

# 2023-2024 Curriculum Handbook



Lafayette Central Catholic Junior-Senior High School  
2410 South Ninth Street  
Lafayette, IN 47909

[www.lcss.org](http://www.lcss.org)

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## **Address, Phone Numbers & Personnel**

**Central Catholic Junior-Senior High School  
2410 South Ninth Street  
Lafayette, IN 47909-2499**

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**Mr. Michael Seeley, President**

**Mr. Daryl Beck, Principal**

**Mr. Sam Patacsil, Assistant Principal**

**Mr. Timothy Bordenet, Athletic Director**

**Dr. Melanie Davis, Director of Student Services**

**Mrs. Erin Seeley, School Counselor**

**Mr. Braden Vorhees, School Counselor**

**Mrs. Tabi Perior, Registrar**

**Mrs. Elizabeth Bonner, Director of Catholic Identity and Mission Integration**

## **Diocesan Non-Discriminatory Clause & Schools**

### **Resolution on Non-Discriminatory Procedures for Catholic School Policy**

It is the policy of the Catholic schools of the Diocese of Lafayette-in-Indiana to comply with federal and state laws prohibiting discrimination and all requirements imposed by or pursuant to regulations discussed thereto, to the end that no persons in any diocesan educational system listed below, and further listed in The Official Catholic Directory (published annually by P.J. Kennedy and Sons) shall, on the grounds of race, color, national and ethnic origin, sex, with regard to public assistance, age, or disability be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any educational program, or in employment, or recruitment, consideration of selection, whether part-time or full-time, under any educational program, employment, or activity operated by the school.

<b>Diocese of Lafayette Catholic Schools,</b>	<b>Lafayette, Indiana 47909</b>
• St. Mary School,	Alexandria, Indiana 46001
• St. Ambrose School,	Anderson, Indiana 46016
• St. Mary School,	Anderson, Indiana 46016
• Our Lady of Mount Carmel School,	Carmel, Indiana 46032
• Sacred Heart School,	Fowler, Indiana 47944
• St. Joseph School,	Kentland, Indiana 47951
• Sts. Joan of Arc & Patrick School,	Kokomo, Indiana 46901
• All Saints School,	Logansport, Indiana 46947
• St. Paul Parish School,	Marion, Indiana 46952
• St. Anne School,	Monterey, Indiana 46960
• St. Lawrence School,	Muncie, Indiana 47305
• St. Mary School,	Muncie, Indiana 47303
• St. Augustine School,	Rensselaer, Indiana 47978
• St. John the Baptist School,	Tipton, Indiana 46072
• St. Maria Goretti School,	Westfield, Indiana 46074
• Blessed Theodore Guerin School,	Noblesville, Indiana 46060
• Our Lady of Grace	Noblesville, Indiana 46060
• <b>Lafayette Catholic School System,</b>	<b>Lafayette, Indiana 47909</b>
o Central Catholic Jr./Sr. High School,	Lafayette, Indiana 47909
o St. Mary Cathedral School,	Lafayette, Indiana 47901
o St. Lawrence School,	Lafayette, Indiana 47904
o St. Boniface School,	Lafayette, Indiana 47901

## **Statement of Philosophy**

The Roman Catholic Church has been entrusted with the mission of teaching and guiding her members. The educational mission of the Church is an integrated ministry embracing three interlocking dimensions: the message revealed by God which the Church proclaims; the fellowship in the life of the Holy Spirit; and service to the Christian community and the entire human community. (Pastoral on Catholic Education, "To Teach as Jesus Did") Therefore, Central Catholic Junior/Senior High School as a Catholic school receives its meaning and purpose from the very nature and mission of the Catholic Church.

Central Catholic assists in the total development of each student. Without forgetting that parents are "the first to communicate the faith to their children and to educate them" (Apostolate of the Laity, II) Central Catholic Junior/Senior High School, in cooperation with the home, the Church and the state, seeks the spiritual, intellectual, physical and cultural formation of its students in an atmosphere that is Christian.

As a Catholic school, participation in theology classes offers students an opportunity to study God's revealed message and the teachings of the Church. With this background, students are able to scrutinize their attitudes and values in a society heavily influenced by materialism. In this atmosphere students are led to an awareness of the true value of freedom, responsibility and maturity of judgment so necessary to give direction and purpose to their lives.

We are not only children of God, but citizens of the world in which we live. Central Catholic seeks to develop in students an awareness of the ideals on which our country was founded, and a desire to safeguard and promote those ideals--ideals such as truth, justice and human rights, not only in the United States, but throughout the world.

Central Catholic Junior-Senior High School admits students of any race, religion, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded and made available to students at the school. The school does not discriminate on the basis of race, color, national or ethnic origin in the administering of educational policies, or athletic and other school-administered programs.

Central Catholic seeks to assist each student in actualizing his potential, and it endeavors to foster in each student self-reliance and self-discipline. Since the crux of the learning process is reasoning, Central Catholic attempts to teach its students to organize and arrange their knowledge so that they may grow in the ability to think in abstract terms, to solve their problems, to know the truth, and to benefit from experience.

The interaction of religious truth and values with the rest of life is brought about at Central Catholic Junior/Senior High School not only by its unique curriculum but, more importantly, by the presence of administrators, teachers, and students who strive to express an integrated approach to learning and living in all phases of their lives. This integration of religious truth and values with life distinguishes Central Catholic from other schools.

Christian community is at the heart of Catholic education not simply as a concept to be taught but as a reality to be lived. Through education, students must be moved to build community in all areas of life. Formed by a good experience of a true faith community at Central Catholic, they are better able to build community through service to others in their families, places of work, neighborhoods, country, and world. To understand this is a high form of learning; to foster such understanding is a crucial task of Catholic education. Central Catholic accepts this challenge. We are confident of ultimate success, trusting not in ourselves alone but in Jesus Christ, our teacher, who is at once the inspiration, the content, and the goal of Catholic education because He is the Way, the Truth and the Life.

## **General Information**

### **Lafayette Central Catholic Junior-Senior High School Mission Statement**

The Lafayette Central School System and the High School Staff is committed to a broad base of educational opportunities from which students may further enhance their lifelong endeavors. At present, this mission is enhanced by investigating, studying and researching the areas of technology, student/teacher ratios, the budget, and timely and accurate communication.

### **Mission for Central Catholic Junior-Senior High School**

Central Catholic Junior/Senior High School develops mature, responsible Christians through fostering spiritual, intellectual and social balance in the lives of members of the entire school community:

- by nurturing growth in faith on a personal and communal level
- by supporting parents in partnership with the formation and development of their children through the teaching of Christian values in the Catholic tradition;
- by providing a challenging education, integrating academic and social opportunities;
- by promoting responsible citizenship and active service within the community.

### **Latin Honors System**

Beginning with the class of 2021 commencement ceremony, Lafayette Central Catholic Jr/Sr High School will recognize outstanding academic performance using the Latin honors system. The program is summarized below:

Summa Cum Laude Graduates ~ “with highest distinction”

- Academic Honors Diploma
- 4.00 or higher GPA
- 8 High School credits earned through ACP/AP/Dual Credit Courses
- Navy/Silver Cord

Magna Cum Laude Graduates ~ “with great distinction”

- Academic Honors Diploma
- 3.80 to 3.99 GPA
- 6 High School credits earned through ACP/AP/Dual Credit Courses
- Silver Cord

Cum Laude Graduates ~ “with distinction”

- Academic Honors Diploma
- 3.60 to 3.79 GPA
- 4 High School credits earned through ACP/AP/Dual Credit Courses
- White Cord

<b>ACP/AP/Dual Credit Courses</b>	<b>High School Credits Earned</b>
DC Intro to Sociology	1
DC Intro to Psychology	1
DC Economics Fundamentals	1
DC US Government & Politics	1
DC Survey of American History I	1
DC Survey of American History II	1

DC Computing Logic	1
DC Intro to Software Development	1
ACP English W131	1
ACP Literature L202	1
ACP Speech S121	1
ACP Spanish	2
ACP Chemistry	2
AP Calculus	2
AP Studio Art: 2-D Design	2
AP Studio Art: 3-D Design	2
AP Studio Art: Drawing	2
AP Statistics	2
AP Biology	2

Final grade point averages (using our current seven semester system) will be used and grade point averages will be rounded to the nearest four decimal places. The categories will be noted in the graduation program and on student's transcripts. Students will be given color-coded cords as described above to wear during the commencement ceremony.

