair or School Counselor).

LANGUAGE ARTS

***HONORS CRITERIA: Teacher recommendation, Passing ILEARN/PSAT/SAT Scores, B- or higher in English.**

Students who earn below a B- in Honors English will be placed on probation for the following semester. Failure to earn a B- or higher in that semester will result in the student being removed from Honors English.

1002 ENGLISH 9 or 9H (year)

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

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

1004 ENGLISH 10 or English 10H (year)

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

English (10H) is an intensive study of literature and the composition process **and is recommended for preparation for AP English.**

1056 ENGLISH LANGUAGE AND COMPOSITION, ADVANCED PLACEMENT (year)

Grades 11-12

English Language and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. This course will require a summer reading project.

1058 ENGLISH LITERATURE AND COMPOSITION, ADVANCED PLACEMENT (year)

Grade 12

English Literature and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the way's writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. This course will require a summer reading project.

1086 STUDENT MEDIA (year)

Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school media and yearbooks. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields. Students use course content to become knowledgeable of theme development, cover and end sheet design, interviewing, feature writing, layout, sales design, and advertising. Students will use computer programs such as Adobe Photoshop and Jostens Year-Tech program along with excel to complete daily tasks. In addition, student will use digital cameras with zoom lenses and scanners. Evaluation is based upon the student's work ethic, completed layouts and feature stories, and completion of requirements. Excellent attendance and punctuality are essential.

Prerequisite: Approved application

Students who are not taking AP English during their junior and/or senior year will complete American Literature during their junior year. The remaining credits are at the student's preference and as available in the master schedule.

1020 AMERICAN LITERATURE (year)

Grade 11

American Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of representative works and authors of the United States. Students read, analyze, evaluate, critique, and actively respond to a wide variety of literary genres that reflect American culture, including quality works of various ethnic and cultural minorities. Students compare readings and media from literature, history, and other subjects by demonstrating how the ideas and concepts presented in the works are interconnected, distinctly American, and important to an understanding of the development of the current culture. This class will also include a 20% Time Project.

1076 SPEECH (semester)

Grade 12

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

***1078 ADVANCED SPEECH & COMMUNICATION**

Grade 12

Advanced Speech and Communication, a course based on the Indiana Academic Standards for English/Language Arts and emphasizing the High School Speech and Communication Standards, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver

different types of oral and multimedia presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery.

Prerequisite: Students must have a 2.6 GPA or earn a passing score on Knowledge Assessment

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH: COMM 101 (3 credits)

1008 ENGLISH 12 (semester or year)

Grade 12

English 12, an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grades 11- 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. 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 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.

MATH

Honors criteria: See Below

Algebra II Honors: Must maintain a "B- "or higher in Geometry Honors or an "A- "or Higher in Geometry Regular or Algebra I Regular

Calculus: Must maintain a "B- "or higher in Pre-Calculus Honors or Trigonometry Honors

Geometry Honors: Must maintain a "B- "or higher in Algebra I Honors or an "A- "in Algebra I or II Regular

Pre-Calculus Algebra: Must maintain a "B- "or higher in previous Honors courses or an "A- "in regular courses

Pre-Calculus Trigonometry: Must maintain a "B- "or higher in previous Honors courses or an "A- "in regular courses

2520 ALGEBRA I (year)

Grades 9-12

Algebra 1 is the study of the real number system and of the basic algebraic concepts and techniques, solving equations, inequalities, and operation with polynomials.

2520 ALGEBRA I HONORS (year)

Grades 8-12

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

2522 ALGEBRA II (year)

Grades 10-12

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Complex Numbers and

Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. 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.

Prerequisite: Algebra I

2524 ANALYTICAL ALGEBRA II (year)

Grades 10-12

Analytical Algebra II builds on previous work with linear, quadratic and exponential functions and extends to include polynomial, rational, and radical 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. The Indiana Academic Standards for Analytical Algebra II consist of six domains: Arithmetic and Structure of Expressions, Equations, and Functions; Function Families; Modeling with Functions and Data; Modeling with Advanced Algebra; Modeling with Data and Statistics; and Modeling with Quantities. Additionally, Analytical Algebra II should focus on the application of mathematics in various disciplines including business, finance, science, CTE, and social sciences using technology to model real-world problems with various functions, using and translating between multiple representations. This course meets Core 40 requirements, but may not be accepted by some colleges and universities. Students taking this course must complete a waiver form to be enrolled in this course.

Prerequisite: Algebra I

2522 ALGEBRA II HONORS (year)

Grades 10-12

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. 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.

Prerequisite: Approved application

2527 CALCULUS (year)

Calculus expands a student's knowledge of topics like functions, graphs, limits, derivatives, and integrals.

Additionally, students will review algebra and functions, modeling, trigonometry, etc. Calculus is made up of five strands: Limits and Continuity; Differentiation; Applications of Derivatives; Integrals; and Applications of Integrals. 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.

