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**Helpful Documents and Resources**
Indiana’s Academic Standards -

http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml

Indiana State Approved Course Titles and Descriptions –

http://doe.in.gov/publications/courses.html
Teaching Requirements by Subject and Grade Level (Assignment Code Table) -
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Subject and Level Code List –
http://www.doe.in.gov/stn/pdf/subject_codelist1011.pdf

Common Core Standards
http://www.doe.in.gov/commoncore/
Instructional Time FAQ –

http://www.doe.in.gov/accreditation/instructionaltime.html
Indiana Diploma Requirements Q & A –

http://www.doe.in.gov/core40/diploma_requirements.html

Core 40 with Technical Honors Diploma Q & A –

http://www.doe.in.gov/core40/docs/THD_faq.pdf
Indiana Dual Credit Q & A –

http://www.doe.in.gov/sservices/counseling/docs/Dual_Credit_QA.pdf

Indiana AP, IB, and Dual Credit Information
http://www.doe.in.gov/octe/apibdual.html

Indiana Educator Standards

http://www.doe.in.gov/educatorlicensing/standards.html
Indiana’s Academic Standards Resource

http://www.indianastandardsresources.org/

AGRICULTURAL EDUCATION

MSD of Wabash County

Indiana State Approved
Course Titles and Descriptions
2013-2014 School Year

AGRICULTURAL EDUCATION

Agriculture academic content standards are at:
http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/agriculture.shtml

Teacher Requirements are available at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Introduction

Agricultural Education is an active part of the curriculum for many high schools in Indiana. This program area combines the home, the school and the community as the means of education in
agriculture and natural resources. The courses provide students with a solid foundation of academic knowledge and ample opportunities to apply this knowledge through classroom activities, laboratory experiments and project applications, supervised agricultural experiences, and the FFA.

The vision and mission of Agricultural Education is that all people value and understand the vital role of agriculture, food, fiber and natural resource systems in advancing personal and global well-being and that students are prepared for successful careers and a lifetime of informed choices in agriculture.

The goals for Agricultural Science and Business students focus on providing learning experiences that will allow them to:

- Demonstrate desirable work ethics and work habits.
- Apply the basic agricultural competencies and the basic background knowledge in agriculture and related occupations.
- Analyze entrepreneurial, business, and management skills needed by students preparing to enter agriculture and related occupations.
- Expand leadership and participatory skills necessary for the development of productive and contributing citizens in our democratic society.
- Gain effective social and interpersonal communication skills.
- Be aware of career opportunities in agriculture and set career objectives.
- Acquire job-seeking, employability, and job-retention skills.
- Advance in a career through a program of continuing education and life-long learning.
- Apply the basic learning skills in reading, writing, thinking, mathematics, communicating, listening, and studying.
- Recognize the interaction of agriculture with governments and economic systems at the local, state, national, and international levels.
- Recognize how new technologies impact agriculture and how agriculture impacts the environment.

It is important to understand and reaffirm that career-technical experiences do not preclude students from going on to higher education; in fact participation actually enhances the opportunity. A growing number of students are combining both college preparation and work-place experiences in their high school preparation. Agricultural Science and Business and the FFA programs have a long history of successfully preparing students for entry level careers and further education and training in the science, business and technology of agriculture. The programs combine classroom instruction and hands-on career focused learning to develop students’ potential for premier leadership, personal growth, and career success.

**FFA**

The FFA is the career and technical education student organization that is an integral part of the
instruction and operation of a total agricultural education program. As an intra-curricular organization and essential component of the total program, the local agricultural education teacher(s) serve as the FFA chapter advisors. The many activities of the FFA parallel the methodology of the instructional program and are directly related to the occupational goals and objectives. As an integral part of the instructional program, district and state level FFA activities provide students opportunities to demonstrate their proficiency in the knowledge, skills, and attitudes they have acquired through the agricultural science and agricultural business total program. Agricultural education students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts, and state by participating in national FFA activities.

Instructional activities of the FFA require participation of the agricultural science and agriculture business education students as an integral part of an agricultural education course of instruction and, therefore, may be considered an appropriate use and amount of the allotted instructional time.

**Indiana Young Farmers’ Association (IYFA)**

The Indiana Young Farmers’ Association was founded in 1962 and is dedicated to furthering the educational, social, and personal opportunities of all individuals interested or involved in the agricultural industry. It acts as an avenue for continuous educational experiences for adults, so that they can take full advantage of the possibilities available in the world of agriculture. IYFA supports the needs of agricultural-based, rural communities by providing worthwhile community services, effective leadership training, and wholesome social and recreational activities for the entire family through involvement in various local, state and national activities. The mission of the Indiana Young Farmer program is to provide the opportunity to agriculturists to enter the industry as well as upgrade the skills needed to be leaders in their chosen occupation, provide opportunities for personal and professional growth through lifelong adult education, serving those who have a common interest in Indiana agriculture.

**Advanced Life Science, Animals (L) (SHS only)**

5070 (ALS ANIML)

*Advanced Life Science, Animals,* is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out animal-based laboratory and field investigations as an essential course component. Students investigate key concepts that enable them to understand animal growth, development and physiology as it pertains to agricultural science. This course stresses the unifying themes of both biology and chemistry as students work with concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics,
evolution, ecology, and historical and current issues in animal agriculture. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology and chemistry in highly advanced agricultural applications of animal development.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Biology and Chemistry due to course content standards
- Credits: A two semester course, one credit per semester
- Fulfills a Core 40 Life Science requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma

**Agribusiness Management**

5002 *(AG BUS MGMT)*

*Agribusiness Management* is a yearlong course that presents the concepts necessary for managing an agriculture-related business from a local and global perspective. Concepts covered in the course include: exploring careers in agribusiness, global visioning, applying E-commerce, risk management, understanding business management and structures, entrepreneurship, the planning, organizing, financing, and operation of an agribusiness, economic principles, credit, computerized record keeping, budgeting, fundamentals of cash flow, federal, state, property and sales tax, insurance, cooperatives, purchasing, the utilization of information technology in agribusiness, marketing agricultural products, developing a marketing plan, advertising and selling products and services, understanding consumers and buying trends, agricultural law applications and employability skills.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Fundamentals of Agricultural Science and Business.
  Agribusiness Management semesters should be taken in sequential order, however are not required to be taken consecutively.
- Credits: A two-credit course over two semesters.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

**Agricultural Mechanization**

5088 *(AG MECH)*

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

- Recommended Grade Levels: 10-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of the teacher.

- Credits: A two credit course over two semesters. This course can be offered for a second full year at an advanced level and may also be offered in a two or three hour block for four semesters with a maximum of twelve credit hours.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Animal Science

5008 (ANML SCI)

This course is a yearlong program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. Areas that the students study may be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction and biotechnology, nutrition, aquaculture, careers in animal science, animal health, meeting environmental requirements of animals, and management practices for the care and maintenance of animals.

- Recommended Grade Levels: 10-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of the teacher.
- Credits: A two-credit/ two-semester course This course can be offered for a second full year at an advanced level and may also be offered in a two or three hour block with a maximum of six credit hours.
- Animal Science may be offered as a small animal/large animal course and or include an advanced, local content specific application such as aquaculture.
● Fulfills a Life Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Food Science (SHS only)
5102 (FOOD SCI)

This course is a yearlong program that provides students with an overview of food science and its importance. Introduction to principles of 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 help students understand the role that food science plays in the securing of a safe, nutritious, and adequate food supply. A project-based approach is utilized along with laboratory, team building, and problem solving activities to enhance student learning.

- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: Fundamentals of Agricultural Science and Business.
- Credits: A two credit course over two semesters.
- Fulfills a Life Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Fundamentals of Agricultural Science and Business is a yearlong course that is highly recommended as a prerequisite and foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to careers and the fundamentals of agricultural science and business. Areas to be covered include: agricultural literacy, its importance and career opportunities, plant and soil science, environmental science, horticulture and landscape management, agricultural biotechnology, agricultural science and business tools and equipment, basic principles of and employability in the agricultural/horticultural industry, basic agribusiness principles and skills, developing leadership skills in agriculture, and supervised experience in agriculture/horticulture purposes and procedures. Student learning objectives are defined. Instruction includes not only agriculture education standards but many academic standards are included through the use of “hands-on” problem-solving individual and team activities.
Horticultural Science (SHS only)
5132  
HORT SCI

Horticultural Science is a yearlong course designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, hydroponics, floriculture and floral design, management practices for field and greenhouse production, interior plantscapes, marketing concepts, production of herbaceous, woody, and nursery stock, fruit, nut, and vegetable production, integrated pest management and employability skills. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

- Recommended Grade Level: Grade 10-12
- Recommended Prerequisites: Fundamentals of Agricultural Science and Business.
- Credits: A two-credit/ two-semester course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- Fulfills a Life Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Natural Resource Management (SHS only)
5180  
NAT RS MGMT

This course is a yearlong program that provides students with a background in natural resource management. Students are introduced to career opportunities in natural resource management and related industries, understanding forest ecology importance, recognizing trees and their products, tree growth and development, forest management, measuring trees, timber stand improvement and urban forestry, soil features, erosion and management practices, conservation practices, water cycles, uses, quality standards, reducing water pollution, conducting water quality tests, watersheds, and its importance to natural resource management, hazardous waste management, native wildlife, waterfowl, wetlands, and fish management, topography map
use, management of recreational areas, game bird and animal management, outdoor safety, and weather. "Hands-on" learning activities encourage students to investigate areas of environmental concern including: identification and management of ecosystems, natural succession identification, natural communities, recycling and management of waste in the environment, soil conservation management practices, land uses, and air quality.

- Recommended Grade Level: Grade 10-12
- Recommended Prerequisites: Fundamentals of Agricultural Science and Business
- Credits: A two-credit/two-semester course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

**Plant and Soil Science**

5170 (PLT SL SCI)

*Plant and Soil Science* is a yearlong course that provides students with opportunities to participate in a variety of activities including laboratory work. Topics covered include: the taxonomy of plants, the various plant components and their functions, plant growth, plant reproduction and propagation, photosynthesis and respiration, environmental factors affecting plant growth, integrated pest management plants and their management, biotechnology, the basic components and types of soil, calculation of fertilizer application rates and procedures for application, soil tillage and conservation, irrigation and drainage, land measurement, grain and forage quality, cropping systems, precision agriculture, principles and benefits of global positioning systems and new technologies, harvesting, and career opportunities in the field of plant and soil science.

- Recommended Grade Level: Grade 10-12
- Recommended Prerequisites: Fundamentals of Agricultural Science and Business or by permission of the teacher.
- Credits: A two-credit/two-semester course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- Fulfills a Life Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**Supervised Agricultural Experience**

5228 (SAE)

*Supervised Agricultural Experience (SAE)* is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students should
experience and apply what is learned in the classroom, laboratory, and training site to real-life situations. Students work closely with their agricultural science and business teacher(s), parents, and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. SAE may be offered as a Cooperative Education Program. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicated.

- Recommended Grade Levels: 10-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business
- Credits: A maximum of eight credits may be earned in this course when offered as a “non-co-op,” one hour course over eight semesters, some of which can be earned during summer sessions. Curriculum content and competencies should not be duplicated when multiple credits are being earned.
- Credits: A maximum of twelve credits may be earned in this course when offered as an SAE Cooperative Education course (one credit for related instruction and two credits for on the job training – over four semesters = 12 credit hours). On the job training credit hours may be increased in approved situations.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**BUSINESS & INFORMATION TECHNOLOGY**

MSD of Wabash County
Indiana State Approved
Course Titles and Descriptions

2013-2014 School Year

BUSINESS & INFORMATION TECHNOLOGY

Course content standards and performance expectations and Indiana Academic Standards integrated at: http://www.doe.in.gov/octe/bme/curriculum/contentstandardsvoc.htm

Teacher Requirements - A vocationally licensed (CTE) business or marketing teacher must teach these courses: http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf
Introduction

Today’s business world demands that students leave our schools prepared to meet the needs of employers and colleges. Many people—parents, students, legislators, and even other educators—believe that Career Technical Education: Business & Information Technology programs are only for students who expect to pursue a career in business. In reality, however, these programs provide a foundation for success for all students, regardless of their ultimate goals in life. Business competencies are required in all professions, not only technical skills but also an understanding of business operations and the social contexts of employment settings that determine how specific skills are applied.

Great strides have been made in the preparation of students for the workplace and post-secondary activities. Career Technical Education: Business & Information Technology programs have changed dramatically to meet the needs of business today. Training has evolved from primarily clerical/secretarial training to the development of many related skills. Business now expects that persons understand the basic concepts utilized in all positions/professions. Increasingly, more management personnel are responsible for many of the tasks once assumed by a receptionist or secretary, while decision making/problem solving is necessary at all levels. Career Technical Education: Business & Information Technology programs are intended to provide students with situations which will allow them to experience those skills needed to succeed in the career and/or educational endeavors they pursue. Graduates of these programs should be prepared to understand the demands of others, to analyze rapidly changing events, and to formulate responsive, rational, and proactive approaches to decision making.

The CTE: Business & Information Technology Programs have been planned to allow students to prepare for careers in business while providing instruction that matches their abilities, interests, and personal qualities. The sequence of learning experiences offered will provide the opportunity for students to achieve their highest level of occupational competency.

The mission of Career Technical Education: Business & Information Technology in Indiana is to work cooperatively with the business community to prepare all individuals to live and work as productive citizens in a changing global society by providing essential business experiences, education, and training that will allow the student to have a greater chance of success in any career.
Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today’s choices on tomorrow’s possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

- **Recommended Grade Level:** Grade 9
- **Recommended Prerequisites:** None
- **Credits:** A one-credit course over one semester
- **Counts as:** A Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**BUSINESS, MARKETING, AND INFORMATION TECHNOLOGY EDUCATION**
MSD of Wabash County

Indiana State Approved
Course Titles and Descriptions

2013-2014 School Year

BUSINESS, MARKETING, AND INFORMATION TECHNOLOGY EDUCATION

Course content standards and performance expectations and Indiana Academic Standards integrated at:  http://www.doe.in.gov/octe/bme/curriculum/contentstandards.htm

Teacher Requirements:  http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Introduction

Business and industry surveys indicate that economic survival in the 21st century will demand that students know and understand both fundamental and technical concepts of business as well as possess the ability to execute these concepts in nearly any setting. All persons regardless of age, gender, and career aspirations, can benefit from participating in business education.

Today’s global society challenges the talents and imaginations of Indiana’s diverse student population. Like never before, they face a competitive environment that demands creative, innovative, market-driven solutions to new problems and new opportunities. Graduates of secondary and post-secondary schools must be prepared to understand the needs and demands of others, to analyze rapidly changing events, and to formulate responsive, rational, and proactive approaches to decision making.

Looking to the future and adjusting and adapting as innovations emerge, the business education curriculum has changed dramatically over the years and now parallels the practices being implemented in the business world both at home and abroad. As the explosion of technology
began impacting businesses in an unprecedented manner, business education quickly adjusted the curriculum to follow suit. When American businesses began to expand their frontiers to include global transactions, business education began incorporating international content into the curriculum. Business education has never been a static, stationary discipline; rather, it is an emerging, expanding, and challenging field.

The mission of Business, Marketing, and Information Technology Education in Indiana is to work cooperatively with the business community to prepare all individuals to live and work as productive citizens in a changing global society by providing essential business experiences, education, and training. These experiences should actively engage students using instructional strategies that rely on the use of technology and practices that reflect current and emerging business procedures.

Today’s men and women have unlimited career opportunities. The greater freedom of occupational choice for all individuals is having a marked effect on the Business, Marketing, and Information Technology Education curriculum. Few areas have changed curriculum, technology, directions, and equipment more than the Business, Marketing, and Information Technology Education area. In keeping pace with the challenges of a new frontier in business, great strides have been made in the development of a curriculum that will meet and challenge the needs of our diverse population as we continue to adapt to changes in the 21st Century.

**ACCOUNTING I**

4524  
*(ACC I)*

*Accounting I* is a business course that introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making. Instructional strategies should include the use of computers, projects, simulations, case studies, and business experiences requiring the application of accounting theories and principles.

- Recommended Grade Level: 10-12
- Recommended Prerequisite: Business Foundations, Computer Applications, Algebra I
- Credits: A two-credit course over two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**ACCOUNTING II (NHS only)**

4522  
*(ACC II)*
Accounting II is an advanced-level business course that builds upon the Generally Accepted Accounting Principles (GAAP) and procedures learned in Accounting I. Emphasis is placed on managerial decisions made in corporate accounting, including in-depth analysis of financial statements. The importance of making ethical business decisions is emphasized. Instructional strategies must include the use of spreadsheets, word processing, and accounting software. Projects, simulations, case studies, and business experiences are used to apply accounting principles and produce appropriate financial reports.