### **Graduation Requirements**

One of the goals of academic advising at Central Catholic Jr. Sr. High School is to help students achieve their academic and professional aspirations. Selecting the best fit for college or post-secondary program is at the heart of this process. Through an individualized approach, academic schedules are planned which take into consideration all aspects of the student: ability, personal and spiritual preparedness, motivation, and vision for the future. Counselors make every effort to connect with all students, so that guidance is given with thoughtful consideration to the many factors which enter into student success beyond high school. In addition, teachers work carefully with counselors to encourage students to challenge themselves along the academic journey. Central Catholic is dedicated to a student-centered educational experience.

For the purposes of High School course planning, academic advising takes into consideration two sets of State guidelines for college preparation, which offer students a positive curricular balance for college entrance as well as an increased opportunity for need-based funding at the post-secondary level. These two regimens, Core 40 or Core 40 with Academic Honors, are described on the following page. It should be noted that Central Catholic expects all students to earn 4-6 of the required Fine Arts credits through taking a world language, the exact number being dependent on the student's diploma track. In general, competitive colleges require at least two years of foreign language classes in high school. By successfully completing this number of world language credits, student transcripts look favorable as they apply and consider admission to post-secondary institutions and programs. All students enter their Freshman school year on the Academic Honors Diploma track. It should be emphasized that, under no circumstances, will any set of requirements supersede the individual needs of a student, but they should be familiar to Central Catholic families and used as a guideline for course selection.

It is the responsibility of each student to plan with his or her parents and counselor for graduation. Seeing that all required courses and total credits are in order is the responsibility of each student. Graduation requirements and four-year plans are updated annually during scheduling meetings with an academic advisor.

**Additional Central Catholic Requirements** (In addition to Core 40 & Academic Honors Diplomas)

- pass a Theology class each semester student is attending Central Catholic
- pass one (1) semester of Speech
- pass eight (8) semesters of English
- pass six (6), but enroll in at least eight (8), semesters of Math in grades 9-12
- pass at least six (6) semesters of science (eight (8) is highly recommended)

Semester credits will be considered every year at scheduling meetings and decisions about continuation at Central Catholic may be discussed if a student is at risk for not fulfilling the above graduation requirements.





# Course and Credit Requirements

Students must complete 40 total Indiana credits, as defined in the table below, to qualify for high school graduation. Schools may have additional graduation requirements that apply to all students. Exceptions to additional graduation requirements would apply to students with Individualized Education Programs.

Subject	Credits	Course Requirements
English/Language Arts	8 credits	Includes a balance of literature, composition, and speech.
Mathematics	6 credits	Algebra I, Geometry, Algebra II (Analytical Algebra II) <b>OR</b> Integrated I, Integrated II, Integrated III <b>AND</b> Ensure students complete six credits in grades 9-12.*
Science	6 credits	2 credits: Biology 2 credits: Chemistry, Physics, or Integrated Chemistry-Physics 2 credits: Any Core 40 science course
Social Studies	6 credits	2 credits: World History/Civilization or Geography/History of the World 2 credits: U.S. History 1 credit: Economics 1 credit: U.S. Government
Directed Electives	5 credits	Career and Technical Education Fine Arts World Languages
Physical Education	2 credits	1 credit: PE I 1 credit: PE II
Health and Wellness	1 credit	Students may earn health and wellness credit from the health education area of study or alternate options.
Electives	Minimum of 6 credits	All students are strongly encouraged to complete a College and Career pathway by selecting electives in a deliberate manner.

\* Students must take a math or quantitative reasoning course each year in high school, regardless of credit completion.



**CORE  
40**

# with Academic Honors Requirements

For the Core 40 with Academic Honors designation, students must complete 47 credits according to the following guidelines:

- Complete all requirements for Core 40, as outlined on the previous page;
- Earn two additional Core 40 math credits;
- Earn six to eight Core 40 world language credits, including six credits in one language or four credits each in two languages;
- Earn two Core 40 fine arts credits;
- Earn a grade of "C" or better in courses that count towards the diploma;
- Have a grade point average of "B" or better; and
- Complete one of the following:
  - A. Earn four credits in two or more courses within the following programs and take the corresponding exams:
    - Advanced Placement (AP);
    - International Baccalaureate (IB);
    - Cambridge International courses;
  - B. Earn six verifiable transcribed college credits in dual credit courses from the approved dual credit list;
  - C. Earn two of the following:
    - A minimum of three verifiable transcribed college credits from the approved dual credit list;
    - Two credits in AP courses and take the corresponding exams;
    - Two credits in IB standard level courses and take the corresponding exams;
    - Two credits in Cambridge International courses and take the corresponding exams;
  - D. Earn a composite score of 1250 or higher on the SAT and a minimum on 560 on math and 590 on the evidence-based reading and writing section;
  - E. Earn an ACT composite score of 26 or higher and complete the written section; or
  - F. Complete a work-based learning experience/program or career and technology education experience/program approved by the Indiana State Board of Education to replace the coursework above.

## **Testing, Eligibility, and Types of Classes**

### **Postsecondary Admissions Testing**

A variety of admissions tests are available to students who would like to continue their education following high school.

#### **College Admissions Tests (SAT or ACT)**

Two organizations provide testing for college admissions. The College Board publishes the SAT while ACT, Inc. publishes the ACT. Students are encouraged to begin college admissions testing in the spring of their junior year. Many students will take the test more than once to increase their chances of doing well. Most colleges will take the best test scores received by a student so taking the test more than once does not penalize a student in any way. In addition to college admissions, the results of these tests may also be used to award merit-based scholarships.

#### **SAT School Day**

SAT School Day allows schools, districts, and states to offer the SAT to juniors and seniors in school, on a weekday, expanding access to a globally recognized college admission test that's accepted at all U.S. colleges. Over 3.7 million students in over 3,000 districts and 9,000 schools have participated in SAT School Day. During the 2023-2024 school year, the SAT School Day will be administered at Central Catholic on **Wednesday, October 11, 2023**.

Since the SAT will also be used as a postsecondary competency for Indiana's graduation requirements beginning with the class of 2023, the **SAT will be administered to all Juniors on Thursday, March 7, 2024**. The SAT postsecondary competency requirements include SAT scores of 480 for Evidence Based Reading & Writing and 530 for Math.

#### **Benefits of SAT School Day for Students**

- Convenience. Students don't have to worry about locating or getting to the testing site. School day testing won't disrupt weekend plans, jobs, or family time.
- Comfort. Students test in familiar surroundings with people they know.
- Confidence. Nothing builds confidence like practice and the SAT is the only admission test that offers free, personalized practice plans for all students. [Official SAT Practice on Khan Academy®](#) provides every student with a practice plan built just for them, along with integrated coaching tools for teachers to view progress and support their students.

#### **Practice College Admissions Test (PSAT)**

During the 2021-2022 school year, students in grades 10 and 11 will take the PSAT/NMSQT on **Wednesday, October 11, 2023**. The PSAT/NMSQT provides students and educators with the chance to check in on progress toward college and career readiness and success and is an excellent way for students to practice for the SAT. The PSAT/NMSQT is the official route of entry to the National Merit® Scholarship Program.

*\*Central Catholic offers summer PSAT/SAT practice sessions and SAT strategy sessions prior to the March SAT administration. Sessions cost an additional fee and are billed through FACTS.*

#### **College and Career Readiness Assessment (ACCUPLACER)**

During the 2013 legislative session, the Indiana General Assembly passed HEA 1005, and the Governor signed PL 268-2013 into law. A component of this law (IC 20-32-9) requires public and state-accredited nonpublic school students who meet specific criteria to take a college- and career-readiness exam and potentially receive remediation. The legislation has a focus on early identification of students' remediation needs. It requires the administration of a college and career readiness examination by high schools to students who might need remediation. It also contains provisions limiting eligibility for state student financial aid in college for a small number of students. During the 2015 legislative session, the Indiana General Assembly passed HEA 1637, which

added grade 12 to the ACCUPLACER administration. The ACCUPLACER has become an assessment that may satisfy the post-secondary competency in the graduation pathways.

### **Athletic Eligibility**

Students must meet certain academic criteria to participate in sports in high school and during their postsecondary education.