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

2532 GEOMETRY (year)

Grades 9-12

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

Prerequisite: Algebra I

2532 GEOMETRY HONORS (year)

Grades 9-12

This course is a more intensive version of Geometry. There will be more in-depth analysis of topics such as angle relationships, parallel and perpendicular lines, planes, congruent and similar triangles, polygons, and polyhedral, which will be discussed throughout the year. This course is designed for those who anticipate taking Calculus during their senior year.

2564 PRE-CALCULUS: ALGEBRA (REG/HONORS) (Fall)

Grades 11-12

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

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

2566 PRE-CALCULUS: TRIGONOMETRY (REG/HONORS) (Spring)

Grades 11-12

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

Prerequisite: Approved application

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

MULTIDISCIPLINARY ELECTIVES

0502 CADET TEACHING (semester or year)

Grades 11-12

This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in the life skills/special needs classroom. All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are supervising prospective teachers and providing them with pre-training experiences. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. Study topics and background reading provide the cadets with information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum, and is a continuation of the peer tutoring experience, seeking to give a more in-depth look into special education.

Prerequisite: Peer Tutoring

0530 CAREER EXPLORATION INTERNSHIP (semester/year)

Grades 11-12

The Career Exploration Internship course consists of a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interests. Unlike the work-based Learning capstone course in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in (1) regularly scheduled meetings with their classroom teacher, or (2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor. Prerequisite: Counselor Recommendation

0524 COMMUNITY SERVICE (semester/year)

Grades 11-12

Community Service is a course created by public law IC 20-30-14, allowing juniors and seniors the opportunity to earn up to two high school credits for completion of approved community service projects or volunteer service that “relates to a course in which the student is enrolled or intends to enroll.” Interested students must apply.

7161/7157/7162/7267 EDUCATION PROFESSIONS (year, 2-3 periods)

Grades 11-12

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

CERTIFICATION OPTION: ParaPro

DUAL CREDIT IS AVAILABLE THROUGH INDIANA STATE UNIVERSITY. (year 1=EDUC 200, EPSY 202, CIMT 272; year 2=SPED 226, EPSY 341; all classes 3 college credits each)

6162— COOPERATIVE EDUCATION/ 5974 WORK-BASED LEARNING CAPSTONE (year, 3 periods)

Grade 12

Cooperative Education spans all career and technical education program areas through an interdisciplinary approach to training for employment. This approach is especially valuable in enriching the small school’s career and technical education program where a traditional cooperative program of clustered occupations cannot be identified because of varied student interest and diverse training stations. Although very similar to Cooperative Education, Work-Based Learning must be directly related to a previously taken advanced CTE course. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction for either course. The following two components must be included as part of the Cooperative Education or Work-Based Learning Capstone course.

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

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

Prerequisite: Students must be employed by the first day of school

7180 INFORMATION TECHNOLOGY FUNDAMENTALS (year)

Information Technology Fundamentals provides the necessary competencies required for an entry-level Information Technology professional. Students will have the knowledge required to assemble components based on customer requirements, install, configure and maintain devices/software for end users, understand the basics of networking and security, properly and safely diagnose, resolve and document common hardware and software issues while applying troubleshooting skills. Students will also learn appropriate customer support, understand the basics of virtualization, desktop imaging, and deployment. This course should also prepare students for the CompTIA A+ Certification Exam.

Prerequisite: Principles of Computing

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (*ITSP 132/134/175 = 7 credits)

7182 NETWORKING FUNDAMENTALS (year)

Grade 11-12

Networking Fundamentals describes, explores and demonstrates how a network operates in our everyday lives. The course covers the technical pieces and parts of a network and societal implications such as security and data integrity. Using hands-on lab work, this course offers students the critical information needed for a role as an Information Technology professional who support computer networks. Concepts covered include the TCP/IP model, OS administration, designing a network topology, configuring the TCP/IP protocols, managing network devices and clients, configuring routers and switches, wireless technology and troubleshooting. Provides students the ability to implement, administer, and troubleshoot information systems that incorporate the Microsoft Windows clients and servers in an enterprise environment. Students will be introduced to managing applications, files, folders, and devices in a windows active directory environment.

7251 NETWORKING CAPSTONE (year)

Grade 12

Networking Capstone includes hands-on lab work, and a wide array of assessment types and tools. The course covers the architecture, components, and operations of routers and switches in small networks and introduces wireless local area networks (WLAN) and security concepts. Students learn how to configure and troubleshoot routers and switches for advanced functionality using security best practices and resolve common issues with protocols in both IPv4 and IPv6 networks. The course also emphasizes network security concepts and introduces network virtualization and automation. Students learn how to configure, troubleshoot, and secure enterprise network devices and understand how application programming interfaces (API) and configuration management tools enable network automation.