- Recommended Grade Level: 11-12
- Recommended Prerequisites: Accounting I and Algebra II
- Credits: A two-credit course over two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BUSINESS AND PERSONAL LAW

Business and Personal Law is a business course that provides an overview of the legal system. Topics covered include: Basics of the Law, Contract Law, Employment Law, Personal Law, and Property Law. Both criminal and civil trial procedures are presented. Instructional strategies should include mock trials, case studies, professional mentoring, job shadowing, field trips, guest speakers, and Internet projects.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Business Foundations
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BUSINESS FOUNDATIONS

Business Foundations is an introductory business course that provides the framework for pursuing additional business courses. This core course acquaints students with economics, entrepreneurship, management, marketing, law, risk management, banking, personal finance, and careers in business. The importance and application of business etiquette and ethics are included. Opportunities may be provided for the student to participate in job shadowing, job mentoring, and other field experiences. Instructional strategies may include simulations,
projects, and cooperative ventures between the school and the community.

- Recommended Grade Level: 9-10
- Recommended Prerequisite: None
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**DESKTOP PUBLISHING (NHS only)**

4516  
(DTP PUB)

*Desktop Publishing* is a business course designed to allow students to develop proficiency in using desktop publishing software to create a variety of printed publications. Students will incorporate journalistic principles in design and layout of print and Web publications including integration of text and graphics and use of sophisticated hardware and software to develop and create quality materials for business-related tasks. Students will analyze the information and the audience and combine appropriate text, graphics, and design to communicate the desired message effectively. Planning and design principles are used to analyze and organize information, set up a design structure, and select or create appropriate visuals. Instructional strategies may include computer/technology applications, teacher demonstrations, collaborative instruction, interdisciplinary and/or culminating projects, problem-solving and critical thinking activities, simulations and project-based learning activities.

- Recommended Grade Level: 10-12
- Required Prerequisites: Computer Applications
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**DIGITAL COMMUNICATION TOOLS (NHS only)**

4526  
(DIG COMM T)

*Digital Communication Tools* is a business course that prepares students to use computerized devices and software programs to effectively handle communication-related school assignments and to develop communication competencies needed for personal and professional activities after graduation. Students will learn the capabilities and operation of high-tech hardware and software and will develop proficiency using a variety of computer input and output technologies, including touch keyboarding, speech recognition and handwriting recognition. Knowledge of hardware, software, and input and output proficiencies will be applied to communication situations that require problem solving and critical thinking. The projects included in this course will enable students to enhance their math, reading, listening, writing, speaking, and information
presentation skills.

- Recommended Grade Level: 7-9
- Recommended Prerequisite: None
- Credits: A one- or two-credit course over one or two semesters
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PERSONAL FINANCIAL RESPONSIBILITY

4540 (PRSFINRSP)

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.

- Recommended Grade Level: Grade 9 - 12
- Recommended Prerequisites: None
- Credits: A one-credit course over one semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Meets Indiana’s Financial literacy requirement (IC 20-30-5-19)

WEB DESIGN (NHS only)

4574 (WEB DESIGN)

Web Design is a business course that provides instruction in the principles of web design using HTML/XHTML and current/emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Instructional strategies should include peer teaching, collaborative instruction, project-based learning activities, and school and community projects.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: Computer Applications
- Credits: A one-credit or two-credit course over one or two semesters
Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CAREER & TECHNICAL EDUCATION

MSD of Wabash County

Indiana State Approved
Course Titles and Descriptions

2013-2014 School Year
CAREER & TECHNICAL EDUCATION

Course content standards and performance expectations and Indiana Academic Standards integrated at: http://www.doe.in.gov/octe/bme/curriculum/contentstandards.htm

Teacher Requirements: http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Introduction

Career and Technical Education (CTE) course titles and descriptions are included in this document under the primary CTE subject area headings of:

- Agricultural Education
- Business & Information Technology
- Business, Marketing & Information Technology
- Career & Technical Education
- Cooperative Education
- Engineering & Technology Education
- Family and Consumer Sciences – Comprehensive
- Family and Consumer Sciences – Occupational
- Health Science
- Marketing, Management and Entrepreneurship
- Trade and Industrial Education

In addition, some of the course titles and descriptions in the International Baccalaureate subject area also count as Indiana CTE courses.

For more information about Indiana’s Career & Technical Education courses and programs, go to http://www.doe.in.gov/octe
**WORK-BASED INTERNSHIP, CAPSTONE EXPERIENCE (NHS only)**

*WK INTERN*

**5894**

*Work-Based Internship, Capstone Experience* is a course designed to allow work-based learning for students who demonstrate achievement in a specific career area. While other cooperative education and internship courses exist, it is expected that this course will be reserved for those students who have excelled in a related sequence of CTE courses and who have completed at least three semesters or six credits of an in-school CTE program. Each student participating in an internship must have a standards-based education/training agreement developed jointly by the teacher, the job-site mentor and the student, that clearly states what will be accomplished during the work-based experience. Students are monitored in their laboratory/field experiences by a CTE (vocational) licensed teacher. It is expected that the internship will involve a minimum of 10 hours per week for one semester or a minimum of 140 hours over the course of the school year. The time requirement can be increased depending on the number of credits awarded for this course. (Maximum of three credits) At the conclusion of the internship, each student shall submit a portfolio that documents the student's work and that includes reflections upon what has been learned.

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: 3 semesters of sequenced course work in the specialty area of placement
- One to three credits for one or two semesters (Maximum of three credits)
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective course and directed elective course
- Counts toward the 8-10 Career-Technical credits required for Core 40 with Technical Honors
- Academic content standards: Varies by area of study
- Teacher Requirements: Any CTE (vocational) license

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**ICE - INTERDISCIPLINARY COOPERATIVE EDUCATION**

*(Including Related Instruction and On-The-Job Training)*

*ICE*

5902

*Interdisciplinary Cooperative Education (ICE)* spans all career and technical education program areas through an interdisciplinary approach to training for employment. This approach is especially valuable in enriching the small school's career and technical education program where a traditional cooperative program of clustered occupations cannot be identified because of varied student interest and diverse training stations. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. The following two components must be included as part of the Interdisciplinary Cooperative Education course.
**Related Instruction**, that is classroom based, shall be organized and planned around the activities associated with the student’s individual job and career objectives in a career cluster area; and shall be taught during the same semesters as the student is receiving on-the-job training. The concepts, skills, and attitudes basic to occupational competence are to be taught in school and are to be applied and tested on the job. The sequence of related instructional topics in school shall be continuously correlated with the student’s job activities. Because each student’s on-the-job activities will vary according to the types of occupations in which they have been placed, part of the related instructional time needs to be individualized in such ways as: (a) using group instruction, but individualizing the assignment so that the learning is applied to each student’s own work experience, and (b) using individual study assignments such as projects, job study guides, and individual reading assignments.

For a student to become occupationally competent and therefore employable, the related instruction should cover in varying proportions: (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies.

**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.

- Recommended Grade Level: 12
- Required Prerequisite: A minimum of 4 credits in a logical sequence of courses from program areas related to the student’s career pathway
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**ENGINEERING AND TECHNOLOGY EDUCATION**
ENGINEERING AND TECHNOLOGY EDUCATION

Academic Standards for this area are available at
http://www.doe.in.gov/standards/standards2000_technology.html

Teacher Requirements for this area are available at
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Note: Appropriately licensed teachers may also teach the following PLTW and/or Trade and Industrial Education courses within Engineering and Technology Education such as: Advanced Manufacturing, Aerospace Engineering, Biotechnology, Civil Engineering and Architecture, Computer Integrated Manufacturing, Digital Electronics Engineering or Digital Electronics, Engineering Design and Development or Engineering, Gateway to Technology, Introduction to Engineering Design, and Principles of Engineering. Course titles and descriptions are also listed within the PLTW or Trade and Industrial Education subject areas.

COMPUTERS IN DESIGN AND PRODUCTION SYSTEMS

4800 (COMP DES)
Computers in Design and Production Systems is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills. The content and activities should be developed locally in accordance with available advanced technologies in the school. Course content should address major technological content related to topics such as: design documentation using CAD systems; assignments involving the interface of CAD, CAM, and CIM technologies; computer simulation of products and systems; animation and related multimedia applications; control technologies; and automation in the modern workplace.