### **IHSAA Eligibility**

To be scholastically eligible to participate in any high school athletic event, students must have received passing grades at the end of their last grading period in at least five credit subjects and must be currently passing in at least five credit subjects. Semester grades take precedence.

### **NCAA Freshman Athletic Eligibility**

Many college athletic programs are regulated by the National Collegiate Athletic Association (NCAA), an organization that establishes rules on eligibility, recruiting, and financial aid for athletes. Students planning to enroll in college as a freshman and participate in Division I or Division II athletics must be certified by the NCAA Initial-Eligibility Clearinghouse. Students should start the certification process at the end of their junior year.

## **Advanced Course Evaluation Process and Expectations**

### **Honors Courses for Junior High Students**

Teachers are asked to make recommendations for students to be placed in Honors courses. For 8th grade students, the Honors courses include Honors Algebra and Honors Biology. Students may also be recommended to take a foreign language in 8th grade. In addition to teacher recommendations, other data points are considered. These data points include grades in the content area and ILEARN proficiency scores.

For students recommended for the Accelerated Science and Honors Biology courses in junior high, the following conditions apply:

- If a student is earning a C or lower at the end of the first quarter in Accelerated Science (7th grade) or Honors Biology I (8th grade), a meeting will be scheduled to determine if he/she will continue. The determination will be made by a review of the grades as well as the responsibility and maturity level of the student.
- If a student is moved from Accelerated Science to Science 7, OR Honors Biology to Science 8, this must be done before Q2 begins. The timeliness of this transition is critical to ensure a student is not too far behind as he/she enters the new class.

### Honors Courses for High School Students

Recommendations are made for students to be placed in Honors courses in High School. For students enrolled in Honors classes in 8th grade, student performance, content area teacher recommendation and standardized testing results will be the primary data points considered.

\*A student's placement in an Honors course in 8th grade does not guarantee their placement in an Honors course in High School. The overall goal is to encourage and support students in reaching their academic potential. If students are placed in any advanced classes prematurely, there is the potential for creating performance anxiety, which may be detrimental to their academic success in High School.

\*\*If a student chooses to opt out of the recommendation to take any advanced course, there is no guarantee they will be recommended for the same advanced course the following school year. Similar to initial placement in Honors courses, reconsideration would include a review of student performance, standardized testing data and teacher recommendations.

### Dual Credit Courses for High School Students

Students must meet the criteria determined by the institution for placement in a dual credit class. For Ivy Tech dual credit courses, the minimum required scores are shown in the table below:

	PSAT	SAT	ACT
Reading	25	25	18
Writing (English)	26	27	17

If one or more of a student's scores do not meet these requirements, the student will need to take the ACCUPLACER test. This test is free and can be taken at Ivy Tech. If a student has completed the junior year of high school and has a cumulative GPA of 2.6 or higher, that student is exempt from testing in Reading and Writing. Math scores are required for math, economics, and science courses and are determined by the course. Some accept PSAT, SAT, or ACT scores; others require ACCUPLACER scores.

Students taking Dual Credit classes through Ivy Tech must earn a grade of C or better at the time of the 11-week grade report each semester in order to remain in the college level course(s). If a student receives a semester grade of D or F in any Ivy Tech course at the end of the first semester, the student will not be permitted to re-enroll for Dual Credit course(s) second semester. Students may remain in the course(s) for high school credit.

Students taking ACP classes through Indiana University must meet all course prerequisites, earn a grade of C or better, and have a GPA of 2.70 or above on a 4.00 scale through their most recently completed semester of high school.

### Advanced Placement (AP) Courses for High School Students

Some AP classes require prerequisite coursework. Students and parents can learn about the prerequisites during scheduling meetings with an academic advisor. If students enroll in an AP course at Central Catholic, they MUST participate in the AP examination or complete the necessary AP submissions, as determined by the course instructor. Students who fail to take the AP examination or complete the appropriate AP submissions will not receive credit for the AP course. In these situations, the AP course will also be removed from a student's transcript.

For all Dual Credit or Advanced Placement courses, the cost of the textbooks and any course materials are at the expense of the parent.

## **Courses Taken Outside of Central Catholic Jr. Sr. High School**

### **Online Courses**

Central Catholic may approve students to take online courses through Indiana Online Academy (IOA) for credit recovery or an extension of the curriculum ONLY. Decisions are made for online courses when students develop their four-year plan in 8th grade or when credit recovery is necessary in high school. Online courses will not be approved through IOA for courses offered at Central Catholic during the school year and credits may not be used to fulfill foreign language graduation requirements. The online courses average \$300 per semester and the cost is incurred by the parent. Individual circumstances require Administrative approval.

### **Summer School**

A student who wishes to attend an accredited summer school must first receive permission from a school counselor. Courses which are specifically required for graduation must first be attempted at Central Catholic. A student who fails any subject required for graduation may recover the course credit in summer school. No student will be permitted to make up more than two credits outside of Central Catholic in the summer. Any Dual Credit summer coursework not offered at Central Catholic may only be taken the summer following the completion of a student's junior year in high school. Individual circumstances require Administrative approval.

A request for receiving credit for an accredited class taken outside of Central Catholic must be made by the student before registering for the class. When approval is granted, the student will be required to complete and submit a Permission for Outside Credit form. Only after the completed permission form is received by the student's academic advisor will the course be eligible for approval.

### **Grades from Courses taken at Outside Agencies**

If a student earns a letter grade of C or below, they may be approved to take a class over the summer to improve their GPA. They may retake a class at Central Catholic only if it is for credit recovery or if it is recommended by the teacher due to prior performance. The grade; however, will not replace the initial grade earned. Both grades will remain on the transcript and be averaged into the student's cumulative GPA. Any course taken for credit recovery or to improve academic standing requires approval by a school counselor. Consideration will be given to graduation requirements when making these decisions.

## **Course Selection and Schedule Changes**

Courses will be selected by the parent(s) and student in scheduling meetings with the student's Academic Advisor. While 4-year course plans are developed in the spring of a student's 8th grade year, changes may be made to course plans throughout High School as students explore new areas of interest.

Student schedules for the next academic year will be distributed to students before the end of the current school year. There will be a designated **two-week schedule change window, beginning the first school day of each semester**. During these designated windows, schedule changes may be made only for one of the following reasons:

1. Schedule conflicts (missing classes or doubled classes)
2. The need for the school to balance class size
3. Medical reasons with documentation
4. Request to take a course for the Academic Honors Diploma
5. Missing a course required for graduation
6. Dropping and adding a course due to a change of interest, career direction
7. Adding a course to continue the sequence of a year-long course

\*Changes will NOT be made for a teacher or class period preference. Individual circumstances require Administrative approval.

## **Additional Programs**

### **ATTENDANCE OF PART-TIME STUDENTS AT PUBLIC SCHOOLS IN THE LAFAYETTE SCHOOL CORPORATION**

**LAFAYETTE CATHOLIC SCHOOL'S POLICY:** In an effort to provide more alternative courses for students, classes may be approved in the Lafayette or Tippecanoe School Corporations.

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- Approval to attend a program or enroll in a course outside of Central Catholic may only be considered during students Junior or Senior years in High School. If the course is offered at CC the student cannot register for the course.
- Parents of students in the Lafayette Catholic Schools in grades K-10 with special circumstances that might require part-time attendance with the Lafayette School Corporation should contact the appropriate Lafayette Catholic Schools building principal.
- Students who reside outside of the Lafayette School Corporation district are eligible to participate in this program, but they will be required to pay tuition to the Lafayette School Corporation for any courses they might have approval to take at a public school in the Lafayette School Corporation.
- There will be no reduction of tuition due the Lafayette Catholic Schools or a transfer of tuition funds from the Lafayette Catholic Schools to the Lafayette School Corporation if a student chooses to participate in this program.
- All Lafayette Catholic Schools' students will be required to meet the full criteria, as outlined by the Lafayette Catholic Schools and the Lafayette School Corporation, regarding rules, guidelines, and individual school regulations.