7183 PRINCIPLES OF COMPUTING (year)

Grades 10-12

Principles of Computing provides students the opportunity to explore how computers can be used in a wide variety of settings. The course will begin by exploring trends of computing and the necessary skills to implement information systems. Topics include operating systems, database technology, cybersecurity, cloud implementations and other concepts associated with applying the principles of good information management to the organization. Students will also can utilize basic programming skills to develop scripts designed to solve problems. Students will learn about algorithms, logic development and flowcharting.

THIS COURSE FULFILLS A CORE 40 SCIENCE REQUIREMENT

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (*INFM 109 = 3 credits)

NOTE: This course will fulfill a Science requirement for NCAA Eligibility purposes.

0520 PEER TUTORING (semester or year)

Grade 11-12; Grade 10 by permission

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

Prerequisite: 2.0 GPA or permission of instructor

MUSIC

4170 ADVANCED CONCERT BAND: (year)

Grades 8-12*

Advanced Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in the performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate 56 2025-2026 High School Course Titles and Descriptions in performance opportunities outside of the school day that support and extend learning in the classroom.

Prerequisite: Concert Instrument Proficiency of at least 8th grade level, audition

*JH students are not eligible for high school credit in this course

4200 APPLIED MUSIC: GUITAR (semester or year)

Grades 8-12

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

4200 APPLIED MUSIC: MARCHING BAND (Summer)

Entering Grades 8-12

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

4200 APPLIED MUSIC: PIANO (Semester- Fall)

Grades 9-12

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

4182 BEGINNING CHORUS: (ALL MALE OPTION) (year)

Grades 8-12

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

4160 BEGINNING CONCERT BAND: (year)

Grades 7-12*

Beginning Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of music through the concert band, which

develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in the performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

*JH students are not eligible for high school credit in this course

4180 CHORAL CHAMBER ENSEMBLES (Star Voices) (year)

Grades 10-12

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

Prerequisite: Spring Audition

4186 INTERMEDIATE CHORUS (year)

Grades 9-12

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

4168 INTERMEDIATE CONCERT BAND (year)

Grades 8-12

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

Prerequisite: Concert Instrument Proficiency of at least 8th grade level, audition

4164 JAZZ BAND (semester or year)

Grades 8-12

Jazz Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may be

scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director.

Prerequisite: Must also be in the concert band unless permission is otherwise granted by the director

4206 MUSIC HISTORY AND APPRECIATION (year)

Grades 9-12

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

4208 MUSIC THEORY AND COMPOSITION (year)

Grades 10-12

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

Prerequisite: Permission of Instructor

0518 MUSICAL THEATER (semester, Spring)

Grades 9-12

Musical Theater is based on the Indiana Academic Standards for Theater. Students in this course study the history of musical theater and its place today. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. This class may be taught collaboratively among music, theater, dance, and visual arts faculty. These activities should incorporate elements of theater history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theater, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theater patrons in their community

SCIENCE

5276 ANATOMY & PHYSIOLOGY (year)

Grades 11-12

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body.

Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health-related fields.

Prerequisite: Biology & Chemistry

DUAL CREDIT AVAILABLE THROUGH IVY TECH (*APHY 101 = 3 credits + APHY 102 = 3 credits)

3024 BIOLOGY I (year)

Grades 9-12

Biology 1 is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

3090 ADVANCED SCIENCE, MOLECULAR & CELLULAR BIOLOGY (year)

Grades 11-12

Course presents an in-depth introduction to biology including the basic principles of biochemistry, concepts of cell structure, cell metabolism, and cellular respiration, processes of DNA replication and gene expression, principles of molecular and Mendelian genetics, concepts of Natural Selection in relation to evolution, and diversity of prokaryotes, protists, and green plants.

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

DUAL CREDIT AVAILABLE THROUGH IVY TECH (*BIOL 105 = 5 credits)

3064 CHEMISTRY I (year)

Grades 10-12

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

Prerequisite: Biology I and Algebra I

3090 ADVANCED SCIENCE, CHEMISTRY (year)

Grades 11-12

The course is designed to cover general chemistry including measurement, atoms, molecules and ions, stoichiometry, chemical reactions, solids, liquids, and gases thermochemistry, atomic structure, and molecular bonding.

Prerequisites: Chemistry I and either Math 136 college credit (Precalculus) or an approved Math Assessment passing score (Accuplacer or Knowledge Assessment)

DUAL CREDIT AVAILABLE THROUGH IVY TECH (*CHEM 105 = 5 credits)

3010 ENVIRONMENTAL SCIENCE (year)

Grades 9-12

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course integrate Science and Engineering Practices and Crosscutting Concepts to conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science acquire the essential tools for understanding the complexities of national and global environmental systems.

3108 INTEGRATED CHEMISTRY-PHYSICS (year)

Grades 9-12

Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

3084 PHYSICS I (year)

Grades 11-12

Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural

phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

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

THIS COURSE IS AVAILABLE ONLINE THROUGH INDIANA ONLINE. STUDENTS WILL WORK INDEPENDENTLY VIA ONLINE LECTURES AND ASSIGNMENTS. SEE YOUR COUNSELOR FOR DETAILS.