- Recommended Grade Level: 9-12
- Recommended Prerequisite: Technology (ML)
- Credits: 1 or 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CONSTRUCTION SYSTEMS

4782
(CONS SYST)

Construction Systems is a course that specializes in how people use modern construction systems and the management of resources to efficiently produce a structure on a site. Students will explore the application of tools, materials, and energy in designing, producing, using, and assessing the construction of structures. Classroom activities introduce students to the techniques used in applying construction technology to the production of residential, commercial, and industrial buildings in addition to civil structures. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course.

- Recommended Grade Level: 9-12
- Recommended Prerequisite: Technology (ML)
- Credits: 1 or 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

DESIGN PROCESSES

4794
(DES PROC)

Design Processes is a course that specializes in modern design and engineering processes with a focus on creative problem solving in developing, engineering, testing, and communicating designs for products, structures, and systems. Classroom activities help students to understand the steps used to move an idea from a designer’s mind into an engineered artifact, process, or system. Students will participate in design activities using critical thinking skills that require them to: identify problems; generate alternative solutions; select and refine the most plausible solution;
MANUFACTURING PROCESSES

4796

(MFTG PROC)

Manufacturing Processes is a course that specializes in using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Activities provide an understanding of the characteristics and properties of industrial materials and the processing of these materials into consumer goods. Students will investigate the properties of engineered materials such as: metallics; polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. In this course, each of these processes is a major body of content. It is through the study of common principles, supported by related laboratory and problem solving activities, that understanding is developed and reinforced.

- Recommended Grade Level: 9-12
- Recommended Prerequisite: Technology (ML), Computers in Production & Design Systems
- Credits: 1 or 2 semester course, 1 credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

TECHNOLOGY SYSTEMS

4808

(TECH SYST)

Technology Systems is a course that focuses on the technologies used in the career pathways related to Architecture & Construction, Arts, A/V Technology & Communications, Manufacturing, Science, Technology, Engineering & Mathematics and the Transportation, Distribution, & Logistics career clusters. Instructional strategies include creative problem solving activities that address real-world problems and opportunities. Computer experiences are used to incorporate graphics, simulations, networking, and control systems. Students are also introduced to, and engaged in, investigating career opportunities within a career cluster of their choice. Systems thinking skills are used by students to study, diagram, and test a solution to a scenario related to their career interests.

- Recommended Grade Level: 9-12
- Recommended Prerequisite: Technology (ML)
- Credits: 1 or 2 semester course, 1 credit per semester
Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH/LANGUAGE ARTS

MSD of Wabash County

Indiana State Approved
Course Titles and Descriptions

2013-2014 School Year
**ENGLISH/LANGUAGE ARTS**

Academic Content Standards available at:  
http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/index.shtml

Curriculum Resource Framework available at:  
http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/english.shtml

Teacher Requirements available at:  
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Additional English/language arts resources available at:  
http://www.doe.in.gov/opd/languagearts/welcome.html

**Introduction**

A balance of reading, writing, listening, speaking, grammar, literature, and media studies are the most important academic functions in every area of learning—not just as individual subject areas. Reading and language arts is not just something we should do primarily to be used to develop a competent and competitive work force but, further, to connect ourselves more fully with others in our society and the world. Teachers, then, create a sense of community within the classroom as they share this knowledge and help students to understand all aspects of reading and the language arts, including the ability to think critically, and then act on this knowledge that empowers both teachers and students to expand beyond the classroom into the larger societal community.

The goal of the study of *literature* is to provide students with frequent and continual opportunities
to: (1) learn and apply essential skills in reading and writing; (2) read widely to build a better understanding of various types of texts, genres, and cultures of our country and those in other parts of the world; (3) read well; (4) acquire new information that will assist in responding to the needs of the workplace and society as a whole; and (5) make reading a lifelong pursuit. Literature courses provide students with opportunities to respond to literature critically, reflectively, and imaginatively both in writing and speaking and to develop concepts and strategies for making independent critical evaluations of literature. These types of courses enhance students’ awareness of various cultures and develop a sense of identity. Literature courses include reading for pleasure and expose students to reading materials available in school media centers and public libraries.

The goal of composition is to provide students with frequent and continual opportunities to learn and apply essential skills in writing, using a process that includes: (1) prewriting, (2) drafting, (3) revising, (4) editing, and (5) producing a final, corrected product. Strategies should include evaluating and responding to the writing of others. In addition to instruction in creating clear, coherent, and organized paragraphs and multi-paragraph essays for a variety of audiences and purposes, the courses teach strategies for collecting and transforming data for use in writing as well as teach criteria to use in the evaluation and revision of various types of writing. Instruction in grammar, usage, and mechanics is integrated with writing instruction so that students develop a common language for discussion. All writing in its final publication form follows accepted conventions of language, style, mechanics, and format.

The State Board of Education requires eight credits in the English/language arts area for graduation from Indiana high schools. All courses should be based on Indiana's Academic Standards for English/Language Arts. The courses that meet Indiana Core 40 requirements should also meet state academic standards. A course that primarily emphasizes the completion of: (1) forms, (2) letter writing, (3) worksheets, and (4) skill-and-drill does not meet the English/language arts credit graduation requirements.

ADVANCED COMPOSITION
1098
(ADV COMP)

Advanced Speech and Communication, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study and application of the rhetorical (effective) writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports. ADVANCED COMPOSITION PROJECT: Students write job applications, resumes, and other informational documents that may include the development of flyers, posters, brochures, program agendas, or reports incorporating visual information in the form of pictures, graphs, or tables.
• Recommended Grade Level: Grades 11 or 12
• Recommended Prerequisites: English 9, English 10, Composition, or teacher recommendation
• Credits: 1 credit
• Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
• NOTE: Students are strongly encouraged to combine this course with a literature course that they take before, concurrently, or after the course.

ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT (NHS only)
1124 (ADV ENG CC)

Advanced English/Language Arts, College Credit, is an advanced course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts in Grades 11 and 12. This course title covers any English language and composition advanced course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school. It also covers any other postsecondary English language and composition course offered for dual credit under the provisions of the Indiana Code (511 IAC 6-10: Rule 10 - Postsecondary Enrollment Program).
• Recommended Grade Level: Grades 11 or 12
• Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
• Credits: 1 credit per semester. May be offered for successive semesters
• Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BIBLICAL LITERATURE (NHS only)
1022 (BIBLE LIT)

Biblical Literature, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study of the Bible, viewed from a literary standpoint, as a source of a wide variety of literary patterns, themes, and conventions. Students examine the different books in relation to the various historical time frames of the books and in relation to related literature as it pertains to Biblical themes. Students read, discuss, and write about Biblical references (allusions) in both classical and modern literature, formation of a canonical Bible, inclusion of apocryphal and heretical writings, oral versus literate transmission of sacred history and doctrine, and questions and problems of interpretation.
• Recommended Grade Level: Grades 11 or 12
Dramatic Literature, a course based on Indiana’s Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study of plays and literary art as different from other literary genres. Students view live, televised, or filmed productions and stage scenes from plays or scripts. Students examine tragedies, comedies, melodramas, musicals or operas created by important playwrights and screenwriters representing the literary movements in dramatic literature. Students analyze how live performance alters interpretation from text and how developments in acting and production have altered the way we interpret plays or scripts. Students analyze the relationship between the development of dramatic literature as entertainment and as a reflection or influence on the culture.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.

English 9, an integrated English course based on Indiana’s Academic Standards for English/Language Arts in Grade 9 and the Common Core State Standards for English/Language Arts, is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
ENGLISH 10
1004 (ENG 10)

English 10, an integrated English course based on Indiana’s Academic Standards for English/Language Arts in Grade 10 and the Common Core State Standards for English/Language Arts, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes 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 appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: Grade 10
- Recommended Prerequisites: English 9 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ENGLISH 11
1006 (ENG 11)

English 11, an integrated English course based on Indiana’s Academic Standards for English/Language Arts in Grade 11 and the Common Core State Standards for English/Language Arts, is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and 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 appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and
tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: Grade 11
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**ENGLISH 12**

1008 (ENG 12)

English 12, an integrated English course based on *Indiana’s Academic Standards for English/Language Arts for Grade 12* and the *Common Core State Standards for English/Language Arts*, 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 for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

*NOTE*: Honors English classes are also available at each grade. Honors courses are more rigorous, have defined criteria for student admission, and include a culminating honors project. Placement in these courses is based on teacher recommendation, grades, and test scores.