#### **LAFAYETTE SCHOOL CORPORATION'S POLICY ON ADMISSION OF PART TIME STUDENTS:**

- **PURPOSE:** This policy is intended to set forth admission requirements for students who request admission to any school on a part- time basis for one period, class or an extra curricular experience, as per the limitations set forth below.
- **APPLICABILITY:** This policy shall be applicable to any person who is eligible for enrollment in grade 1, but who is not more than 20 years of age on the first day of a school year and whose legal settlement is within the Corporation boundaries or attends a non-public school located within the Corporation's boundaries and is prepared to pay transfer tuition. This policy shall be applicable to students enrolled on a regular basis in a private school, children receiving some form of elementary or secondary education permitted by law and provided that each person shall be within the age limit set forth in this section.

**REQUESTS FOR ADMISSION:** Any student who meets the age requirements set forth above and who desires admission to the appropriate neighborhood school shall submit a written request to the Superintendent of Schools or his designee. Such a request shall be submitted by the student or his parent on or before April 1 of the school year preceding the school year for which admission is requested. Such request shall set forth the following:

- Student's name
- Student's age
- Student's address
- Parent or legal guardian's name and address
- School year that admission is requested
- The private school and address, if any, students will be enrolled in during the period of time the student requests to be admitted to the Lafayette School Corporation on a part-time basis
- Describe other form of education, if any, other than private school the student will participate in during the time the student requests to be admitted to the Lafayette School corporation on a part-time basis
- The Lafayette School Corporation School to which admission is requested
- The specific course or extra curricular activity for which admission is requested.
- **ENTRANCE CRITERIA:** Students applying for part-time admission pursuant to this policy shall be required to meet all entrance criteria to each course, subject, grade level or activity that may be required of other students. All part time students shall be required to comply with all board policies, administrative regulations, building rules and directions issued by the corporation personnel within their area or authority. This will include, but not be limited to, the payment of all corporation fees that may be required.
- **CONDITIONS AND LIMITATIONS OF ADMISSION:** Admission of a student pursuant to this policy to an academic program shall be limited to a curricular course in grades 1-12. Admission of a student to an extracurricular program activity shall be limited to grades one through eight. No student shall be admitted who is enrolled in another school which offers during the year, the part time admission is requested, the academic course offering or extra-curricular program activity for which admission is requested or an academic course offering or extra-curricular program activity determined by the Superintendent or his designee to be substantially equivalent thereto. Any such admission requested may be denied if the Superintendent or his designee determine any of the following would reasonably be foreseen to occur:
  - if insufficient physical space would exist
  - if insufficient work stations or student materials would exist
  - if additional staff would be required.
  - If more students apply for admission than the classroom and staffing will handle, then the following shall govern the selection of part time student(s) to be admitted;
  - Preference shall be given to students residing in the LSC boundaries.
  - If required, the Superintendent or his designee shall select students based upon academic aptitude or ability for the program in question.
- **SCHOOL TO WHICH ADMITTED:** A student who during the period of part-time admission attends a non-public school shall attend the public school nearest to the non-public school in which enrolled. Exceptions may be referred to the Superintendent for review. A part-time student shall participate in extracurricular programs in the area of his legal settlement.
- **TRANSPORTATION:** The student, student's parent or the non-public school will be responsible for transportation.
- **DISCIPLINE:** Any suspension, expulsion, or exclusion from one school would apply for the student at both schools.

### **ATTENDANCE OF PART-TIME STUDENTS AT PURDUE UNIVERSITY**

- Students will have at least a 3.5 cumulative GPA before Purdue will enroll them in a course.
- Students must request approval for courses to be taken at Purdue from the guidance counselor at Central Catholic by March of the previous year.
- A signed form by the guidance counselor must be taken to Purdue in order to pursue registration of courses at Purdue.



- The CC student will then see a Purdue guidance counselor and obtain course offering information and course descriptions. Once the information has been obtained, the CC student must then submit the course description and schedule of the Purdue courses that will fit into their final class schedule at CC to the CC guidance counselor for final approval.
- The above must be completed before the CC student actually enrolls in and pays for the course at Purdue.
- If the course is offered at CC or does not fit into the schedule of the student at CC, the student cannot register for the course at Purdue.

**Rough ideas:**

- Good academic standing and on track for graduations at the end of student's Junior year of High School (met requirements, no credits to recover)
- Application completed
- Registration with home school completed by June 1st of the current school year
- Attendance at the admitted student day/open house at GLCA
- Decision by June 1st if planning to withdraw

## **Departments**

### **Business and Information Technology**

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

5394

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: 9, 10
- Prerequisites: none
- Credits: 1
- Core 40 and AHD Directed Elective or Elective

#### **Applied Career Information and Exploration (Dual Credit)**

0522

Applied Career Information and Exploration provides students with opportunities to learn about themselves including interests, strengths and needed supports while exploring various traditional and nontraditional occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning. Opportunities are provided for students to observe and participate in various job situations through opportunities such as community-based instruction, internships, mock interviews, and guest speakers. Portfolio and resume development experience and career-related assessments may also be provided to students.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Counts as an employability requirement or elective for all diploma types

## **Personal Financial Responsibility**

4540

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: 9, 10
- Prerequisites: none
- Credits: 1
- Core 40 and AHD Directed Elective or Elective

## **Introduction to Accounting**

4524

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

- Recommended Grade Levels: 11, 12
- Prerequisites: none
- Credits: 2
- Core 40 and AHD Directed Elective or Elective

## **Introduction to Entrepreneurship**

5966

Introduction to Entrepreneurship provides an overview of what it means to be an entrepreneur. Students will learn about starting and operating a business, marketing products and services, 73 Indiana Department of Education High School Course Titles and Descriptions and how to find resources to help in the development of a new venture. This course is ideal for students interested in starting their own art gallery, salon, restaurant, etc.

- Recommended Grade Level: 10, 11, 12
- Prerequisites: none (recommended Intro to Accounting OR 12th grade status)
- Credits: 2
- Core 40 and AHD Directed Elective or Elective

### **Principles of Entrepreneurship (Dual Credit)**

7154

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

- Recommended Grade(s): 11, 12
- Required Prerequisites: Advanced Course Evaluation Process
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

### **New Venture Development (Dual Credit)**

7148

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

- Recommended Grade(s): 12
- Required Prerequisites: Principles of Entrepreneurship, Advanced Course Evaluation Process
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

### **Small Business Operation (Dual Credit)**

7147

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

- Recommended Grade(s): 12
- Required Prerequisites: Principles of Entrepreneurship; New Venture Development, Advanced Course Evaluation Process
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

## **Career & Technical Education**

### **Digital Applications and Responsibility**

4528

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

- Recommended Grade Level: 9, 10, 11, 12
- Prerequisites: none
- Credits: 2
- Core 40 and AHD Directed Elective or Elective

### **Information Tech Support I**

5230

Information Technology Support (formerly computer tech support) allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems.

- Recommended Grade Level: 10, 11, 12
- Prerequisites: Digital Applications and Responsibility
- Credits: 2
- Core 40 and AHD Directed Elective or Elective

### **Information Tech Support II**

5231

Information Technology Support II, Capstone is designed for students to showcase the knowledge gained from the Information Technology Pathway. Through troubleshooting hardware, software, and networks, students solve problems through a variety of real-world IT problems. Throughout the course, students communicate with other team members and document progress to fix a variety of devices.

- Recommended Grade Level: 11, 12
- Prerequisites: Information Tech Support I
- Credits: 2-4
- Core 40 and AHD Directed Elective or Elective

### **Computing Logic (Dual Credit)**

4801

Computer Science I introduces the structured techniques necessary for the efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives,

user documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, control breaks, and offers students an opportunity to apply skills in a laboratory environment.

- Recommended Grade Level: 11, 12
- Prerequisites: none
- Credits: 1
- Core 40 and AHD Directed Elective or Elective

### **Introduction to Software Development (Dual Credit)**

5236

Computer Science II explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers, and data file access methods. An emphasis on logical program design using a modular approach, which involves task-oriented program functions.