SOCIAL STUDIES

1514 ECONOMICS (semester)

Grades 11-12

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

*DUAL CREDIT IS AVAILABLE FROM IVY TECH IF CHOOSE HONORS OPTION (ECON 101= 3 credits)

1516 ETHNIC STUDIES (semester)

Grades 9-12

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 an 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.

1570 GEOGRAPHY AND HISTORY OF THE WORLD (year)

Grades 9-12

Geography and History of the World is designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions.

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

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

1518 INDIANA STUDIES (semester)

Grades 9-12

Indiana Studies is an integrated course that compares 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.

1532 PSYCHOLOGY (semester or year)

Grade 12

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

1540 UNITED STATES GOVERNMENT (semester)

Grades 11-12

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

1542 UNITED STATES HISTORY (year)

Grades 10-12

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

1562 UNITED STATES HISTORY, ADVANCED PLACEMENT (year)

Grade 11-12

AP United States 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 United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — 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.

Prerequisites: AP World History Modern or A each semester in US History or by permission

1548 WORLD HISTORY AND CIVILIZATION (year)

Grades 9-12

World History emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice

skills and process of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

1576 WORLD HISTORY: MODERN, ADVANCED PLACEMENT (year)

Grades 10-12

World History: Modern, Advanced Placement is a course that provides students with the content established by the College Board. The course will have a chronological frame from the periods 8000 B.C.E. to the present. AP World History Modern focuses on five overarching themes: Interaction between Humans and the Environment, Development and Interaction of Cultures, State-Building, Expansion, and Conflict, Creation, Expansion, and Interaction of Economic Systems, Development and Transformation of Social Structures.

Prerequisites: A in World History or by permission

SPANISH

Students who receive an F for the first semester may not proceed to semester 2.

2120 SPANISH I (year)

Grades 8-12

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

This course is open to 8th graders with an A in regular English 7 or B+ in English 7H and a 220 on winter NWEA.

2122 SPANISH II (year)

Grades 10-12

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

Prerequisite: Spanish I with a C- or higher in each semester.

2124 SPANISH III (year)

Grades 11-12

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

Prerequisite: Spanish II with a C- or higher in each semester. Strong speaking, reading, and writing skills in Spanish 2 highly recommended.

2124 SPANISH III DUAL CREDIT (year)

Grades 11-12

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

Prerequisite: Spanish II with a B- or higher in each semester and minimum 80% on Spanish II end of course assessment

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (*SPAN 101 = 4 credits, *SPAN 102 = 4 credits)

2126 SPANISH IV DUAL CREDIT (year)

Grade 12

Conducted primarily in Spanish by both students and teacher, the Spanish IV program is structured around art, literature, cinema, cuisine and culture. Spanish IV, a course based on *Indiana's Academic Standards for World Languages*, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.

Prerequisite: Spanish III Honors with a B- or higher in each semester or teacher nomination

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (*SPAN 201 = 3 credits, *SPAN 202 = 3 credits)

SPANISH V (year)

Grade 12

A continuation of Spanish IV, students in Spanish V will focus on consistent and daily use of the target language while deepening cultural appreciation through the study of history, art, music, geography, and customs & traditions. This advanced course is designed to develop fluency of communication with increased grammatical accuracy based on the 4 pillars of language acquisition: listening, reading, writing, and speaking.

Pre-requisite: 80% or higher per semester of Spanish IV

TECHNOLOGY EDUCATION

4796 INTRODUCTION TO ADVANCED MANUFACTURING & LOGISTICS (year)

Grades 9-12

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

4792 INTRODUCTION TO CONSTRUCTION (year)

Grades 8-12

Introduction to Construction is a course that will offer hands-on activities and real-world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

5538 DIGITAL ELECTRONICS (year) 2025-26 school year

Grades 10-12

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

Prerequisite: Intro to Engineering Design

4802 INTRODUCTION TO ENGINEERING DESIGN (year)

Grades 9-12

Introduction to Engineering Design is an introductory course which develops student problem solving skills using the design process. Students document their progress of solutions as they move through the design process.

Students develop solutions using elements of design and manufacturability concepts. They develop hand sketches using 2D and 3D drawing techniques. Computer Aided Design (CAD).
DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (DESN 101 = 3 credits)

5644 PRINCIPLES OF ENGINEERING (year) 2026-27 school year

Grades 10-12

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

Prerequisite: Intro to Engineering Design

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (DESN 104 = 3 credits)

THIS COURSE FULFILLS A CORE 40 SCIENCE REQUIREMENT

NOTE: This course will fulfill a Science requirement for NCAA Eligibility purposes.