**ENGLISH LANGUAGE AND COMPOSITION, ADVANCED PLACEMENT**

1056 (LNG/COMP AP)

*English Language and Composition, Advanced Placement*, is an advanced placement course based on content established by the College Board. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both
their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:


- Recommended Grade Level: Grade 11 or 12 (College Board does not designate when this course should be offered).
- Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- English 12 could be incorporated into this course, if this course is offered at Grade 12

ENGLISH LITERATURE AND COMPOSITION, ADVANCED PLACEMENT

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


- Recommended Grade Level: Grades 11 and 12
- Recommended Prerequisites: English 9 and English 10 or other literature, language, composition, and speech courses or teacher recommendation
- Credits: 2 credits, a two-semester course with 1 credit per semester
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- College Board does NOT designate the grade level (Grade 11 or 12) when this course should be offered.
- English 12 could be incorporated into this course, if this course is offered at Grade 12

JOURNALISM (NHS only)
Journalism, a course based on Indiana’s Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study of communications history including the legal boundaries and the ethical principles that guide journalistic writing. It includes a comparison study of journalistic writing to other types of writing. Students prepare for a career path in journalism by working on high school publications or media staffs.

JOURNALISM PROJECT for the second credit: Students complete a project, such as a special feature magazine or mini-documentary on a topic of interest or concern. The project demonstrates knowledge, application, and progress in Journalism course content.

- Recommended Grade Level: Grades 9, 10, 11, or 12
- Recommended Prerequisites: None or teacher recommendation
- Credits: 1 or 2 credits Second credit may be subtitled Advanced to allow for a successive semester of instruction at an advanced level.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma
- English/Language Arts credit (1080): If Journalism course work addresses Indiana’s Academic Standards for English/Language Arts and the student also takes a two-credit English Advanced Placement course plus corresponding AP exams or a two-credit English dual credit course, up to two (2) credits accrued can be counted as part of the eight (8) required English/Language Arts credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- Journalism Academic Career Path form; High School Journalism Standards; Research Standards; Historical Timeline: http://www.doe.in.gov/opd/languagearts/publications.html
- NOTE: This is not a student publications course. The designated school newspaper or yearbook course is Student Publications (1086).

MASS MEDIA (SHS only)
1084 (MASS MEDIA)

Mass Media, a course based on the High School Journalism Standards and the Mass Media and Media Literacy Standards, is the study of the importance of mass media as pervasive in modern life at the local, national, and global levels. It includes a study of the impact of constant and immediate news, entertainment, and persuasive messages on everyday life. Students use course content to become knowledgeable consumers of mass media in preparation for their roles as informed citizens in a democratic society. MASS MEDIA PROJECT for the second credit: Students complete a project, such as a media convergence special report using multiple formats that compare different aspects of a topic of interest or concern. The project demonstrates knowledge, application, and progress in Mass Media course content.

- Recommended Grade Level: Grades 9, 10, 11, or 12
- Recommended Prerequisite: None or teacher recommendation
- Credits: 1 or 2 credits Second credit may be subtitled Advanced to allow for a successive semester of instruction at an advanced level.
• Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma

• English/Language Arts credit (1084): If Mass Media course work addresses Indiana's Academic Standards for English/Language Arts and the student also takes a two-credit English Advanced Placement course plus corresponding AP exams or two-credit English dual credit course, up to two (2) credits accrued can be counted as part of the eight (8) required English/Language Arts credits for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

• Journalism Academic Career Path form; High School Mass Media and Media Literacy Standards; Historical Timeline: http://www.doe.in.gov/opd/languagearts/publications.html

SPEECH (NHS only)

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. Students use the same Standard English conventions for oral speech that they use in their writing.

- Recommended Grade Level: Grades 9-12
- Recommended Prerequisites: None
- Credits: 1 or 2 credits
- Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.

STUDENT PUBLICATIONS (NHS only)

Student Publications, a course based on the High School Journalism Standards and the Student Publications Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of media formats. 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 publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

- Recommended Grade Level: Grades 9, 10, 11, or 12
Recommended Prerequisites: Journalism, Mass Media, or teacher recommendation

Credits: 1-8 credits. The nature of this course allows for successive semesters of instruction at advanced levels. May be offered over three- or four-years by subtitling the course Beginning, Intermediate, or Advanced.

Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or two (2) credits accrued as an English/Language Arts requirement for the General Diploma only if the course work addresses Indiana's Academic Standards for English/Language Arts

Journalism Academic Career Path form; High School Journalism Standards; Student Publications Standards: http://www.doe.in.gov/opd/languagearts/publications.html

NOTE: This is the designated school newspaper or yearbook course.

THEMES IN LITERATURE (THEMES LIT)

Themes in Literature, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study of universal themes, such as the journey of the hero, the trials of youth, the search for identity, and other themes appropriate to the level and interests of students. The course may be limited to a few important related themes. Students examine representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of the cultural context. Students analyze how themes illuminate humanity's struggle to understand the human condition.

Recommended Grade Level: Grades 11 or 12

Recommended Prerequisites: English 9, English 10, or teacher recommendation

Credits: 1 credit

Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

NOTE: Students are strongly encouraged to combine this course with a composition course that they take before, concurrently, or after the course.

Family and Consumer Sciences career preparation courses
MSD of Wabash County

Indiana State Approved
Course Titles and Descriptions

2013-2014 School Year
Family and Consumer Sciences – career preparation

Content Standards for this subject area available at:
CONSUMER ECONOMICS
5334 
(CONS ECON)

Consumer Economics enables students to achieve high standards and competencies in economic principles in contexts of high relevancy and applicability to their individual, family, workplace, and community lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of consumer economics issues. The course focuses on interrelationships among economic principles and individual and family roles of exchanger, consumer, producer, saver, investor, and citizen. Economic principles to be studied include scarcity, supply and demand, market structure, the role of government, money and the role of financial institutions, labor productivity, economic stabilization, and trade. Depending on needs and resources, this course may be taught in a local program. In schools where it is taught, it is recommended for all students regardless of their career pathway, in order to build basic economics proficiencies.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: None
- Credits: One-semester course, one credit per semester
- Fulfills a Social Studies requirement for the General Diploma only and counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
Family and Consumer Sciences – family/Consumer

MSD of Wabash County
Family and Consumer Sciences – family/consumer

Content Standards for this subject area available at:
http://www.doe.in.gov/octe/facs/

Teacher Requirements for this subject area available at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Family and Consumer Sciences has roots in both academic and career/technical (vocational)
education and easily reaches beyond the education system into the community as it focuses on the needs of individuals and families. Essential preparation for success of all students includes acquisition of problem-solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied contexts. As the future members and leaders of tomorrow’s families, workplaces, and communities, students need to be able to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives.

FCCLA

**Family, Career & Community Leaders of America** is the official student organization for Family and Consumer Sciences Education in Indiana and across the country. The FCCLA organization helps students develop leadership and citizenship skills while synthesizing and applying Family and Consumer Sciences content and skills in family, workplace, and community settings. As a teaching/learning approach, FCCLA offers teacher-developed and student-tested strategies and materials that center the responsibility for achieving FACS standards on students through in-class and co-curricular chapter programs and projects.

High school FACS is organized into a variety of semester-long and year-long courses. **State-approved high school FACS courses** and the curriculum framework for each course provide guidelines for local FACS programs that focus on building strong and resilient individuals and families and helping students manage personal and family issues. The FACS course frameworks reflect the current vision and mission statements for Family and Consumer Sciences and the 2008 FACS National Standards and provide consistency among FACS programs across the state.

**ADVANCED CHILD DEVELOPMENT**

5360 (ADVCHLDDEV)

*Advanced Child Development* is a sequential course that addresses more complex issues of child development and early childhood education with emphasis on guiding physical, social, emotional, intellectual, moral, and cultural development throughout childhood, including school age children. Topics include positive parenting and nurturing across ages and stages; practices that promote long-term well-being of children and their families; developmentally appropriate guidance and intervention strategies with individuals and groups of children. Students will access, evaluate, and utilize information, including brain/learning research and other research results to meet needs of children, including children with a variety of disadvantaging conditions. Students will explore "all aspects of the industry" for selected child-related careers. Authentic applications are required through field-based or school-based experiences with children in locations such as observation/interaction laboratories, preschools, elementary schools, or daycare settings. Service learning experiences are highly recommended. A thoroughly
documented student portfolio is required. This course is recommended for any student for enrichment and as a foundation for students with interests in any child-related career or profession.