- Recommended Grade: 11, 12
- Required Prerequisites: Computing Logic
- Credits: 1
- Core 40 and AHD Directed Elective or Elective

## **Fine Arts**

### **Introduction to Two-Dimensional Art (L)**

4000

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, 12
- Prerequisites: none
- Credits: 1
- Core 40 and AHD Directed Elective or Elective, AHD Fine Arts

### **Introduction to Three-Dimensional Art (L)**

4002

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 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, 12
- Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1
- Core 40 and AHD Directed Elective or Elective, AHD Fine Arts

### **Drawing I (L)**

4060

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

- Recommended Grade Level: 10, 11, 12
- Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three-Dimensional Art (L)
- Credits: 1
- Core 40 and AHD Directed Elective or Elective, AHD Fine Arts

## Painting I (L)

4064

Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. 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, 12
- Prerequisites: Drawing I (L)
- Credits: 1
- Core 40 and AHD Directed Elective or Elective, AHD Fine Arts

## Digital Design I/II (L)

4082

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, multimedia, 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, 12
- Prerequisites: must be at least a sophomore
- Credits: 2
- Core 40 and AHD Directed Elective or Elective, AHD Fine Arts

## Drawing II (L)

4060

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

- Recommended Grade Level: 10, 11, 12
- Prerequisites: Drawing I (L), Painting I (L)
- Credits: 1
- Core 40 and AHD Directed Elective or Elective, AHD Fine Arts

## **Painting II (L)**

4064

Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. 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, 12
- Prerequisites: Drawing II (L)
- Credits: 1
- Core 40 and AHD Directed Elective or Elective, AHD Fine Arts

## **Visual Communication I/II (L)**

4086

Visual Communication is a course based on the Indiana Academic Standards for Visual Art. Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. 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: 11, 12
- Prerequisites: Digital Design I/II (L)
- Credits: 2
- Core 40 and AHD Directed Elective or Elective, AHD Fine Arts

## **Visual Communication III/IV (L)**

4086

Visual Communication is a course based on the Indiana Academic Standards for Visual Art. Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. 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: 11, 12
- Prerequisites: Visual Communication I/II(L)
- Credits: 2
- Core 40 and AHD Directed Elective or Elective, AHD Fine Arts



## AP Drawing

4048

AP Studio Art Drawing is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

- Recommended Grade Level: 11, 12
- Prerequisites: Advanced Course Evaluation Process
- Credits: 2
- Core 40 and AHD Directed Elective or Elective, AHD Fine Arts

## AP 2-D Art and Design

4050

AP 2-D Design is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Program offers three studio art courses and portfolios: 2-Dimensional Design, 3-Dimensional Design, and Drawing. The AP Art portfolios are designed for students who are seriously interested in the practical experience of art. The portfolios correspond to most college foundation courses. Students submit portfolios for evaluation at the end of the school year. Students may choose to submit any or all of the Drawing, 2-Dimensional Design, or 3-Dimensional design portfolios. AP Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. The portfolio will have two sections: Sustained Investigation and Selected works.

- Recommended Grade Level: 11, 12
- Prerequisites: Advanced Course Evaluation Process
- Credits: 2
- Core 40 and AHD Directed Elective or Elective, AHD Fine Arts

## AP 3-D Art and Design

4052

AP 3-D Design is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The 3-D Design portfolio involves decision making about how to use the elements and principles of art as they relate to the integration of depth, space, volume, and surface, either actual or virtual. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding 27 Indiana Department of Education High School Course Titles and Descriptions developed in college foundation courses. The portfolio will have two sections: Sustained Investigation and selected works.

- Recommended Grade Level: 11, 12
- Prerequisites: Advanced Course Evaluation Process
- Credits: 2
- Core 40 and AHD Directed Elective or Elective, AHD Fine Arts

## **Advanced Concert Band (L)**

4170

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. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have opportunities to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. In addition, students perform, with expression and technical accuracy, a large and varied repertoire of concert band literature that is developmentally appropriate. Evaluation of music and music performances is included.

- Recommended Grade Level: 9, 10, 11, 12
- Prerequisites: none
- Credits: 2-8
- Core 40 and AHD Directed Elective or Elective, AHD Fine Arts

## **Advanced Chorus (L)**

4188

Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus or any combination thereof. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom. The choral repertoire must be of the highest caliber. Mastery of basic choral technique must be evident. Areas of refinement include a cappella singing, sight-reading, and critical listening skills.

- Recommended Grade Level: 9, 10, 11, 12
- Prerequisites: none
- Credits: 2-8
- Core 40 and AHD Directed Elective or Elective, AHD Fine Arts

## **Health and Physical Education**

### **Health and Wellness Education**

3506

Advanced Health Education offers secondary students an in-depth study of the ten health content areas as described in the Indiana Health Proficiency Guide. The scientific components of health are expanded and explored. This course focuses on health concerns and health risk appraisals, which might include: (1) individual wellness plans, (2) health promotion, (3) chronic and communicable diseases, (4) stress management, (5) personal fitness, (6) management of sports injuries, (7) death and dying, and (8) first aid. Careers in health are addressed within the context of the course. (Often paired with Speech)

- Recommended Grade Level: 10
- Prerequisites: none
- Credits: 1
- Core 40 and AHD Health and Wellness

### **Physical Education I (L)**

3542

*Physical Education I* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides 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.).

- Recommended Grade Level: 9, 10
- Prerequisites: none
- Credits: 1
- Core 40 and AHD Physical Education

### **Physical Education II (L)**

3544

*Physical Education II* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides 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.).

- Recommended Grade Level: 9, 10
- Prerequisites: Physical Education I (L)
- Credits: 1
- Core 40 and AHD Physical Education

### **Elective Physical Education I/II (L)**

3560

*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

- Recommended Grade Levels: 10, 11, 12
- Prerequisites: Physical Education I (L) and Physical Education II (L)
- Credits: 2
- Core 40 and AHD Elective

## English/Language Arts

### English 9

1002

*English 9*, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* in Grade 9, 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: 9
- Prerequisites: none
- Credits: 2
- Core 40 and AHD English/Language Arts

### English 9 Honors

1002

Admission into the accelerated section depends upon a superior mastery of basic writing and reading skills as determined by achievement in previous class work and departmental evaluation. The content of the accelerated course parallels that of the general section but involves literature of greater complexity. Requirements of the accelerated class include, but are not limited to the following: (1) students will read two additional novels, plays, biographies, etc. per semester; (2) students will do one extra paper per quarter; (3) students will create one project per quarter that requires independent reading or research; (4) essay topics, both on tests and for projects, will require more depth of thought and more evaluation and analysis of literary works; (5) vocabulary lists for accelerated will contain more challenging words; (6) students will enter essay, creative writing, or poetry contest.

The reading component of English 9 is a general introduction to literature. The student will read and comprehend a broad variety of literature, identifying and analyzing elements of literature in the works. Major works include The Odyssey, Romeo and Juliet, and To Kill a Mockingbird. Using technology, students receive instruction and practice in the writing process. Students will do a variety of writing, including expository, persuasive, beginning literary analysis, and letters. The students will apply knowledge of vocabulary, spelling, and grammar in exercises and compositions. Students will also study the basics of oral communication and speech and prepare informative and expository speeches and oral book reports.

- Recommended Grade Level: 9
- Prerequisites: Advanced Course Evaluation Process
- Credits: 2
- Core 40 and AHD English/Language Arts

### English 10

1004

*English 10*, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* in Grade 10, 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: 10
- Prerequisites: none
- Credits: 2
- Core 40 and AHD English/Language Arts

## English 10 Honors

1004

Admission into the accelerated section depends upon a superior mastery of basic writing and reading skills as determined by achievement in previous class work and departmental evaluation. The content of the accelerated course parallels that of the general section but involves literature of greater complexity. Requirements of the accelerated class include, but are not limited to the following: (1) students will read two additional novels, plays, biographies, etc. per semester; (2) students will do one extra paper per quarter; (3) students will create one project per quarter that requires independent reading or research; (4) essay topics, both on tests and for projects, will require more depth of thought and more evaluation and analysis of literary works; (5) vocabulary lists for accelerated will contain more challenging words; (6) students will enter essay, creative writing, or poetry.

The students will apply knowledge of vocabulary, spelling, and grammar in exercises and compositions. Students will also study the basics of oral communication and speech and prepare informative and expository speeches and oral book reports.

- Recommended Grade Level: 10
- Prerequisites: Advanced Course Evaluation Process
- Credits: 2
- Core 40 and AHD English/Language Arts

## English 11

1006

English 11, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* in Grade 11, 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: 11
- Prerequisites: none
- Credits: 2
- Core 40 and AHD English/Language Arts

## English 11 Honors

1006

Admission into the accelerated section depends upon a superior mastery of basic writing and reading skills as determined by achievement in previous class work and departmental evaluation. The content of the accelerated course parallels that of the general section but involves literature of greater complexity. Requirements of the accelerated class include, but are not limited to the following: (1) students will read two additional novels, plays, biographies, etc. per semester; (2) students will do one extra paper per quarter; (3) students will create one project per quarter that requires independent reading or research; (4) essay topics, both on tests and for projects,

will require more depth of thought and more evaluation and analysis of literary works; (5) vocabulary lists for accelerated will contain more challenging words; (6) students will enter essay, creative writing, or poetry.