CTE PROGRAMS

J. Everett Light

Select programs are held at J. Everett Light on the campus of North Central High School on the north side of Indianapolis and students are responsible for their own transportation. AM programs take five periods and PM programs take four periods out of a student's schedule. Students must be in grades 11 or 12 to participate in a J. Everett Light CTE program and must sign a participation contract.

7215/7204/7206/7380 AUTOMOTIVE COLLISION REPAIR TECHNOLOGY (One or two years, 3 credits per semester)

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

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (AUBR 100, AUBR 101, AUBR 125, AUBR 103)

Certification Opportunity: SP2 Certificates in Collision Safety, Collision Pollution Prevention; ASE Certifications: B2 Paint & Refinishing, B3 Non-Structural Analysis/Repair for Technology 1 & 2

7213/7205/7212/7375 AUTOMOTIVE SERVICE TECHNOLOGY (One or two years, 3 credits per semester)

Classroom and lab activities include instruction in the basics of automotive operation, service, and maintenance.

The course is based on unit information starting at the lowest skill level and building to employment level.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (AUTI 100, AUTI 121, AUTI 122, AUTI 145) in year 1

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (AUTI 131) in year 2

Certification Opportunity: SP2 Certificates in Shipping Hazardous Materials, Mechanical Pollution Prevention & Mechanical Safety, Valvoline Motor Oil Basics, and Training Skills Competency Guarantee in Year 1

Certification Opportunity: Automotive Service Excellence Student Certification in Year 2

7130/7285/7286/7287 BUILDING AND FACILITIES MAINTENANCE (One or two years, 3 credits per semester)

Building and Facilities Maintenance Fundamentals prepares students to complete basic maintenance tasks like minor construction repairs and be able to repair and/or replace various building materials including flooring, wall covering, hardware, lighting and plumbing fixtures.

DUAL CREDIT IS PENDING

Certification Opportunity: NCCER Core

7315/7316/7317/7318 DENTAL CAREERS (One or two years, 3 credits per semester)

Do you notice people's smiles? Do you want to be a part of a career that puts smiles on people? A career as a dental assistant will provide you with a stable, respected job that can be obtained after your high school graduation and make you smile. Students will study dental anatomy, dental terminology, nutrition, and oral diseases. Skills will be developed in sterilization, operative procedures, radiographs, and patient management. Students will gain leadership skills developed through HOSA participation. Upon successful completion of the two-year program, students will be qualified to take the state certification exam in radiology. Certification Opportunities: DANB Infection Control, American Heart BLS in year 1
Certification Opportunity: DANB Radiation Health & Safety in year 2

7140/7141/5550/7246 DIGITAL DESIGN AND ADVERTISING (One year or two years, 3 credits per semester)

Digital Design and Layout includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in various printing processes as well as activities in designing product packaging and commercial displays or exhibits.
DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (*VISC101, *VISC115) in year 1

7161/7157/7162/7267 EDUCATION PROFESSIONS (One or two years, 3 credits per semester)

Develop a working knowledge of licensing regulations, nutrition, health, safety, and sanitation. Learn to plan, develop, teach and supervise activities enhancing the pre-school age child's physical, emotional, social and intellectual development. Obtain hands-on experience by volunteering in our on-site licensed child care center and participating in an internship at a local child care center or elementary school. In addition, second year students work towards CDA (Child Development Associate).
DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (*EDUC101, EDUC121) in year 1
Certification Opportunities: Paraprofessional Educator

7139/7306/7307/7308 RADIO & TV 1 & 2: MUSIC/SOUND (One or two years, 2 credits per semester)

Any successful career in the Music Industry starts with a passion for music and a solid foundation of digital audio recording and mixing skills. You will produce creative music and mixes with instruments and cutting-edge software used in the recording industry. Through class projects, you will develop skills in music composition, editing, engineering, sound editing, mixing and movie soundtrack creation. You will have the opportunities to participate in the organization, production, and marketing of a live concert and showcase your talent in live performances on our in-house radio station (WJEL 89.3).
DUAL CREDIT IS AVAILABLE THROUGH VINCENNES (BCST102, BCST120)
Certification Opportunities: Avid Pro Tools

7280/7281/5070 VETERINARY CAREERS (1 year, 3 credits per semester)

7282 VETERINARY SCIENCE CAPSTONE (1 year, 3 credits per semester)

Students will be introduced to the science and art of providing professional support to veterinarians. Students will be instructed in basic anatomy and physiology, medical terminology, and veterinary technician assisting skills. Students will gain leadership skills developed through HOSA participation. Students must have own transportation.
DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (AGRI 107) in year 1
DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (AGRI 103) in year 2

West Central Career and Technical Education

Programs through West Central Career and Technical Education meet at various locations as listed. Transportation will be provided to most programs, but not all. Transportation expectations are defined in a separate vocational contract. Most AM programs take three periods and PM programs take four periods out of a student's schedule. Students must be in grades 11 or 12 to participate in a West Central CTE program and must sign a participation contract.