- **Recommended Grade Level:** Grade 11 or 12
- **Recommended Prerequisites:** None
- **Credits:** One-semester or two-semester course, one credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

### ADVANCED NUTRITION AND FOODS

5340 *(ADV NTRN FD)*

*Advanced Nutrition and Foods* is a sequential course that builds on concepts from Nutrition and Wellness or Culinary Arts Foundations. This course addresses more complex concepts in nutrition and foods, with emphasis on contemporary issues, or on advanced special topics such as International, Regional, and/or Cultural Foods; Food Science, Nutrition, or Dietetics; or with emphasis on a particular aspect of the food industry, such as Baking, Catering, or Entrepreneurial Endeavors. Higher order thinking, communication, leadership and management processes will be integrated in classroom and laboratory activities. Topics include: In-depth study of daily nutrition and wellness throughout the life span; Acquiring, organizing, and evaluating information about foods and nutrition; Selecting and preparing nutritious meals; Safety and sanitation in food production; Meal planning and preparation for specific economic, psychological, and nutritional needs; Community and world food concerns, including scarcity and hunger; Advanced impacts of science and technology on nutrition, food, and related tools and equipment; Exploring careers in nutrition and food industries. Laboratory experiences with advanced applications are required. School-based entrepreneurial enterprises, field-based observations/experiences or internships, and service learning activities are recommended.

- **Recommended Grade Level:** Grade 10 and up
- **Recommended Prerequisites:** Nutrition and Wellness or permission of instructor
- **Credits:** One-semester or two-semester course, one credit per semester - course may be repeated for up to four semesters to accommodate a variety of special topics in advanced nutrition and foods
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

### CHILD DEVELOPMENT AND PARENTING

5362 *(CHLD DEV)*


Child Development and Parenting addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of child development and parenting. The focus is on research-based nurturing and parenting practices and skills, including brain development research, that support positive development of children. Topics include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crisis on development of the child; meeting children's needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged. This course is recommended for all students regardless of their career cluster or pathway to build basic parenting skills and is especially appropriate for students with interest in human services and education-related careers.

- Recommended Grade Level: Grade 10 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester (Schools offering this course for two semesters may title the course(s) "Child Development and Parenting 1" and "Child Development and Parenting 2", or they may use "Child Development" for one semester and "Parenting" for the other semester)
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- One of the F&CS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)

Family and Consumer Sciences (FACS) Issues and Applications (SHS only)
5336 (FCS ISSUES)

Family and Consumer Sciences (FACS) Issues and Applications is an advanced-level, project-based course in which students integrate higher order thinking, communication, leadership, and management processes to conduct investigations in family and community services at the local, state, national, or global/world level. Each student will create a vision statement, establish standards and goals, design and implement an action plan and timeline, reflect on their accomplishments, and evaluate results. Authentic, independent application through FCCLA student-directed programs or projects, internship, community based study, or in-depth laboratory experience is required. Research and development, interdisciplinary projects, and/or collaboration with postsecondary faculty, community agencies or organizations, or student organizations are appropriate approaches. Service learning experiences are highly
HUMAN DEVELOPMENT AND FAMILY WELLNESS
5366 \((HUMAN\ DEV)\)

*Human Development and Family Wellness* addresses development and wellness of individuals and families throughout the life cycle. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of human development and family wellness issues. Topics include human development and wellness theories, principles, and practices; roles, responsibilities, and functions of families and family members throughout the life cycle; individual and family wellness planning; prevention and management of illnesses and disease; impacts of diverse perspectives, needs, and characteristics on human development and family wellness; gerontology and intergenerational aspects, including adult care giving; contemporary family issues, including ethics, human worth and dignity, change, stress, and family crisis-abuse-violence; physical, mental, and emotional health issues, including substance use/abuse and eating disorders; managing the family’s health-related resources; community services, agencies, and resources; and exploration of human and family services careers. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.

- **Recommended Grade Level:** Grade 10 and up
- **Recommended Prerequisites:** None
- **Credits:** One-semester or two-semester course, one credit per semester
- **This may be a one-semester or two-semester course, depending on local needs and resources. Regardless of the length of the course, the emphasis is on the development and wellness of individuals and families throughout the life cycle.**
INTERPERSONAL RELATIONSHIPS

5364

(INTRP RLT)

*Interpersonal Relationships* addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of interpersonal relationships. Topics include components of healthy relationships, roles and responsibilities in relationships; functions and expectations of various relationships; ethics in relationships; factors that impact relationships (e.g., power, conflicting interests, peer pressure, life events); establishing and maintaining relationships; building self-esteem and self-image through healthy relationships; communications styles; techniques for effective communication, leadership and teamwork; individual and group goal setting and decision making; preventing and managing stress and conflict; addressing violence and abuse; and related resources, services and agencies. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.

- Recommended Grade Level: Grade 9 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

NUTRITION AND WELLNESS

5342

(NTRN WLNS)

*Nutrition and Wellness* enables students to realize the components and lifelong benefits of sound nutrition and wellness practices and empowers them to apply these principles in their
everyday lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include impact of daily nutrition and wellness practices on long-term health and wellness; physical, social, and psychological aspects of healthy nutrition and wellness choices; planning for Wellness and fitness; selection and preparation of nutritious meals and snacks based on USDA Dietary Guidelines including the Food Guide Pyramid; safety, sanitation, storage, and recycling processes and issues associated with nutrition and wellness; impacts of science and technology on nutrition and wellness issues; and nutrition and wellness career paths. Laboratory experiences which emphasize both nutrition and wellness practices are required components of this course. This course is recommended for all students regardless of their career cluster or pathway, in order to build basic nutrition and wellness knowledge and skills, and is especially appropriate for students with interest in human services, wellness/fitness, health, or food and nutrition-related career pathways.

- Recommended Grade Level: Grade 9 and up
- Recommended Prerequisites: None
- Credits: One-semester or two-semester course, one credit per semester.

Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

- Local programs have the option of offering a second version of the course that is focused more on the fitness aspects of wellness and nutrition. This version may be taught within the family and consumer sciences department or it may be interdisciplinary and team taught or co-taught with a teacher licensed in physical education. A student may earn credits for both versions of the course. No waiver is required in this instance.
- Local programs may offer a version of this course for a specific student population, for instance, seniors who have never had a foods course. Such a course may be differentiated from the regular course offering by using a subtitle in addition to Nutrition and Wellness. A student may earn credits for multiple versions of the course. No waiver is required in this instance.
- One of the F&CS courses from which students may choose three to fulfill the required Health and Wellness credit - see State Rule 511 IAC 6-7-6 (6)

FINE ARTS
MSD of Wabash County

Indiana State Approved
Course Titles and Descriptions

2013-2014 School Year
Introduction

In order to provide a quality education for every child in Indiana, it is important to provide for all aspects of human growth. The artistic, expressive, and cultural aspects of each child’s intellectual, emotional, physical, and social development are vital components of this growth. Research involving the impact of arts education upon mental functions supports the convictions of many educators, parents, and business leaders that the fine arts are essential due to their ability to provide students with the means to think, feel, and understand the world around them in unique ways. Literacy in the arts strengthens a person’s participation in society by enhancing problem solving and communication skills as well as fostering self-expression, aesthetic awareness, and multiple points of view. For these reasons, a curriculum in each of the fine arts should be available to all students so that they may become self-directed toward lifelong learning in the arts.

The purpose of each fine arts curriculum is to promote lifelong participation in the arts by developing skilled creators, performers, critics, listeners, and observers of the arts. Students can use the arts as a means of: (1) self-expression and communication, (2) development of critical thinking skills, (3) self-knowledge and understanding of the world around them, and, (4) increasing awareness of the artistic heritage of other cultures, as well as their own.

Students who are proficient in the fine arts grow in their ability to think and learn independently. Their view of the world expands as creative avenues to expression and understanding are developed. Ultimately, the entire community benefits through the creativity, vision, and empathy fostered in the fine arts.

In order for this to happen, students must be immersed in opportunities to learn about the arts, perform and create in one or more of the art forms, and learn to analyze and critique the arts. The goals for students in grades kindergarten through grade twelve (k-12) are to enable each student to do the following:

- develop one’s artistic skills;
- become confident in one’s abilities in the arts;
become a creative problem solver;
appreciate the value of the arts;
communicate through the arts;
communicate about the arts;
exhibit knowledge of the historical and cultural diversity of the arts; and
exhibit knowledge of criticism and aesthetics in the arts.