The study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Students will use a variety of methods to increase their spoken and written vocabulary. Students will use technology in the class to aid in research and to practice writing skills. Students will continue their study of the basic principles of oral communication by preparing and presenting book reviews and speeches.

- Recommended Grade Level: 11
- Prerequisites: Advanced Course Evaluation Process
- Credits: 2
- Core 40 and AHD English/Language Arts

## English 12

1008

*English 12*, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* for Grade 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance 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. (ACP English W131/ACP Literature L202 can be taken instead)

- Recommended Grade Level: 12
- Prerequisites: none
- Credits: 2
- Core 40 and AHD English/Language Arts

## ACP English W131 (Advanced English/Language Arts, College Credit)

1006

In W131, the focus is on academic writing in response to various cultural issues and phenomena. Much of the course is organized around strategies of analysis and argument, with readings on various topics serving as material for observation, thinking, and writing. This course counts toward the English 12 requirement. (Taught in conjunction with ACP Literature L202)

- Recommended Grade Level: 12
- Prerequisites: Advanced Course Evaluation Process
- Credits: 1
- Core 40 and AHD English/Language Arts (English 12)

## ACP Literature L202 (Advanced English/Language Arts, College Credit)

1006

Students will develop critical skills essential to participation in the interpretive process. Through class discussion and focused writing assignments, this course introduces the premises and motives of literary analysis and critical methods associated with historical, generic, and/or cultural concerns. This course counts toward the English 12 requirement. (Taught in conjunction with ACP English W131)

- Recommended Grade Level: 12
- Prerequisites: Advanced Course Evaluation Process
- Credits: 1
- Core 40 and AHD English/Language Arts (English 12)

## Speech

1076

*Speech*, a course based on *Indiana's Academic Standards for English/Language Arts* and emphasizing the *High School Speech and Communication 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 multimedia 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. (Often paired with Health and Wellness Education)

- Recommended Grade Level: 10
- Prerequisites: none
- Credits: 1
- Core 40 and AHD requirement per CC

## Dramatic Literature

1028

Dramatic Literature, a course based on the *Indiana Academic 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 of or influence on the culture. Course can be offered in conjunction with a composition course, or schools may embed *Indiana Academic Standards for English/Language Arts* writing standards within the curriculum. (Taught in conjunction with ACP Speech S121)

- Recommended Grade Level: 11 and 12
- Prerequisites: Advanced Course Evaluation Process
- Credits: 1
- Core 40 and AHD Elective

## ACP Speech S121 (Advanced English/Language Arts, College Credit)

1078

This course prepares students in the liberal arts to communicate effectively with public audiences. It emphasizes oral communication as practiced in public contexts: how to advance reasoned claims in public; how to adapt public oral presentations to particular audiences; how to listen to, interpret, and evaluate public discourse; and how to formulate a clear response. (Taught in conjunction with Dramatic Literature)

- Recommended Grade Level: 11 and 12
- Prerequisites: Advanced Course Evaluation Process
- Credits: 1
- Core 40 and AHD Elective



## **Mathematics**

### **Algebra I**

2520

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These 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 eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 8, 9
- Prerequisites: none
- Credits: 2
- Core 40 and AHD Mathematics

### **Algebra I Honors**

2520

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These 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 eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Levels: 8, 9
- Prerequisites: Advanced Course Evaluation Process
- Credits: 2
- Core 40 and AHD Mathematics

### **Geometry**

2532

Geometry students examine the properties of one- two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedral and other solids. Use of graphing calculators and computer drawing programs is encouraged.

- Recommended Grade Levels: 9, 10
- Prerequisites: Algebra I
- Credits: 2
- Core 40 and AHD Mathematics

## Geometry Honors

2532

In addition to more in-depth study of the Geometry topics, accelerated study will include more work on proofs. Like the regular geometry course, the honors course will stress the analytical development of geometric proofs and an understanding of mathematical relationships involved in figures in the plane and those in three-dimensional space. Included is the study of angles, lines, planes, congruent and similar triangles, trigonometric ratios, polygons, and circles and spatial drawings. Students will also use Geometer's Sketchpad in the computer lab.

- Recommended Grade Levels: 9, 10
- Prerequisites: Advanced Course Evaluation Process
- Credits: 2
- Core 40 and AHD Mathematics

## Algebra II

2522

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Levels: 10, 11
- Prerequisites: Algebra I
- Credits: 2
- Core 40 and AHD Mathematics

## Algebra II Honors

2522

Algebra II Honors study will include introduction of trigonometric functions and equations. Algebra II is a study of a variety of Algebra and number theory topics including: theorems and algorithms of algebra; polynomials; graphing; rational, irrational, and complex numbers; exponential and logarithmic functions; conic sections; matrices; systems of equations and inequalities; quadratic equations and inequalities, sequences and series, and permutations and combinations.

- Recommended Grade Levels: 10, 11
- Prerequisites: Advanced Course Evaluation Process
- Credits: 2
- Core 40 and AHD Mathematics

## Pre-Calculus/Trigonometry

2564 & 2566

Pre-Calculus extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides

students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of seven strands: Conics; Unit Circle; Geometry; Periodic Functions; Identities; Polar Coordinates; and Vectors. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Levels: 11, 12
- Prerequisites: Algebra II and Geometry
- Credits: 2
- Core 40 and AHD Mathematics

### **Pre-Calculus/Trigonometry Honors**

#### **2564 & 2566**

The honors course covers all the topics of Pre-Calculus/Trig with a greater emphasis on trigonometry and graphing techniques. Like the regular Pre-calculus/Trigonometry course it is a continuation of all topics included in Algebra II with in-depth study of logarithmic, exponential, and trigonometric topics as well as graphing. The course will also include an introduction to limits and the difference quotient.

- Grade Levels: 11, 12
- Prerequisites: Advanced Course Evaluation Process
- Credits: 2
- Core 40 and AHD Mathematics

### **Finite Mathematics**

#### **2530**

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

- Recommended Grade Level: 12
- Prerequisites: Algebra II, Teacher Recommendation Required
- Credits: 2
- Core 40 and AHD Mathematics

### **ACP Calculus (Dual Credit)**

2527

ACP Calculus is a dual credit course offered through IU Kokomo. This course counts as Calculus credit at the high school level. Calculus expands a student's knowledge of topics like functions, graphs, limits, derivatives, and integrals. Additionally, students will review algebra and functions, modeling, trigonometry, etc. Calculus is made up of five strands: Limits and Continuity; Differentiation; Applications of Derivatives; Integrals; and Applications of Integrals. The eight Process Standards for 231 Indiana Department of Education High School Course Titles and Descriptions Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade Level: 12
- Prerequisites: Advanced Course Evaluation Process
- Credits: 2
- Core 40 and AHD Mathematics

### **AP Statistics**

2570

AP Statistics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

- Recommended Grade Level: 11 and 12
- Prerequisites: Algebra II, Advanced Course Evaluation Process
- Credits: 2
- Core 40 and AHD Mathematics

## Multidisciplinary

### **Cadet Teaching Experience**

0502

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 supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course 241 Indiana Department of Education High School Course Titles and Descriptions provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. Study topics and background reading provide the cadets with information concerning the teaching profession and the nature of the cadet teachers' assignments. Evaluation is based upon the cadet teachers' cooperation, day-to-day practical performance, and class work including the cadets' potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum. **This course has a maximum enrollment of two students per semester. Approval is needed to enroll. This is a one-semester course.**

- Recommended Grade Level: 12
- Prerequisites: Advanced Course Evaluation Process
- Credits: 1
- Core 40 and AHD Directed Elective or Elective

## **Science**

### **Integrated Chemistry-Physics (L)**

3108

Integrated Chemistry-Physics is a laboratory-based course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom.

- Recommended Grade Levels: 9, 10
- Prerequisites: Algebra I (may be taken concurrently with this course)
- Credits: 2
- Core 40 and AHD Science

### **Biology I (L)**

3024

Biology I is a course based on regular laboratory and field investigations that include a study of the structures and functions of living organisms and their interactions with the environment. At a minimum, students enrolled in Biology I explore the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students work with the concepts, principles, and theories of the living environment. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history and development of biological knowledge, (2) explore the uses of biology in various careers, and (3) investigate biological questions and problems related to personal needs and societal issues. Biology I students must participate in the Science Fair.

- Recommended Grade Level: 9, 10
- Prerequisites: none
- Credits: 2
- Core 40 and AHD Biology

### **Biology I Honors (L)**

3024

Biology I Honors is an advanced biology course that focuses on molecules and cells, developmental and organism biology, genetics, evolution, and ecology. Students model the process of scientific investigation by conducting lab experiments that involve scientific inquiry. Students will practice designing lab investigations performing experiments, collecting data, and formulating theories based on the data. All provide, through regular laboratory and field investigations, a study of the structures and functions of living organisms and their interactions with their environment. At a minimum, this study explores the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students have opportunities to: (1) gain an understanding of the history of the development of biological knowledge, (2) explore the uses of biology in various careers, and (3) cope with biological questions and problems related to personal needs and social issues. Through lab and field studies, this course studies the cell, genetics, animal and plant classification, systems within animals, plants, and the relationships between organisms and their environments. Biology I Honor students must participate in the Science Fair.

- Recommended Grade Level: 8, 9
- Prerequisites: Advanced Course Evaluation Process
- Credits: 2

- Core 40 and AHD Biology

### **Chemistry I (L)**

3064

Chemistry I is a course based on regular laboratory investigations of matter, chemical reactions, and the role of energy in those reactions. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal needs and societal issues, and (4) learn and practice laboratory safety.

- Recommended Grade Levels: 10, 11
- Prerequisites: none
- Credits: 2
- Core 40 and AHD Science

### **Chemistry I Honors (L)**

3064

Chemistry I Honors allows students to synthesize useful models of the structure of matter and mechanisms of its interactions through laboratory investigations of matter in chemical reactions. Areas of study include atomic structures, names and formulas, reactions and equations, behavior of gases, liquids and solids, and the periodic table. Mathematical relationships are stressed, so students must have a firm grasp of algebra and geometry fundamentals.

- Recommended Grade Levels: 10, 11
- Prerequisites: Advanced Course Evaluation Process
- Credits: 2
- A Core 40 and AHD Science

### **Anatomy and Physiology**

5276

Anatomy and Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular, and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization, and function of the various components of the healthy body in order to apply this knowledge in all health-related fields.

- Recommended Grade Levels: 11, 12
- Prerequisites: Biology I and Chemistry I
- Credits: 2
- Core 40 and AHD Science

### **Environmental Science (L)**

3010

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and

anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

- Recommended Grade: 11, 12
- Prerequisites: Two credits science coursework
- Credits: 2
- A Core 40 and AHD Science

### **Physics I (L)**

3084

Physics I is a laboratory-based course in which students synthesize the fundamental concepts and principles related to matter and energy, including mechanics, wave motion, heat, light, electricity, magnetism, atomic and subatomic physics. Through regular laboratory study using such quantities as velocity, acceleration, force, energy, momentum, and charge, students (1) examine the nature and scope of physics, including its relationship to other sciences and its ability to describe phenomena using physical laws, (2) describe the history of physics and its role in the birth of technology, (3) explore the uses of its models, theories, and laws in various careers, and (4) investigate physics questions and problems related to personal needs and societal issues.

- Recommended Grade Levels: 11, 12
- Prerequisites: Chemistry I
- Credits: 2
- A Core 40 and AHD Science

### **AP Biology (L)**

3020

AP Biology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The major themes of the course include the following:

1. The process of evolution drives the diversity and unity of life.
2. Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.
3. Living systems store, retrieve, transmit, and respond to information essential to life processes.
4. Biological systems interact, and these systems and their interactions possess complex properties.

- Recommended Grade Levels: 11, 12
- Prerequisites: Biology I and Chemistry I, Advanced Course Evaluation Process
- Credits: 2
- Core 40 and AHD Science

### **ACP Chemistry (Dual Credit)**

3066

ACP Chemistry is a dual credit course offered through IU Kokomo (ACP course). This course counts as Chemistry II at the high school level. 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 Levels: 11, 12
- Prerequisites: Advanced Course Evaluation Process, Chemistry I and Algebra II
- Credits: 2



- Core 40 and AHD Science

## **Social Studies**

### **World History and Civilization**

1548

World History and Civilization 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 and process skills 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.

- Recommended Grade Levels: 9, 10, 11, 12
- Prerequisites: none
- Credits: 2
- Core 40 and AHD Geography History of the World/World History and Civilization

### **United States History**

1542

United States History is a two-semester course, which builds upon concepts developed in previous studies of American history. Students in this course are expected to identify and review significant events, persons, and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of key events, persons, and groups with political, economic, social, and cultural influences on state and national development in the late nineteenth, twentieth, and early twenty-first centuries. Students are expected to trace and analyze chronological periods and examine the relationship of significant themes and concepts in Indiana and United States history. They are expected to develop skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, and research that uses primary and secondary sources found at local and state historic sites, museums, libraries, and archival collections, including electronic sources. Opportunities are given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents that provide diverse perspectives. Investigation of themes and issues includes cultural pluralism and diversity of opinion in American society. Students should exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision-making in the classroom, school, and community setting.

- Recommended Grade Levels: 11
- Prerequisites: none
- Credits: 2
- A Core 40 and AHD US History

### **Survey of American History I and II (Dual Credit)**

1542

Survey of American History I and II are two semester-long courses that are taken consecutively. These courses are dual credit offerings through Ivy Tech and satisfy the US History graduation requirement. United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, 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 as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students 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: 11
- Recommended Prerequisites: Advanced Course Evaluation Process, above average performance in English 9 and 10
- Credits: 2
- A Core 40 and AHD US History

## United States Government

1540

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States of America. Responsible and effective participation by citizens is stressed. Students will understand the nature of citizenship, politics, and government when they understand their rights and responsibilities as citizens and be able to explain how those rights and responsibilities as citizens are part of local, state, and national government in the United States today. Students examine how the United States Constitution protects individual rights and provides the structures and functions for the various levels of government affecting their lives. Students will also analyze how the United States government interacts with other nations and evaluate the United States' role in world affairs. Students inquire about American government through primary and secondary sources and articulate, evaluate, and defend positions on political issues with sound reasoning and evidence. As a result, students can explain the roles of citizens in the United States and the participation of individuals and groups in government, politics, and civic activities, recognize the need for civic and political engagement of citizens, and exercise rights and responsibilities in order to preserve and improve their civil society and constitutional government. **Paired with Economics.**

- Recommended Grade Levels: 12
- Prerequisites: none
- Credits: 1
- Core 40 and AHD Government

## Intro to American Government (Dual Credit)

1540

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States of America. Responsible and effective participation by citizens is stressed. Students will understand the nature of citizenship, politics, and government when they understand their rights and responsibilities as citizens and be able to explain how those rights and responsibilities as citizens are part of local, state, and national government in the United States today. Students examine how the United States Constitution protects individual rights and provides the structures and functions for the various levels of government affecting their lives. Students will also analyze how the United States government interacts with other nations and evaluate the United States' role in world affairs. Students inquire about American government through primary and secondary sources and articulate, evaluate, and defend positions on political issues with sound reasoning and evidence. As a result, students can explain the roles of citizens in the United States and the participation of individuals and groups in government, politics, and civic activities, recognize the need for civic and political engagement of citizens, and exercise rights and responsibilities in order to preserve and improve their civil society and constitutional government. **Paired with Honors Economics.**

- Recommended Grade Levels: 12
- Prerequisites: Advanced Course Evaluation Process
- Credits: 1

- Core 40 and AHD Government

## **Economics**

1514

Economics is the social studies course that examines the allocation of scarce resources and their alternative uses for satisfying human wants. This course analyzes the economic reasoning used as consumers, producers, savers, investors, workers, voters, and government agencies make decisions. Key elements of the course include a study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices in all aspects of daily life and demonstrate understanding of the role that supply, demand, prices, and profits play in a market economy. Students will examine the functions of government in a market economy and study market structures, including the organization and role of businesses. Students will understand the role of economic performance, money, stabilization policies, and trade of the United States. While the economic way of thinking involves scientific tools and techniques, economics remains a social science, which endeavors to systematically study the behavior of people, institutions, and societies.

- Recommended Grade Levels: 12
- Prerequisites: none
- Credits: 1
- A Core 40 and AHD Economics

## **Honors Economics**

1540

Economics is the social studies course that examines the allocation of scarce resources and their alternative uses for satisfying human wants. This course analyzes the economic reasoning used as consumers, producers, savers, investors, workers, voters, and government agencies make decisions. Key elements of the course include a study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will explain that because resources are limited, people must make choices in all aspects of daily life and demonstrate understanding of the role that supply, demand, prices, and profits play in a market economy. Students will examine the functions of government in a market economy and study market structures, including the organization and role of businesses. Students will understand the role of economic performance, money, stabilization policies, and trade of the United States. While the economic way of thinking involves scientific tools and techniques, economics remains a social science, which endeavors to systematically study the behavior of people, institutions, and societies.

- Recommended Grade Levels: 12
- Prerequisites: Advanced Course Evaluation Process
- Credits: 1
- Core 40 and AHD Government

## **Topics in History (Rock and Roll)**

1538

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. (Taught in conjunction with Current Problems, Issues, & Events)

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1
- A Core 40 Elective

### **Current Problems, Issues, & Events**

1512

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 studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included. (Taught in conjunction with Topics in History)

- Recommended Grade Level: 11, 12
- Recommended Prerequisites: none
- Credits: 1
- A Core 40 Elective

### **Ethnic Studies**

1516

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

- Recommended Grade: juniors/seniors
- Required Prerequisites: recommended pre/co requisite: US History
- Credits: 1
- Counts as an elective for all diplomas

ENTR 100, 200, 215, and 220

### **Indiana Studies**

1518

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

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an elective for all diplomas

## World Languages

### German I

2040

*German I*, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning German language learning, and to various aspects of German-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 German-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course emphasizes making connections across content areas and the application of understanding German language and culture outside of the classroom.

- Recommended Grade Levels: 8, 9, 10, 11, 12
- Prerequisites: Advanced Course Evaluation Process (if taking in 8th grade)
- Credits: 2
- Core 40 Directed Elective or Elective, AHD World Language

### German II

2042

*German II*, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for German 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 German-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 German language and culture outside of the classroom.

- Recommended Grade Levels: 9, 10, 11, 12
- Prerequisites: German I
- Credits: 2
- Core 40 Directed Elective or Elective, AHD World Language

### German III

2044

*German III*, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for German 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 German-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 German language and culture outside of the classroom.

- Recommended Grade Levels: 10, 11, 12
- Prerequisites: German I and German II
- Credits: 2
- Core 40 Directed Elective or Elective, AHD World Language

### German IV

2046

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

- Recommended Grade Levels: 11 and 12
- Prerequisites: German I, German II, and German III
- Credits: 2
- Core 40 Directed Elective or Elective, AHD World Language

### Spanish I

2120

*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 Levels: 8, 9, 10, 11, 12
- Recommended Prerequisites: Advanced Course Evaluation Process (if taking in 8th grade)
- Credits: 2
- Core 40 Directed Elective or Elective, AHD World Language

## Spanish II

2122

*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 Levels: 9, 10, 11, 12
- Prerequisites: Spanish I
- Credits: 2
- Core 40 Directed Elective or Elective, AHD World Language

## Spanish III

2124

*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 Levels: 10, 11, 12
- Recommended Prerequisites: Spanish I and Spanish II
- Credits: 2
- Core 40 Directed Elective or Elective, AHD World Language

## ACP Spanish S250 (Dual Credit)

2126

Spanish S250 is a dual credit course through IU Kokomo (ACP course). This course counts as a Spanish IV credit at the high school level. 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: 11, 12
- Prerequisites: Spanish I, Spanish II, Spanish III, and Advanced Course Evaluation Process
- Credits: 2
- Core 40 Directed Elective or Elective, AHD World Language

## **Theology**

### **Theology 9: The Revelation of Jesus Christ in Scripture**

0550

The purpose of this course is to give students a general knowledge and appreciation of the Sacred Scriptures. Through their study of the Bible they will come to encounter the living Word of God, Jesus Christ. In the course they will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. If they have not been taught this earlier, they will learn how to read the Bible and will become familiar with the major sections of the Bible and the books included in each section. The students will pay particular attention to the Gospels, where they may grow to know and love Jesus Christ more personally.

- Recommended Grade Levels: 9
- Prerequisites: none
- Credits: 1
- Core 40 and AHD requirement per CC

### **Theology 9: Who is Jesus Christ?**

0550

The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God, the Second Person of the Blessed Trinity. In this course students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning about who He is, the students will also learn who He calls them to be.

- Recommended Grade Levels: 9
- Prerequisites: none
- Credits: 1
- Core 40 and AHD requirement per CC

### **Theology 10: The Mission of Jesus Christ - The Paschal Mystery**

0550

The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ. Through this course of study, students will learn that for all eternity, God has planned for us to share eternal happiness with Him, which is accomplished through the redemption Christ won for us. Students will learn that they share in this redemption only in and through Jesus Christ. They will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails.

- Recommended Grade Levels: 10
- Prerequisites: none
- Credits: 1
- Core 40 and AHD requirement per CC

### **Theology 10: Jesus Christ's Mission Continues in the Church**

0550

The purpose of this course is to help the students understand that in and through the Church they encounter the living Jesus Christ. They will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by Him through the Holy Spirit. The students will come to know that the Church is the living Body of Christ today. This Body has both divine and human elements. In this course, students will learn not so much about events in the life of the Church but about the sacred nature of the Church.

- Recommended Grade Levels: 10
- Prerequisites: none
- Credits: 1
- Core 40 and AHD requirement per CC

### **Theology 11: The Sacraments as Privileged Encounters with Jesus Christ**

0550

The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the sacraments, and especially through the Eucharist. Students will examine each of the sacraments in detail so as to learn how they may encounter Christ throughout life.

- Recommended Grade Levels: 11
- Prerequisites: none
- Credits: 1
- Core 40 and AHD requirement per CC

### **Theology 11: Life in Jesus Christ**

0550

The purpose of this course is to help students understand that it is only through Christ that they can fully live out God's plans for their lives. Students are to learn the moral concepts and precepts that govern the lives of Christ's disciples.

- Recommended Grade Levels: 11
- Prerequisites: none
- Credits: 1
- Core 40 and AHD requirement per CC

### **Theology 12: Responding to the Call of Jesus Christ**

0550

The purpose of this course is to help students to understand the vocations of life: how Christ calls us to live. In this course, students should learn how all vocations are similar and how they differ. The course should be structured around married life, single life, priestly life, and consecrated life. Students should learn what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community.

- Recommended Grade Levels: 12
- Prerequisites: none
- Credits: 1
- Core 40 and AHD requirement per CC

### **Theology 12: Theology Capstone**

0550

This course will provide students with a brief overview of topics covered in elective courses designed by the USCCB which include Sacred Scripture, Church History, Catholic Social Teaching, Ecumenism and Interreligious Issues, among other topics. Students will have the opportunity to complete a capstone project in which they identify a specific topic within the field of Theology and complete in-depth research and present their findings to the class.

- Recommended Grade Levels: 12
- Prerequisites: none
- Credits: 1
- Core 40 and AHD requirement per CC

**Off-Campus Dual Credit - Ivy Tech**

<b>Course Name</b>	<b>Ivy Tech Course Code</b>	<b>CC Course Code</b>
Intro to American Government and Politics	POLS 101	1540
Economics Fundamentals	ECON 101	1514
Intro to Psychology	PSYC 101	1532
Intro to Sociology	SOCI 111	1574

**On-Campus Dual Credit Taught by CC Faculty**

<b>Course Name</b>	<b>Ivy Tech Course Code</b>	<b>CC Course Code</b>
Intro to American Government and Politics	POLS 101	1540
Survey of American History I	HIST 101	1542
Survey of American History II	HIST 102	1542

**On-Campus Dual Credit Taught by Ivy Tech Professor- Ivy Tech**

<b>Course Name</b>	<b>Ivy Tech Course Code</b>	<b>CC Course Code</b>
Computing Logic	SDEV 120	4801
Introduction to Software Development	SDEV 140	5236