7213/7205/7212 AUTOMOTIVE TECHNOLOGY SERVICES I (1 year, 3 credits per semester)

7375 AUTO TECHNOLOGY SERVICES CAPSTONES (1 year, 3 credits per semester)

Location: Paul L. Pfladderer Career & Tech Center, Crawfordsville

This course gives students an overview of the operating and general maintenance systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the automotive industry. Students will study the maintenance and light repair of automotive systems. Also, this course gives students an overview of the electrical operating systems of the modern automobile. Additionally, it teaches theory, service and repair of automotive braking systems. This course also takes an in-depth look at engine performance, including advanced concepts in the diagnosis and repair of ignition, fuel, emission and related computer networks. This course presents engine theory and operation and studies the various engine designs utilized today.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (AUTI 100, AUTI 111, AUTI 145, AUTI 121, AUTI 122, AUTI 131)

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

4562/7143/4524 BUSINESS ADMINISTRATION 1 (1 year, 3 credits per semester)

7256 BUSINESS ADMINISTRATION CAPSTONE (1 year, 3 credits per semester)

Location: Ivy Tech, Crawfordsville

The Business Administration program at Ivy Tech puts students directly in real-life scenarios and actual business situations to ensure students gain valuable job skills through a quality education. The principles taught through Business Administration are threaded in all industries including non-profit business and education. Students will create marketing plans, budgets, build personal websites, case-students and will develop community connections. The Business Administration program also partners with many local businesses to give students the experience and exposure in the business world that they will need to be successful.

DUAL CREDIT WILL BE EARNED THROUGH IVY TECH

7168/5274/7166 CERTIFIED NURSING ASSISTANT (1 year, 3 credits per semester)

7255 HEALTH CARE SPECIALIST CAPSTONE (1 year, 3 credits per semester)

Location: Ivy Tech Crawfordsville

CNA content includes skills common to specific health career topics such as patient nursing care, dental care, medical laboratory, public health, and an introduction to healthcare systems. Lab experiences are organized and planned around the activities associated with the student's career objectives. Medical Terminology prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings, all taught within the context of body systems. The Healthcare Specialist: CNA prepares individuals desiring to work as nursing assistants with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed nurses. The course will introduce students to the disease process and aspects of caring for a long-term care resident with dementia. Individuals who successfully complete this course are eligible to apply to sit for the Indiana State Department of Health (ISDH) certification exam for nursing assistants. This course meets the minimum standards set forth by the ISDH for Certified Nursing Assistant training and for health care workers in long-term care facilities.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (HLHS 100, HLHS 101, HLHS 102, HLHS 107, HLHS 113)

7130/7123/7133 CONSTRUCTION TRADES (1 year, 3 credits per semester)

7242 CONSTRUCTION TRADES CAPSTONE (1 year, 3 credits per semester)

Location: Gaylor Electric Facility in Lebanon/or Crawfordsville High School

Construction Trades prepares students with the basic skills needed to continue in a construction trade field. Topics will include an introduction to the types and uses for common hand and power tools, learn the types and basic terminology associated with construction drawings, and basic safety. Additionally, students will study the roles of individuals and companies within the construction industry and reinforce mathematical and communication skills necessary to be successful in the construction field. Topics include studying the procedures for laying out and constructing floor systems, wall systems, ceiling joist and roof framing, and basic stair layout. Additionally, students will be introduced to building envelope systems. roofing applications, thermal and moisture protection,

exterior finishing, cold-formed steel framing, drywall installation and finishing, doors and door hardware, suspended ceilings, window, door, floor, and ceiling trim, and cabinet installation.

7330/7331/7332 COSMETOLOGY I (1 year, 3 credits per semester)

7334 BARBERING & COSMETOLOGY CAPSTONE (1 year, 3 credits per semester)

Location: Freestyle Hair Academy

Students can qualify for the Indiana State examination with the completion of this 1500-hour (two-year) course.

Theory and practice of facial massage, makeup, hair dressing, styling, and hair color are some of the areas covered in this class. Kit & Uniform purchase required (approx. \$550)

DUAL CREDIT IS AVAILABLE THROUGH VINCENNES UNIVERSITY (*COSM100, COSM150) in year 1

DUAL CREDIT IS AVAILABLE THROUGH VINCENNES UNIVERSITY (COSM200, COSM250) in year 2

Certification Opportunity: State of Indiana License after year 2

7193/7191/7188 CRIMINAL JUSTICE I (1 year, 3 credits per semester)

7231 CRIMINAL JUSTICE CAPSTONE (1 year, 3 credits per semester)

Location: Crawfordsville High School

Criminal Justice covers the purposes, functions, and history of the three primary parts of the criminal justice system: law enforcement, courts, and corrections. This course further explores the interrelationships and responsibilities of these three primary elements of the criminal justice system. It will critically examine the history and nature of the major theoretical perspectives in criminology, and the theories found within those perspectives. Emphasizes the study of American criminal justice problems and systems in historical and cultural perspectives, as well as discussing social and public policy factors affecting crime. This course also examines the American correctional system; the study of administration of local, state, and federal correctional agencies.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (CRIM 101, CRIM 105, CRIM 110, CRIM 103, CRIM 120, CRIM 130)

7168/5274/7165 EMERGENCY MEDICAL TECHNICIAN (1 year, 3 credits per semester)

7255 HEALTH CARE SPECIALIST CAPSTONE (1 year, 3 credits per semester)

Location: Southmont High School

Grade 12 OR 18 years old by end of school year

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

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (PARM102 = 7.5 credits)

7195/7189/7186 FIRE & RESCUE I (1 year, 3 credits per semester)

7229 FIRE & RESCUE CAPSTONE (1 year, 3 credits per semester)

Location: Southmont High School

The Fire and Rescue program is designed for students who want to learn emergency medical care and receive instruction/training in many aspects of fire science. The program requires diligence, teamwork, and acceptance the constructive criticism along with the ability to work in very hot, stressful, and loud conditions. Also, students will need to be able to work in constrictive conditions, wear an air mask for long periods of time, be able to lift 50 pounds, and be in generally good health. Completion for the Fire and of certifications Rescue program requires a full school year commitment from each student. Also, students may be required to complete activities and/or clinical experiences during their own time outside of the classroom.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (HSPS106 = 3 credits; HSPS121 = 3 credits; HSPS165 = 3 credits; HSPS167 = 3 credits) in year 1

Certifications: Fire 1 & Fire 2

7108/7103/7102 INDUSTRIAL ELECTRICAL (1 year, 3 credits per semester)

7260 INDUSTRIAL ELECTRICAL CAPSTONE (1 year, 3 credits per semester)

Location: Ivy Tech Crawfordsville

The Industrial Electrical program includes classroom and laboratory experiences, which are focused on industrial technology and manufacturing trends. Covered topics include safety and impact, manufacturing essentials, lean manufacturing, design principles, and careers in advanced manufacturing. Students participate in hands-on projects and team activities to learn necessary skills while using the latest industry technologies. Work-based learning experiences and industry partnerships are included in year 1 with area industry partners one day per week. During the 2nd year, three days a week will be work-based learning with area industry partners.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (SDMI110 = 3 credits, SDMI111 = 3 credits, INDT113 = 3 credits, INDT10 3 = 3 credits) in year 1

Certifications: SACA Certifications

7183/7180/7181 IT-CYBERSECURITY 1 (1 year, 3 credits per semester)

7249 IT OPERATIONS: CYBERSECURITY CAPSTONE (1 year, 3 credits per semester)

Location: Ivy Tech Crawfordsville

IT Cybersecurity introduces students to terminology, concepts, theory and fundamental skills used to implement information systems. Topics include the history and trends of computing, operating systems, database technology, security, cloud implementations and other concepts associated with applying the principles of good information management to the organization. Additionally, students will be introduced to algorithms, logic development and flowcharting as tools used to document computer logic using basic scripting and simple programming code.

DUAL CREDIT IS AVAILABLE THROUGH IVY TECH (SDEV 120, INFM 109)

7139/7306/7307 RADIO TV (2 periods/AM—full year vocational program at Western Boone)

7308 RADIO & TV BROADCASTING CAPSTONE (3 periods--year)

Location: Western Boone

Grades 11-12

Students will develop basic skills in digital production techniques for audio, video, studio, and field production. Audio and Video Production provides an in-depth study on audio and video production techniques for radio, television, and digital technologies. Students will learn skills necessary for audio production and on-air work used in radio and other digital formats. Additionally, experience will be gained in the development of the video production process; including skills in message development, directing, camera, video switcher, and character generator operations. Students will study the theory and practice in the voice and visual aspects of radio and television performance. In addition, this course introduces the skills used to acquire and deliver news stories in a digital media format. Students will learn how to research issues and events, interview news sources, interact with law enforcement and government officials, along with learning to write in a comprehensive news style.

DUAL CREDIT IS AVAILABLE THROUGH VINCENNES UNIVERSITY (BCST 102, BCST 120, BCST 140)

Grade 12

Students will work to produce a daily newscast and podcasts in this mostly hands-on class. Students also work with clients in the community to produce commercials and special projects. Some other projects may include sports play-by-play, computer editing, music video production, and directing and production of a horror movie. Students may have the opportunity to be a part of the WBTV Sports Broadcast Team.