Music Course Titles

**APPLIED MUSIC (L) (NHS only)**
4200
(APPL MUS)

*Applied Music* is based on the Indiana Academic Standards for High School Choral or 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.

- Recommended Grade Level: 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**BEGINNING CHORUS (L)**
4182
(BEG CHOR)

*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.

- Recommended Grade Level: 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BEGINNING CONCERT BAND (L)

4160

(BEG BAND)

*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 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.

- Recommended Grade Level: 9, 10, 11, or 12
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTERMEDIATE CHORUS (L)

4186

(INT CHOR)

*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.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Beginning Chorus
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTERMEDIATE CONCERT BAND (L)

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.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Beginning Concert Band
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED CHORUS (L)

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

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Beginning and Intermediate Chorus
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED CONCERT BAND (L)
4170 (ADV BAND)

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 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.

- Recommended Grade Level: 10, 11, or 12
- Recommended Prerequisites: Beginning and Intermediate Concert Band
- Laboratory course
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
JAZZ ENSEMBLE (L)

4164  
(JAZZ ENS)

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.

- Recommended Grade Level: 10, 11, or 12
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Fulfills requirement for 1 of 2 Fine Arts credits for the Core 40 with Academic Honors diploma if students are enrolled in another band or orchestra course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

MUSIC THEORY AND COMPOSITION (L)

4208  
(MUS THEORY)

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.

- Recommended Grade Level: 9, 10, 11, or 12
- Credits: a 1 or 2 semester course for 1 credit each semester. The nature of this course allows for two successive semesters of instruction, provided that defined standards are utilized.
- Fulfills requirement for two Fine Arts credits (if taken for 2 semesters) for Core 40 with
Visual Arts Course Titles

ADVANCED TWO-DIMENSIONAL ART (L)

4004  
(ADV 2D ART)

Advanced Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. 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.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO TWO-DIMENSIONAL ART (L)

4000  
(2D ART)

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.

- Recommended Grade Level: 9, 10, 11, or 12
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INTRODUCTION TO THREE-DIMENSIONAL ART (L)
4002
(3D ART)

*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.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: a 1-semester course for 1 credit
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED THREE-DIMENSIONAL ART (L)
4006
(ADV 3D ART)

*Advanced Three-Dimensional Art* is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production 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.

- Recommended Grade Level: 9, 10, 11, or 12
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
• Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
• Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
• Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CERAMICS (L) 4040 (CERAMICS)

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.
• Recommended Grade Level: 10, 11, or 12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
• Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
• Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
• Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

JEWELRY (L) (NHS only) 4042 (JWLRY)

Jewelry is a course based on the Indiana Academic Standards for Visual Art. Students in Jewelry 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 jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. 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.
• Recommended Grade Level: 10, 11, or 12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
• Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.
• Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

PHOTOGRAPHY (L)

4062

(PHOTOGRAPH)

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.

• Recommended Grade Level: 10, 11, or 12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
• Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.
Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

DIGITAL DESIGN (L)

4082

(DIG DESIGN)

Digital Design is a course based on the Indiana Academic Standards for Visual Art. Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multi-media, digitized imagery, computer animation, and web design. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.
• Recommended Grade Level: 10, 11, or 12
• Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
• Credits: a 1-semester course for 1 credit. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
• Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
• Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
HEALTH AND PHYSICAL EDUCATION

MSD of Wabash County

Indiana State Approved
Course Titles and Descriptions

2013-2014 School Year
HEALTH AND PHYSICAL EDUCATION

Academic Content Standards for this subject area at:
http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml

Curriculum Resource Framework for this subject area at:
http://www.indianastandardsresources.org

Teacher Requirements for this subject area at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Health Education

HEALTH & WELLNESS EDUCATION

3506 (HLTH&WELL)

Health & Wellness, a course based on Indiana’s Academic Standards for Health & Wellness, provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student’s ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. 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. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. 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. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- **Recommended Grade Level:** 9 – 12
- **Recommended Prerequisites:** 8th grade health education
- **Credits:** 1 credit, 1 semester course
- **Fulfills the Health & Wellness requirement for the General, Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diplomas**

**Physical Education**

*Physical Education I and II, as well as Elective Physical Education are based on Indiana’s Academic Standards for Physical Education, and identify what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Through a variety of instructional strategies, students practice skills that demonstrate: competency in motor skills and movement patterns needed to perform a variety of physical activities; understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities; regular participation in physical activity to achieve and maintain a health-enhancing level of physical fitness; responsible personal and social behavior that respects self and others in physical activity settings; value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction; and physical activity as critical to the development and maintenance of good health.*

**ELECTIVE PHYSICAL EDUCATION (L)**

3560  
*(ELECT PE)*

*Elective Physical Education, a course based on selected standards from Indiana’s Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired*
level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP’s and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 10 – 12
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per semester, trimester or upon mastery of course standards. There is no maximum amount of credits that may be earned provided that there is no course or skill level duplication.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

PHYSICAL EDUCATION I (L)
3542

(Phys ED)

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP’s and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: Grade 8 Physical Education
- Credits: 1 credit per semester
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity
Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in four of the following that were not in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP’s and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade Level: 9 – 12
- Recommended Prerequisites: Physical Education I
- Credits: 1 credit per semester
- Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

MATHEMATICS
MSD of Wabash County

Indiana State Approved
Course Titles and Descriptions

2013-2014 School Year

MATHEMATICS

Find the Academic Content Standards for this subject area at:
http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/math.shtml

Curriculum Resource Framework for this subject area at:
http://www.indianastandardsresources.org/standardSummary.asp?Subject=math&Grade

Teacher Requirements for this subject area at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

ALGEBRA ENRICHMENT
2510  (ALG ENRICH)

Algebra Enrichment is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra Enrichment align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However,
whereas *Algebra I* contains exclusively grade-level content, *Algebra Enrichment* combines standards from high school courses with foundational standards from the middle grades.

- **Credits:** A two credit course
- **Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
- **Algebra Enrichment is designed as a support course for Algebra I. As such, a student taking Algebra Enrichment must also be enrolled in Algebra I during the same academic year.**

### ALGEBRA I

2520  
*(ALG I)*

*Algebra I* formalizes and extends the mathematics that students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards 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.

- **Credits:** A two credit course
- **Fulfills the Algebra I/Integrated Mathematics I requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**
- **Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9**

### ALGEBRA II

2522  
*(ALG II)*

*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. The Mathematical Practice Standards 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.

- Recommended Prerequisite: Algebra I
- Credits: A two credit course
- Fulfills the Algebra II/Integrated Mathematics III requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

CALCULUS AB, ADVANCED PLACEMENT
2562  (CALC AB AP)

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


- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisite: Pre-Calculus
- Credits: A two credit course, 1 credit per semester
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

GEOMETRY
2532  (GEOM)

*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 towards formal mathematical arguments. Six critical areas comprise the Geometry course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards 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.

- Recommended Prerequisite: Algebra I
- Credits: A two credit course
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

**PRE-CALCULUS/TRIGONOMETRY**

2564 *(PRECAL/TRIG)*

*Pre-Calculus/Trigonometry* is a two-credit course that combines the material from *Trigonometry* and *Pre-Calculus* into one course. The foundations of algebra and functions developed in previous courses will be extended 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. 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.

- Recommended Prerequisite: Algebra II and Geometry or Integrated Mathematics III
- Credits: A two-credit course
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**PRE-CALCULUS**

2568 *(PRECAL)*

*Pre-Calculus* extends the course of study in algebraic reasoning past Algebra II (or Integrated Math III). The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. This course will allow students to more accurately model real-life
phenomena that are regular topics of discussion in college-level STEM courses. Students pursuing non-STEM careers will benefit from an increased understanding of mathematical modeling and data analysis, both of which are increasingly used in nearly all career fields.

- Recommended Prerequisite: Algebra II or Integrated Mathematics III
- Credits: A one-credit course (Pre-Calculus can be taken with Trigonometry to substitute for the two-credit Pre-Calculus/Trigonometry course)
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

**MULTIDISCIPLINARY**

MSD of Wabash County

Indiana State Approved

Course Titles and Descriptions
MULTIDISCIPLINARY

Teacher Requirements available at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

CADET TEACHING EXPERIENCE (NHS only)

0502 (CADET TCHG)
This elective course provides students in grades eleven (11) or twelve (12) organized exploratory teaching experiences in grades kindergarten (K) through grade nine (9). All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are interested in supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences.