Prerequisite: Principles of Broadcasting, Audio & Video Production, Mass Media Production

DUAL CREDIT IS AVAILABLE THROUGH VINCENNES UNIVERSITY (BCST 206)

7110/7111/7101 WELDING TECHNOLOGY I (1 year, 3 credits per semester)

7226 WELDING TECHNOLOGY CAPSTONE (1 year, 3 credits per semester)

Location: North Montgomery High School or South Montgomery High School

Welding Technology includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and basic welding. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for postsecondary and career success. Process theory will include basic electricity, power sources,

electrode selection, and all aspects pertaining to equipment operation and maintenance. Laboratory welds will be performed in basic weld joints with a variety of electrodes in the flat, horizontal and vertical positions. Emphasis will be placed on developing the basic skills necessary to comply with AWS industry standards.
DUAL CREDIT IS AVAILABLE THROUGH VINCENNES UNIVERSITY (WELD 107, WELD 102, WELD 103)

GRADUATION REQUIREMENTS

Beginning with the Class of 2023, students will be required to complete the Indiana Graduation Pathways program. This program, approved by the State Board of Education in 2017, was designed to ensure that every Indiana student graduates with 1) A broad awareness of and engagement with individual career interests and associated career options; 2) a strong foundation of academic and technical skills; and 3) demonstrable employability skills that lead directly to meaningful opportunities for postsecondary education, training, and gainful employment.

The Graduation Pathways require students to complete one item from each of the three categories below.

- 1) High school diploma
 - a. Student must meet the state-defined credit and curricular requirements

- 2) Learn and Demonstrate Employability Skills (must complete at least one of the following)
 - a. Project-Based Learning Experience
 - b. Service-Based Learning Experience
 - c. Work-Based Learning Experience

- 3) Postsecondary-Ready Competencies (must complete at least one of the following)
 - a. Academic or Technical Honors Diploma
 - b. Minimum ACT Score
 - c. Minimum SAT Score
 - d. Minimum ASVAB Score (*only allowed if student & parent sign intent to enlist form*)
 - e. Industry-Recognized Credential or Certification
 - f. Industry-Recognized Apprenticeship
 - g. CTE Concentrator with minimum C average
 - h. Minimum C average in 3 AP/Dual Credit Courses
 - i. Locally Created Pathway

School counselors will work with students to help determine multiple pathways options.

The State of Indiana has redesigned and approved new high school graduation and diploma requirements on December 11, 2024. These changes will be published in the 2026-2027 Western Boone Junior Senior High School Curriculum Guide, as they will impact the 2028-2029 graduating class and beyond.

INDIANA CORE40 Course and Credit Requirements	
English/ Language Arts	8 credits Including a balance of literature, composition and speech.
Mathematics	6 credits (in grades 9-12) 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <small>Also, students must take a math or quantitative reasoning course each year in high school.</small>
Science	6 credits 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career and Technical Education
Physical Education	2 credits
Health and Wellness	1 credit (or 3 credits in FACS sequence)
Electives	6 credits 1 Credit: Preparing for College and Careers
42 Total Credits Required	

CORE40 with Academic Honors *(minimum 47 credits)*


For the Core 40 with Academic Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages)
- Earn 2 Core 40 fine arts credits
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
 - Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - Earn 6 verifiable transcripted college credits in dual credit courses from the dual credit list
 - Earn two of the following:
 - A minimum of 3 verifiable transcripted college credits from the priority course list,
 - 2 credits in AP courses and corresponding AP exams,
 - Earn a composite score of 1250 or higher on the SAT with a minimum of 560 on math and 590 on reading and writing
 - Earn ACT composite score of 26 or higher and complete written section

CORE40 with Technical Honors *(minimum 47 credits)*

For the Core 40 with Technical Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 - Pathway designated industry-based certification or credential, or
 - Pathway dual credits from the lists of priority courses resulting in 6 transcripted college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following,
 - Any one of the additional options of the Core 40 with Academic Honors
 - Earn the following scores or higher on WorkKeys; Workplace Documents—Level 6, Applied Math—Level 6, and Graphic Literacy—Level 5.
 - Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80.



Western Boone Indiana College Core Course Options



The Indiana College Core is a block of 30 credit hours of general education, college-level coursework which is guaranteed to transfer between all Indiana public colleges and universities. Western Boone's courses that can meet the Core's requirements are listed below. Speak with your school counselor for more information.

Written Communication

- AP English Language
(must score 3, 4, 5 on AP Exam)

Quantitative Reasoning

Must have minimum of one class

- PreCalculus (MATH 136)
- Trigonometry (MATH 137)
- Calculus (MATH 211)

Scientific

Must have minimum of one class

- Adv. Science: Mol/Cell Biology

Speaking and Listening

- COMM 101
(Taken through Ivy Tech online)

Social and Behavioral

Must have minimum of one class

- AP US History
(must score 3, 4, 5 on AP Exam)
- AP World History
(must score 3, 4, 5 on AP Exam)
- Economics Honors (ECON 101)

Humanistic & Artistic

Must have minimum of one class

- Spanish 3 Honors (SPAN 101 & SPAN 102)
 - Spanish IV (SPAN 201 & SPAN 202)
 - AP English Literature
(must score 3, 4, 5 on AP Exam)
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