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

- **Recommended Grade Level:** 11 or 12
- **Recommended Prerequisites:** None
- **Credits:** One credit per semester up to 4 credits
- Cadet teaching experience for high school students is limited to grades kindergarten through grade nine
- **Counts as an Elective for all diplomas**

**SCIENCE**

**MSD of Wabash County**
Indiana State Approved
Course Titles and Descriptions

2013-2014 School Year

SCIENCE

Academic content standards for this subject area at:
http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/science.shtml

Teacher Requirements for this subject area at:
Introduction

Indiana’s Academic Standards for Science--2010 were adopted by the State Board of Education in April, 2010. They are presented by grade level from kindergarten through Grade 8 and by individual courses for high school. The standards contain both content and process standards. In grades K-8 the Process Standards precede the content standards and are organized as the Nature of Science and the Design Process. In grades 9-12 the Process Standards precede the content standards for each course offering. Through Grade 8 the Standards are organized in four content strands: (1) Physical Science; (2) Earth Science; (3) Life Science; (4) Science, Technology and Engineering; high school courses each have a differing number of standards that each address a core concept in the given content area.

Rules of the State Board of Education for each diploma are as follows:

<table>
<thead>
<tr>
<th>General</th>
<th>Core 40</th>
<th>Academic Honors</th>
<th>Technical Honors</th>
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<tr>
<td>Four credits from more than one of the three major categories in Life Science, Physical Science, and Earth and Space Science.</td>
<td>Six credits in science: two credits in Biology I, two credits in Chemistry I, Physics I, or Integrated Chemistry-Physics, and two additional credits in a Core 40 Science.</td>
<td>The same course requirements as the Core 40 diploma, but students must earn a grade of “C” in order for a course to count towards this diploma. In addition, students must have a grade point average of “B” or above.</td>
<td>The same course requirements as the Core 40 diploma, but students must earn a grade of “C” in order for a course to count towards this diploma. In addition, students must have a grade point average of “B” or above.</td>
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ANATOMY & PHYSIOLOGY

5276

(A & P)

Anatomy & Physiology is a course in which students investigate and apply concepts associated with human anatomy and physiology. Concepts covered include the process of homeostasis and the essentials of human function at the level of genes, cells, tissues, and organ systems. Students will understand the structure, organization, and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields.

The course should include ample laboratory experiences that illustrate the application of the standards to the appropriate cells, tissues, organs, and organ systems. Dissection is both appropriate and necessary. Students should be able to use basic laboratory equipment such as microscopes, balances, and pipettes.

- Recommended Grade Level: 11-12
- Required Prerequisite: First-Year course of same discipline (Biology)
- Recommended Prerequisite: Chemistry, Introduction to Health Care Systems
  - Credits: A two-semester course, one credit per semester
- Counts as a Life Science Course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

BIOLOGY I (L)

3024

(BIO I)

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

- Recommended Grade Level: 10
- Credits: A two credit course
- Fulfills the Biology requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BIOLOGY, ADVANCED PLACEMENT (L)

3020

(BIO AP)

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

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Biology I and Chemistry I
- Credits: A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CHEMISTRY I (L)
3064
(CHEM I)

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Recommended Grade Level: 10-12
- Recommended Prerequisite: Algebra II (can be taken concurrently)
- Credits: A two credit course
- Fulfills the 2 credit requirement for Chemistry I for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

CHEMISTRY II (L)
3066
(CHEM II)

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.
- Recommended Grade Level: 11-12
- Recommended Prerequisite: Chemistry I, Algebra II
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
CHEMISTRY, ADVANCED PLACEMENT (L)

3060  (CHEM AP)

Chemistry, Advanced Placement is a course based on the content established by the College Board. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

- Recommended Grade Level: 12
- Recommended Prerequisite: Chemistry I, Algebra II, Pre-calculus/Trigonometry
- Credits: A two credit course, 1 credit per semester
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

EARTH AND SPACE SCIENCE I (L)

3044  (EAS SCI I)

Earth and Space Science I is a course focused on the following core topics: study of the earth’s layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth’s interconnected systems and examine how earth’s materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Recommended Grade Level: 9-10
- Credits: A two credit course
- Counts as a Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PHYSICS I (L) (NHS only)  (Online @SHS)

3084  (PHYS I)
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.

- Recommended Grade Level: 11-12
- Recommended Prerequisite: Algebra II
- Credits: A two credit course
- Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

SOCIAL STUDIES

MSD of Wabash County

Indiana State Approved
Course Titles and Descriptions

2013-2014 School Year

SOCIAL STUDIES

Academic content standards and resources are available at:
http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/socialstudies.shtml

Teacher requirements for this subject area are available at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

Current Problems, Issues, and Events (SHS only)

1512 (CPIE)
Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studies from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

- Recommended Grade Level: None
- Recommended /Required Prerequisites: none
- Credits: 1 semester, 1 credit. Course may be repeated for credit if the content of the course changes.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Economics

1514

(ECON)

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.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma

Psychology
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.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 1 or 2 semester course. 1 credit per semester. This course and corresponding exam are intended to be comparable to the corresponding one-semester college level course.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people’s attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students will describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students will examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students will also analyze the role of individuals in the community and social problems in today’s world.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Topics In History (NHS only)
Topics In History provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history. Examples of topics might include: (1) twentieth-century conflict, (2) the American West, (3) the history of the United States Constitution, and (4) democracy in history.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: United States History or History and World Civilizations
- Credits: 1 semester/1 credit. This course may be repeated if the material in the course is different from one semester to the next. Topics in History can address different topics in World History or U.S. History.
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Topics in Social Science (NHS only)

Topics in Social Science provides students with an opportunity for in-depth study of a specific topic, theme, or concept in one of the social science disciplines such as anthropology, archaeology, economics, geography, political science, psychology, or sociology. It is also possible to focus the course on more than one discipline. A subtitle should be included to give a clear idea of the course content. For example, a course focusing on a specific in political science might be entitled, “Topics in Social Science: Comparative Government.” Courses taught under this title should emphasize scientific methods of inquiry and help students develop effective research and thinking skills.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester course, 1 credit
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

United States Government

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, politic, and civic activities and the need for civic and political engagement of citizens in the United States.

- Recommended Grade Level: Grades 11 or 12
- Recommended Prerequisites: None
- Credits: 1 semester, 1 credit
- Fulfills the Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

United States History

1542
(US HIST)

*United States History* builds upon concepts developed in previous studies of U.S. 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 U.S. 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.

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: 2 semester course, 1 credit each semester
- Fulfills the US History requirement of the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

United States History, Advanced Placement (NHS only)

1562
(US HIST AP)

*United States History, Advanced Placement* is a course based on the content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in U.S. history are to be examined from multiple perspectives. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:
World History and Civilization

1548
(WLD HST/CVL)

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

World History, Advanced Placement (SHS only)

1576
(WLD HST AP)

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

- Recommended Grade Level: None
- Recommended Prerequisites: None
- Credits: A 1 or 2 semester course, 1 credit per semester
- Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma.
WORLD LANGUAGES

MSD of Wabash County

Indiana State Approved
Course Titles and Descriptions

2013-2014 School Year

WORLD LANGUAGES

Academic Content Standards for this subject area available at:
http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml

Teacher Requirements for this subject area available at:
http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf

FRENCH III
French III, a course based on Indiana’s Academic Standards for World Languages, builds upon effective strategies for French 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 French-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding French language and culture outside of the classroom.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: French I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

French 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 French-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 French language and culture in the community beyond the classroom is explored through the identification and evaluation of
resources intended for native French speakers.

- Recommended Grade Level: 10-12
- Recommended Prerequisites: French I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

**Spanish Language Courses**

**SPANISH I**

2120

*(SPAN I)*

*Spanish I*, a course based on *Indiana’s Academic Standards for World Languages*, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. 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 target 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.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: None
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

**SPANISH II**

2122

*(SPAN II)*

*Spanish II*, a course based on *Indiana’s Academic Standards for World Languages*, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension
skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. 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.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH III
2124

SPANISH III
(SPAN III)

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

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I and II
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

SPANISH IV
2126

SPANISH IV
(SPAN IV)

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.

- Recommended Grade Level: 9-12
- Recommended Prerequisites: Spanish I, II and III
- Credits: A 2-credit course
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma