

**Frankfort High School will provide an environment in which the education of all learners prepares them for success in the 21<sup>st</sup> century.**

Frankfort High School is pleased to present our 2016-2017 course offerings to you as you begin the process of building your schedule for the coming school year. Some of the courses you will take are required for graduation and will directly impact your opportunities following high school. Please give these courses the attention they deserve so you may find success throughout your high school career and beyond. Apart from your required courses, you may elect to take a variety of courses in areas you are particularly interested in and in areas you would like to learn about. Please read the course descriptions carefully so you can select courses that will benefit you in your quest for success in high school and beyond. Also, we would encourage you to speak with teachers to determine if a course is suited to your individual needs.

Please take time to discuss these course descriptions with your parents and develop a plan for the next year or for the coming school years. Of course, our faculty and staff are available to speak with you at any time to assist you with the scheduling process.

Mrs. Rebecca Johnson, Counselor (A-F)  
Mrs. Amy Hickson, Counselor (G-O)  
Mr. Kurt Cantlon, Counselor (P-Z)

If you would like to arrange an appointment at the high school, please call guidance (765) 654-8545 and make an appointment for you with the correct counselor.

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## GENERAL INFORMATION

Parents and students in the Frankfort High School community should note the following recommendations of Frankfort administrators, staff, and counselors.

College-bound students should successfully complete four years each of English, math, and science. Their senior year must include a minimum of six academic courses.

Students attaining less than a C average in a course should not proceed to the next level in that coursework. For example, a student attaining less than a C in Algebra II should not enroll in Pre-Calculus. Exceptions to this recommendation may occur, but serious consideration is required.

Students may successfully combine academic and vocational programs if there is careful planning for this option. One would expect capable students to enter high tech courses that require academic background in English, math, and science.

Students will be best prepared if they always strive to achieve their maximum level after enrolling in a course. If an "A" average math student with normal achievement and ability test scores in the 90<sup>th</sup> percentile does not work in a math class, that student will be ill-prepared to continue to the next level of difficulty.

Students are advised to "keep their options open." Many students do not have definite post-high school career or educational plans. Many students have one or more interests. The wise student, at any level, plans a program that allows entrance through many doors.

## NON-DISCRIMINATION POLICY

It is the policy of the Community Schools of Frankfort not to discriminate on the basis of race, color, religion, national origin, age or disability in its educational programs or employment policies as required by the Indiana Civil Rights Act (I.C. 22-9-1), I.C. 20-8-1-2-Titles VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1973, Title IX (1972 Education Amendments), Section 504 of the Rehabilitation Act of 1973.

## HIGH SCHOOL GRADUATION

### Graduation

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 checklists are on file in the Guidance Office, but the ultimate responsibility to meet all graduation requirements lies with the student.

## Types of Diplomas

*See page 4 for a chart of diploma types.*

### Indiana Core 40 Diploma

#### (Required for the All Students) (42 credits)

This curriculum requires students to earn credits in specific areas (see pages 4-5). This curriculum is designed to prepare students for success in a wide variety of educational and career opportunities following high school. Students who earn an Indiana Core 40 Diploma may qualify for a state grant equal to 90 percent of demonstrated need for the approved tuition and mandatory fees for postsecondary education. A student not pursuing a Core 40 Diploma must meet with their assigned counselor, parents and administrator.

### Indiana Academic Honors Diploma

This diploma is available to students who earn 47 credits including specific courses (see pages 4-5). Students who receive the Indiana Academic Honors Diploma may qualify for a state grant equal to 100 percent of demonstrated need for the approved tuition and mandatory fees for postsecondary education. Academic Honor Diploma candidates must pass all courses counting towards the diploma with a "C" or better.

- Students entering high school in the 2012-2013 school year and beyond wanting to obtain an Academic Honors Diploma must complete 4 years of high school math. The 8<sup>th</sup> grade Algebra course will not count as one of these 4 years of math.

### Indiana Technical Honors Diploma (can be earned with the Academic Honors)

This diploma is 47 credits including specific courses (see pages 4-5). Students who receive the Indiana Technical Honors Diploma may qualify for a state grant equal to 100 percent of demonstrated need for the approved tuition and mandatory fees for postsecondary education. Indiana Technical Honors diploma candidates must earn a "C" or better in all courses counting towards the diploma.

### Grade Level Classification

Each student in grades 9 through 12 is classified as a Freshman, Sophomore, Junior, or Senior. The status or classification of a student is based upon the number of years the student has been in high school. Thus, a first year student is a freshman and a fourth year student is a senior. Students who attend school more than four years will be designated as fifth-year seniors. While a certain number of credits is not required for class designation, it is recommended that students have a minimum of 8 credits following their freshman year, 18 credits following their sophomore year, and 27 credits following their junior year.

**Course and Credit Requirements**

<b>English/ Language Arts</b>	<b>8 credits</b> Including a balance of literature, composition and speech.
<b>Mathematics</b>	<b>6 credits (in grades 9-12)</b> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math or quantitative reasoning course each year in high school</i>
<b>Science</b>	<b>6 credits</b> 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
<b>Social Studies</b>	<b>6 credits</b> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
<b>Directed Electives</b>	<b>5 credits</b> World Languages Fine Arts Career and Technical Education
<b>Physical Education</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b>
<b>Electives*</b>	<b>6 credits</b> <i>(College and Career Pathway courses recommended)</i>

**40 Total State Credits Required**

Schools may have additional local graduation requirements that apply to all students

\* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

**CORE40 with Academic Honors** *(minimum 47 credits)*

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

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
    2. 2 credits in AP courses and corresponding AP exams,
    3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

**CORE40 with Technical Honors** *(minimum 47 credits)*

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

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. State approved, industry recognized certification or credential, or
  2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following,
  - A. Any one of the options (A - F) of the Core 40 with Academic Honors
  - B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
  - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
  - D. Earn the following minimum score(s) on Compass; Algebra 66 , Writing 70, Reading 80.

## CURRICULUM INFORMATION

### Term Definition

- **Credit:** A term indicating that a pupil has successfully completed a class that meets one period per day and five days per week. Some courses offer more than one credit.
- **Curriculum:** Systematic arrangement of all courses over the four years of high school to meet a definite objective or goal.
- **Pre-enrollment:** The indication by each pupil of the classes one proposes to attend for the upcoming school year. Pre-enrollment occurs during the second trimester and allows the school to plan the school program for the following year.
- **Required course:** A class (core class), required by the State of Indiana or the local school corporation, to be successfully completed by all students.
- **Elective:** A class, not required, that a student may elect to study.

### Schedule Changes

Students are expected to give careful consideration to course selections when they are made in the spring of the year. Students will be able to review their schedule during registration before the school year begins. **All schedule changes must be made prior to the first day of school.** This includes all trimester schedules. All parents/guardians are invited to attend scheduling appointments that occur in the 2<sup>nd</sup> trimester. After that length of time schedule changes will not be made except to correct a computer error, to balance course size, to remedy improper placement, to upgrade a schedule or due to extenuating circumstances. Teacher selection or lunch preference cannot be the basis for a schedule change. **Students are not permitted to drop Honors or AP courses after the last day of the preceding school year.**

### Dual Credit

These college level courses are approved by Ivy Tech or Vincennes for credit both at the High School and Ivy Tech or Vincennes. Students may have to take the Accuplacer placement test to receive credit from Ivy Tech. These courses are indicated by an asterisk. (\*)

### Advanced Placement

Advanced placement (AP) courses are designed for the highly talented and motivated student. A student should have a grade point average of at least 3.0 before considering these courses. Students who enroll in AP courses may receive college credit or Advance College Placement as prescribed by the College Entrance Examination Board. Almost all colleges and universities in the United States recognize the scores received on AP exams and give credit accordingly.

#### Recommendation (not required) for student participation:

- A 3.0 average or better in college preparatory courses serving as prerequisites for the advanced placement course.
  - A teacher or department recommendation
  - Parental consent
- Frankfort High School offers advanced placement courses in Chemistry, US History, Government, Calculus, English Language, English Literature, Biology, Statistics and Art History.

**AP classes will be weighed in point value using a 5.0 scale, which will affect the cumulative GPA (grade point average) . (See chart on page 6)**

If a student should transfer in with an approved AP course, the student will receive a grade point based on the weighed grading scale.

### Athletic Eligibility

Students must have successfully passed four full credit courses the grading period prior to the sport season, in order to be eligible to participate athletically. Office aides do not count toward athletic eligibility.

### NCAA Eligibility

Students aspiring to participate in Division I, II and III athletics at the college level must register with the NCAA Clearinghouse. Students are encouraged to file online at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Students must meet NCAA guidelines regarding GPA, ACT/SAT scores, and Core GPA.

### NAIA Eligibility

Students aspiring to participate in NAIA athletics at the college level must register with the NAIA. Students are encouraged to file online at [playnaia.org](http://playnaia.org). Students must meet NAIA guidelines regarding GPA, ACT/SAT scores, and Core GPA.

### Correspondence Courses

Correspondence courses may be taken only for the purpose of making up a failed course or earning additional credits as a senior to meet FHS requirements. They may not be taken to replace a course offered at Frankfort Senior High School. Correspondence courses require principal's permission.

### Early Release

During scheduling for the senior year, juniors desiring to apply for early release must do the following:

- Complete 10 consecutive trimesters
- Must have 37 credits in June prior to their senior year for release after 1<sup>st</sup> trimester
- For release after 2<sup>nd</sup> trimester, the student must have 32 credits at the end of their junior year.
- Students must have passed Algebra I ECA and English 10 ECA.
- Fill out application and return it to guidance
- Receive approval by the principal.
- Obtain and maintain employment of at least 30 hours a week when not in school, or enrolled into college, or enlisted into the military

### Student Assistants

Juniors or seniors wishing to serve as student assistants may not serve more than once a trimester or twice in a school year. Must have a 2.2, and passed the Algebra ECA and English 10 ECA. Must be approved by office secretaries or administration.

## **GRADING INFORMATION**

### **Grading Scale and Grade Point Average (GPA)**

<b>Grade</b>	<b>Score</b>	<b>Point Value</b>	<b>AP Weighted Pt Value</b>
<b>A</b>	<b>93-100</b>	<b>4.0</b>	<b>5.0</b>
<b>A-</b>	<b>90-92</b>	<b>3.7</b>	<b>4.7</b>
<b>B+</b>	<b>87-89</b>	<b>3.3</b>	<b>4.3</b>
<b>B</b>	<b>83-86</b>	<b>3.0</b>	<b>4.0</b>
<b>B-</b>	<b>80-82</b>	<b>2.7</b>	<b>3.7</b>
<b>C+</b>	<b>77-79</b>	<b>2.3</b>	<b>3.3</b>
<b>C</b>	<b>73-76</b>	<b>2.0</b>	<b>3.0</b>
<b>C-</b>	<b>70-72</b>	<b>1.7</b>	<b>2.7</b>
<b>D+</b>	<b>67-69</b>	<b>1.3</b>	<b>2.3</b>
<b>D</b>	<b>63-66</b>	<b>1.0</b>	<b>2.0</b>
<b>D-</b>	<b>60-62</b>	<b>0.7</b>	<b>1.7</b>
<b>F</b>	<b>0-59</b>	<b>0.00</b>	<b>0.00</b>

W/F=0

W=Does not count as an attempted course

Audit=Does not count as an attempted course

INC=0 until student completes the class; a grade will take place of INC

Each 12-week grading period will count as 80% and the final exam will count as 20% in determining a student's trimester average. Letter grades will be given for final trimester grades.

### **Grade Point Average (GPA)**

All classes will be included in calculating the GPA. All full-credit classes are counted equally for grade point average. The grade point average is cumulative and is based on trimester grades. A grade of "A" counts as four (4) points dropping to one (1) point for a "D". A plus (+) or minus (-) with the grade adds or subtracts .3. For example, a "B+" would be a 3.3 while a "(B-)" would be a 2.7. Grade percentages earned will not round up to the next grade. For example, a percentage of 89.9% will remain a "B+" on the grading scale and not round up to an "A-".

### **Transfer Credits**

Transfer credits will be calculated using the letter grades and GPA points listed, regardless of the scale used at the previous school. The cumulative total number of trimester courses is divided into the cumulative total points to arrive the GPA.

### **Credits Earned in 8<sup>th</sup> Grade**

Students may receive an Algebra and/or Geometry credit for high school that is successfully completed in the 7<sup>th</sup> or 8<sup>th</sup> grade. Students with grades lower than a B should retake the course in high school. Please note that NCAA eligibility rules do not recognize courses taken before 9<sup>th</sup> grade. All students graduating 2016 or after are required to take 4 years of math or quantitative reasoning starting freshman year. The credits earned in 8<sup>th</sup> grade will count toward an Academic Honors diploma math requirement; however, will not count toward the math requirement for a Core 40 diploma.

## **Tests Administered at FHS**

### **ISTEP/End of Course Assessments**

Beginning with the Class of 2019, all Sophomores will take the ISTEP 10 in the spring and passing is required for graduation. Class of 2017 and 2018 must pass ECA for graduation. Students will have the opportunity to re-test twice per year.

### **PSAT**

The PSAT will be taken in October by all sophomores and juniors unless the school is notified by a parent by written permission (no phone calls will be accepted.) Juniors take the exam for the purpose of eligibility for the National Merit Scholarship Program. Scores from the PSAT may also help a student qualify for college credit in a dual credit course.

### **SAT**

The SAT is offered seven times per year. Frankfort High School administers the SAT in November and May. Register online at [www.sat.collegeboard.com](http://www.sat.collegeboard.com). College bound juniors should plan to test in May on their junior year.

### **ACT**

The ACT is offered six times per year. Frankfort High School administers the ACT in October. Register online at [www.actstudent.org](http://www.actstudent.org). College bound juniors and seniors should take the exam in October.

### **Advanced Placement**

AP exams are administered at FHS in May for students enrolled in AP classes. Testing dates are set by the College Board and cannot be made up.

### **Work Keys**

Work Keys are administered to seniors that are in pursuit of a Technical Honors diploma. FHS administers the test in October and April. The Work Keys test consists of Applied Math, Reading and Locating Information. In order for the student to qualify for the Technical Honors a score of 6 must be earned in Reading for Information and Applied Math. A score of 5 must be earned in Locating Information.

### **Accuplacer Dual Credit**

Some dual credit courses require students to meet testing prerequisites. If they do not meet these based on PSAT, SAT, or ACT scores, they can take Ivy Tech's placement exam, Accuplacer. This is a computer based test in sentence skills, reading, or math, based on the requirements of the dual credit course.

### **Accuplacer Diagnostic**

This is a remediation test that could cover reading, writing, or math. It is based on if a student has not passed a section of the ECA, or does not have scores that are considered "college ready" on the PSAT, SAT or ACT. It is a computer based test.

## ***Exceptional Needs Department*** (Special Education Services)

The Frankfort High School special education services meet the unique needs of individual students. Special education services are developmentally appropriate and strength-based. These services are planned in collaboration with all child-serving systems involved in the student's life and are provided in a supportive educationally designed learning environment. All services and supports are provided on a continuum ranging from a least restrictive to more restrictive structure as determined by a Case Conference Committee and by student need. Information about the student's Individualized Education Plan is discussed, at minimum, annually and may be reviewed at any time by request.

## ***Business Department***

\*Starred courses are articulated (**dual credit**) with Ivy Tech if the student **qualifies for college credit AND** achieves a "C" or above in the course.

**Recommended Course Sequence: 9th Grade- Introduction to Business; 10th Grade-Accounting and Digital Application & Responsibility A&B; 11th Grade-Business Law & Ethics and/or Principles of Marketing and/or Entrepreneurship; 12th Grade--Principles of Business Management**

### **Preparing for College & Careers 5394**

**Grades 8-12**

**1 trimester/1 credit**

Preparing for College & Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. An additional component of the course will include financial literacy. 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 and financial aptitudes; 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 finances. Technology will be used in this course.

### **Introduction to Business 4518**

**Grades 9-12 (Recommended for 9-10)**

**1 trimester, 1 credit**

Introduction to Business is the introductory business course that provides the framework for business, marketing, and entrepreneurship courses. **Collaborative student work is emphasized.** Technology will be used in this course; **students will be utilizing online course materials.**

### **Accounting 4524**

**Grades 9-12**

**2 trimesters, 2 credits**

Accounting is a beginning level business finance course that introduces principles and procedures for proprietorships and partnerships using double-entry accounting with emphasis on accounting principles as they relate to both manual and automated financial systems. This course will involve analyzing and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making. Technology will be used in this course.

### **Advanced Accounting 4522**

**Grades 10-12**

**2 trimesters, 2 credits**

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

Introduction to Accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making. Students are required to take Introduction to Accounting prior to enrollment in this course. Technology will be used.

### **Business Law and Ethics 4560**

**\*Dual Credit BUSN102/Business and Personal Law**

**Grades 10-12**

**2 trimesters, 2 credits**

**Students could receive 3-college credits in BUSN201**

Describes the judicial system and the nature and sources of law affecting business. Studies contracts, sales contracts with emphasis on Uniform Commercial Code Applications, remedies for breach of contract and tort liabilities. Examines legal aspects of property ownership, structures of business ownership, and agency relationships. Students who complete this course will not be permitted to take Business Law and Ethics non-dual credit. Technology will be used in this course.

### **Business Law and Ethics 4560**

**Grades 9-12**

**1 trimester, 1 credit**

Students who complete this course will NOT be permitted to take Business Law and Ethics for dual credit. Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses. Technology will be used in this course.

### **Business Math A & B 4512**

**Grades 11-12**

**Only for students on the General Diploma**

**2 trimesters, 2 credits**

**Prerequisite: For "A"-successful completion of Algebra I, for "B"-successful completion of Business Math "A" – Math Credit**

Business Math is a business course designed to develop the ability to solve real world problems in order to become productive citizens and workers in a technological society. Areas of study to be included are number relationships and operations; and measurements. Problem-solving applications will be used to analyze and solve business problems for such areas as taxation; savings and investments; payroll records; cash management; financial statements; purchasing; sales; inventory records; and depreciation. Students receiving credit from a math course of geometry or higher are discouraged from taking this course. Personal financial aspects will include banking, credit, investments, budgeting, payroll, and insurance. Technology will be used in this course.

### **Principles of Business Management 4564**

**\*Dual Credit BUSN101**

**Core transfer credit**

**Grade 11-12**

**No prerequisites**

**2 trimesters, 2 credits**

**Students could receive 3-college credits in BUSN101**

Examines our American business system in relation to our economic society. Studies business ownership, organization principles and problems, management, control facilities, administration, and development practices of American business enterprises. Technology will be used in this course.

**Work Based Learning, Business and Marketing 5260  
Grade 12**

**1-3 trimesters, 2-6 credits (2 class periods)**

**Applied to Technical Honors Diploma**

**Prerequisite: Successful completion of Preparing for College and Careers, 4 business credits, as well as, enrolled in Strategic Marketing**

Work Based Learning, Business and Marketing course provides opportunities for students to gain “real world” attitudes, skills, and knowledge through on-the-job training and related classroom instruction. The classroom instruction may be a blend of both group and individual instruction planned and organized with activities associated toward the career objectives and on-the-job training. This course would allow students to be released from school for the opportunity to be employed in a business/marketing related occupation for the purpose of applying and transferring attitudes, skills, and knowledge from school to related occupations. Students must work an average of 15 hours each week, provide their own transportation, and receive teacher’s approval for co-op site.

***Computer Courses***

**Recommended Course Sequence: 9th Grade-Introduction to Business; 10th Grade-Digital Application & Responsibility A&B, 11th Grade-Computer Graphics & Illustration and Entrepreneurship and New Ventures; 12th Grade-Web Design**

**Digital Application & Responsibility A&B 4528**

**\*Dual Credit CINS101**

**(Formerly Information Communications and Technology A&B)  
Grades 9-12**

**No Prerequisites; Classes may be taken independently from each other, in any order, for no dual credit**

**2 trimesters, 2 credits**

**Students could receive 3-college credits in CINS101**

This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course. Dual credit students will be required to complete both trimesters in the same school year. Digital Application & Responsibility-A will be one trimester dedicated to Microsoft Word and PowerPoint. Microsoft Publisher is briefly introduced in Digital Application & Responsibility-B will be one trimester dedicated to Microsoft Excel and Access. General operating systems are also briefly discussed. Technology will be used in this course; students will receive access to an electronic textbook.

**Computer Illustration and Graphics 4516**

**Grades 11-12**

**1 trimester, 1 Credit**

**Recommended Prerequisite: Successful completion of Digital Application & Responsibility-A**

Emphasizes the production of publication quality documents of various formats for business and personal use utilizing Microsoft Publisher. Attention is given to design and layout principles and production techniques. Fonts, graphics, and page composition are integrated into camera-ready documents using computer software and hardware. Technology will be used in this course; students will receive access to an electronic textbook.

**Web Design 4574**

**Grades 10-12**

**1 trimester, 1 credit**

**Prerequisite: Successful completion of Digital Application & Responsibility-A**

At the end of this class students will be able to create and manage websites using Adobe Dreamweaver. Students will use frames, layers and tables for designing page layouts. Students will use Cascading Style Sheets to format web pages and will insert pictures, video files, audio files, Flash text and interactive buttons into web pages. Students will manage sites using Dreamweaver’s site management

tools. The Final Exam for this course consists of a web site, of the student’s choosing, created throughout the trimester and containing required elements. Technology will be used in this course. Students will receive an electronic textbook.

**Computer Programming I**

**Grades 9-12**

**1 trimester, 1 credit**

**Prerequisite: Successful completion of Algebra I**

Students in Computer Programming I will use the JavaScript programming language to create a series of web applications. The projects in the course will introduce students to fundamental programming concepts such as variables, flow control, events, and algorithm design. In addition, the course will include concepts specific to web applications, such as DOM manipulation, HTML forms, and drawing on the HTML5 canvas. A tentative project list includes (a) an interactive slideshow for a cause or business, (b) a program to diagnose and recommend treatment for a patient in a fictional alien race, (c) a customized greeting card creator, and (d) the artificial intelligence for a simple game. In addition to the programming projects, students will learn about ethical issues in programming, interface design and usability principles, and the professional coding practices that are important in a business environment. Technology will be used in this course.

***Marketing***

**Recommended Course Sequence: 10th grade-Principles of Marketing; 11th grade-Merchandising, Sports & Entertainment Marketing, and/or Entrepreneurship; 12th grade-Strategic Marketing with or w/o Marketing Field Experience**

**Principles of Marketing 5914**

**\*Dual Credit MKTG101**

**Grades 10-12**

**No prerequisites**

**2 trimesters, 2 credits**

**Students could receive 3-college credits in MKTG101**

Introduces the marketing role in society and how it affects the marketing strategy. Emphasizes the marketing mix, market segmentation, and effects of the demographic dimension on the consumer market. Principles of Marketing will provide an introduction to promotion, pricing, branding, product development, selling, marketing research, distribution, and consumer behavior. This course will require student’s membership in DECA. Technology will be used in this course.

**Fashion Merchandising 5962**

**Grades 11-12**

**2 trimesters, 2 credits**

**Prerequisite: Successful completion of Principles of Marketing**

Merchandising is a specialized fashion marketing course providing instruction of marketing practices that support the sale of products to retail consumers of apparel and accessories of all kinds. Emphasis is placed on oral and written communications as it relates to product design, selling, pricing, distribution, fashion promotion, visual merchandising, fashion cycles, fashion theories, and career opportunities in the fashion retail industry. This course will require student’s membership in DECA. Technology will be used in this course.

**Sports and Entertainment Marketing 5984**

**Grades 11-12**

**2 trimesters, 2 credits**

**Prerequisite: Successful completion of Principles of Marketing**

Sports and Entertainment Marketing is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem-solving



situations for which they must apply academic and critical-thinking skills. This course will require student's membership in DECA. . Technology will be used in this course.

### **Entrepreneurship and New Ventures 5966**

**Grades 11-12**

**1 trimester, 1 credit**

*Entrepreneurship and New Ventures* introduces entrepreneurship, and develops skills and tools critical for starting and succeeding in a new business. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting and business plan development. This course will require student's membership in DECA. Technology will be used in this course.

### **Strategic Marketing 5918**

**\*Dual Credit MKTG230**

**Grade 12**

**2 trimesters, 2 credits**

**No prerequisites, but in order to be eligible for MKTG230, must have earned a "C" or above in Principles of Marketing (MKTG101)**

**Students could receive 3-college credits in MKTG230**

Students will study the basic principles of consumer behavior and examine the application of theories from psychology, social psychology and economics. The relationship between consumer behavior and marketing activities will be reviewed. This course will require student's membership in DECA. Technology will be used in this course. Students who have completed Principles of Marketing may co-op while taking Strategic Marketing; students would need to be in Work Based Learning, Business and Marketing during Period 5 Trimesters 1, 2, or 3; or be in Professional Academic Internship Periods 4-5 during Trimester 3.

### **Leadership Development in Action 5237**

**Grades 11-12**

**1 trimester, maximum 6 credits**

**Prerequisite: CTSO (DECA) Officer at local, state, or national level**

This course is only for students who cannot fit a marketing course in their schedule. Leadership Development in Action is a project-based course in which students integrate higher order thinking, communication, leadership, and management processes to conduct Career and Technical Student Organization (CTSO) leadership projects at the local, state, or national level. Each student will create a vision statement, establish standards and goals, design and implement an action plan and timeline, reflect on their accomplishments, and evaluate results. Authentic, independent application through CTSO student-directed programs or projects, internship, community based study, or in-depth laboratory experience is required. Research and development, interdisciplinary projects, and/or collaboration with postsecondary faculty, community agencies or organizations are appropriate approaches. Membership in an Indiana recognized CTSO is required. Service learning experiences are highly recommended. Achievement of applicable Career and Technical Education (CTE), academic, and employability competencies will be documented through a required student portfolio.

### **Work Based Learning, Business and Marketing 5260**

**Grade 12**

**1-3 trimesters, 2-6 credits (2 class periods)**

**Applied to Technical Honors Diploma**

**Prerequisite: Successful completion of Preparing for College and Careers, 4 business credits, as well as, enrolled in Strategic Marketing**

Work Based Learning, Business and Marketing course provides opportunities for students to gain "real world" attitudes, skills, and knowledge through on-the-job training and related classroom

instruction. The classroom instruction may be a blend of both group and individual instruction planned and organized with activities associated toward the career objectives and on-the-job training. This course would allow students to be released from school for the opportunity to be employed in a business/marketing related occupation for the purpose of applying and transferring attitudes, skills, and knowledge from school to related occupations. Students must work an average of 15 hours each week, provide their own transportation, and receive teacher's approval for co-op site.

## ***Career and Tech Education***

### **Interdisciplinary Cooperative Education (I.C.E.) 5902**

**Grades 12**

**1-3 trimesters, 9 FHS credits (2 class periods)**

The ICE program is designed to afford high school juniors and seniors the opportunity to develop skills in their chosen job/career. Participants are required to work an average of 15 hours each week in a paid position, as well as, must provide their own transportation. Students are released from school early for ICE. ICE students also receive a required related classroom instruction for one period per day. The intent of the program is to teach students specific skills that will lead to successful job placement or pursuit of post-secondary education following graduation. Students will be required to complete an ICE program application and interview to be accepted into the program. Students must have a job and submit all required documents by August 10<sup>th</sup> of each school year. Each job site must be approved by the ICE coordinator. **Achievement of applicable Career and Technical Education (CTE), academic, and employability competencies will be documented through a required student portfolio.** Technology will be used in this course. **Students will be utilizing online course materials.**

### **Work Based Learning Internship (codes vary, see below)**

**Grade 12**

**2-6 credits**

**1-3 trimesters**

**Applied to Technical Honors Diploma**

**Prerequisites: This program is ONLY open to students that have been accepted into a two or four –year secondary institution with plans to pursue a degree in a professional field.**

The academic internship offers the opportunity to spend time during the school day with a professional or business person in an occupation related to the student's chosen field. Students may be paid for the internship and are expected to attend a minimum of one class per day at Frankfort High School. Students will be required to complete an application, approval of internship site, and complete all required paperwork **prior to the start of the trimester**. Students will be required to provide their own transportation. Students will meet as a class one time a week with the Work Based Learning Internship coordinator. Students will be required to intern a minimum 140 hours **per trimester** for completion of the **trimester**.

5974 Work Based Learning, Multiple Pathway

5975 Work Based Learning, Advanced Manufacturing & Engineering

5260 Work Based Learning, Business and Marketing

5480 Work Based Learning, Family and Consumer Sciences

5207 Work Based Learning, Health Sciences

5892 Work Based Learning, Trade and Industry

## ***Career and Tech Education***

\*\*\* Ivy Tech and other institutions offer various college courses that can be substituted into the High School Curriculum after consultation with FHS administration. Please consult with the institution for the program of interest.

### **Interdisciplinary Cooperative Education (I.C.E.) 5902 Grades 11-12**

#### **3 trimesters, 9 FHS credits (2 class periods)**

The ICE program is designed to afford high school juniors and seniors the opportunity to develop skills in their chosen job/career. Participants are required to work an average of 15 hours each week in a paid position, as well as, must provide their own transportation. Students are released from school early for ICE. ICE students also receive a required related classroom instruction for one period per day. The intent of the program is to teach students specific skills that will lead to successful job placement or pursuit of post-secondary education following graduation. Students will be required to complete an ICE program application and interview to be accepted into the program. Students must have a job and submit all required documents by August 10<sup>th</sup> of each school year. Each job site must be approved by the ICE coordinator. Technology will be used in this course.

### **Work Based Learning Internship (codes vary, see below)**

#### **Grade 12**

#### **2 credits**

The academic internship offers the opportunity to spend time during the school day with a professional or business person in an occupation related to the student's chosen field. Students may be paid for the internship and are expected to attend a minimum of one class per day at Frankfort High School. Students will be required to complete an application, approval of internship site, and complete all required paperwork during 2<sup>nd</sup> trimester. Students will be required to provide their own transportation. Students will meet as a class one time a week with the Work Based Learning Internship coordinator. Students will be required to intern a minimum 140 hours for completion of the course.

5974 Work Based Learning, Multiple Pathway  
5975 Work Based Learning, Advanced Manufacturing & Engineering  
5260 Work Based Learning, Business and Marketing  
5480 Work Based Learning, Family and Consumer Sciences  
5207 Work Based Learning, Health Sciences  
5892 Work Based Learning, Trade and Industry

### **Cosmetology I and II 5802/5806**

#### **Grade 12**

#### **3 trimesters, 9 credits**

#### **Off Site Location: Christina & Company, Lafayette**

#### **This course follows a calendar set by Christina & Company**

Cosmetology is a one year course beginning in June prior to the Senior year and completing in June after the Senior year. This program also requires attendance at the chosen Lafayette school on Saturdays for the entire year. This will enable students to meet the state requirements for 1500 hours of training. The area vocational district will pay approximately ½ the tuition at either Lafayette school. Students attend high school in the morning and the cosmetology school in the afternoon.

### **Criminal Justice**

**(All classes must be taken together.)**

#### **Grades 11-12**

#### **3 Trimesters, 6credits (12 Vincennes Credits)**

**This course could potentially meet in an offsite location.**

#### **\*Vincennes University LAWE 160/Criminal Investigation 5822**

Criminal Investigation is designed as an introduction to the investigative process. The course will focus on crime scene investigation; physical evidence; interviewing; and, interrogation. The course also acts as a linkage course to criminalistics. Select offenses will also be covered during the course.

#### **\*Vincennes University LAWE100/Survey of the Criminal Justice System 5822**

Survey of Criminal At the successful completion of this course the student will acquire an understanding of the fundamental American Criminal Justice System as it relates to the following areas: the historical aspects of crime and justice; the role of law enforcement in the United States; the American Court system; correctional systems in the United States.

#### **\*Vincennes University LAWE 106/Introduction to Traffic Control 5822**

Introduction to Traffic Control will focus upon an understanding of the police role in traffic enforcement and investigation. This trimester course will provide insight into the history of traffic and traffic law; the Indiana Vehicle Code. Traffic violation intervention and enforcement; accident investigation and skills in the investigation, enforcement, and prevention of accident causation; the problems and procedures for management of a successful selective traffic enforcement program.

#### **\*Vincennes University LAWE150/Criminology 5822**

Introduction to the phenomena of crime and delinquency, to the types of offenses and offenders, to the basic units of the American Criminal Justice System, and to the role of law enforcement in prevention and control of deviant behavior.

### **Health Science Education II: Nursing 5284**

#### **Grades 11-12**

#### **3 trimesters, 6 credits**

#### **Off Site Location: Wesley Manor or Mulberry Heath & Retirement Community (student location determined by school officials)**

**This course follows Clinton Central High School's calendar**  
*Health Science Education II: Nursing* is an extended laboratory experience at the student's choice of clinical site designed to provide students the opportunity to assume the role of nurse assisting and practice technical skills previously learned in the classroom, including information on the health care system and employment opportunities at a variety of entry levels, an overview of the health care delivery systems, health care teams and legal and ethical considerations. It prepares students with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed nurses. These knowledge and skills include recording patient medical histories and symptoms, providing medicine and treatments, consulting doctors, operating and monitoring medical equipment, performing diagnostic tests, teaching patients and families how to manage illness or injury, and perform general health screenings. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in the field of nurse assisting, including self analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a post secondary program. Application is required for admission.

**Medical Terminology 5274****Grades 11-12****3 Trimesters, 2 Credits (2 College Credits)****Off Site Location: Wesley Manor or Mulberry Heath & Retirement Community (student location determined by school officials)****This course follows Clinton Central High School's calendar***This class is taught concurrently with Health Science Education II: Nursing*

*Medical Terminology* prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information. Students have the opportunity to acquire skills in interpreting medical records and communications accurately and logically. Emphasis is on forming a foundation for a medical vocabulary including meaning, spelling, and pronunciation. Medical abbreviations, signs, and symbols are included. This course could qualify for Ivy Tech credit.

**Fire & Rescue I 5820****Grades 11-12****3 trimesters, 6 credits****Off-site Location: Frankfort Fire Station**

The Fire and Rescue curriculum may include five Indiana state fire certifications: (1) Mandatory, (2) Firefighter I, (3) Firefighter II, (4) Hazardous Materials Awareness, (5) Hazardous Materials Operations.

**Emergency Medical Services 5210****Grade 12****3 Trimesters, 6 Credits****Off Site Location: Clinton County Fairgrounds****This course follows Rossville High School's calendar**

Introduction to Emergency Medical Services prepares students for State Certification as a First Responder which could lead to a career in Emergency Medical Services such as an Emergency Medical Technician or a Paramedic. A variety of instructional strategies and technologies will be used to teach students about emergency medical service operations, personal and scene safety, scene and patient assessment, and patient care. Students have the opportunity to develop first responder skills in simulated situations. Participation in HOSA affords the student the opportunity to compete in a variety of

competitive events, specifically CPR/First Aid and EMT, at both the state and national level.

Upon completion of course, a skill proficiency exam, and state written examination, a State of Indiana Department of Homeland Security an EMT-B Certification is issued. National Certification is also available.

•Recommended Prerequisite: Anatomy and Physiology, Introduction to Health Care Systems or Integrated Health Sciences I & II

**Tractor/Trailer Operation 5622****Grades 12****3 Trimesters, 6 Credits****Off Site Location: TBA****This course follows Clinton Central's calendar**

The Tractor/Trailer program will be offered at an off-site location as a partnership with Clinton County logistic industries. This course is designed as a comprehensive training program that prepares students to enter the trucking industry as an entry-level tractor-trailer operator. Instruction will include both classroom activities and behind-the-wheel driving experiences. Additional emphasis will include preventive maintenance and basic control skills training. Students are required to submit to and pass a Department of Transportation, Distribution and Logistics physical exam and drug screen. In addition, students must reach their 18th birthday prior to graduation from high school in order to enroll in and complete this course. Upon successful completion, students will be qualified to operate Class A Commercial Vehicles on Indiana highways.

**Landscape Management I 5136****Grades 9-12****3 Trimesters, 6 Credits****Off Site Location: TBA**

*Landscape Management* provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures of landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscape operations and the care and use of equipment utilized by landscapers. Students will also participate in leadership development, supervised agricultural experience and career exploration activities in the area of landscape management. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program.

## ***Engineering & Technology Education***

Industrial technology is the study of tools, materials, equipment, processes, products, occupations, and the effects that are posed on society by the industrial technological world in which we live. These studies are pursued both for academic and vocational (to be certified in a job after completing additional courses at Ivy Tech) in our various shops and laboratories.

### **Introduction to Construction 4792**

#### **Grades 10-12**

#### **This is a 2 credit course, taught in a 2 block period**

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

### **Construction Trades I and II 5580/5578**

#### **Grades 11-12**

#### **3 trimesters, 6 credits**

#### **Off Site Location: Classroom in CSF Administration Building and Job Site**

Students will be at the building site for close to three hours each day. During the typical school year they will complete one house, from start to finish. Students' primary focus will be on job site safety, carpentry, roofing, drywall, and residential wiring. In addition, students will be introduced to blueprint reading and design, insulation, plumbing, foundation and concrete flat work, and construction math. There will be some classroom work including homework. This program may be taken for two years.

### **Construction Technology: Electrical I**

#### **This is a 2 credit course, taught in a 2 block period**

#### **Prerequisite: Introduction to Construction**

#### **Grades 11-12**

This course includes classroom and laboratory experiences concerned with the practice in the operation, maintenance and safety of various tools. Presents history of building construction to present-day applications emphasizing future trends and construction as a career. This course covers both AC and DC circuits. Studies include electron theory, Ohms law, Watts law, Kirchoff's law, series circuits, and parallel circuits. All aspects of house wiring will be covered in this course.

### **Introduction to Engineering Design (EPICS) 4802**

#### **This is a 2 credit course, taught in a 2 block period**

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

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

### **Introduction to Design Process 4794**

#### **1 credit per Trimester, Maximum of 2 credits**

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

This course that specializes in modern design and engineering processes with a focus on creative problem solving in developing, testing, communicating, and presenting post-evaluation of products. Students use the design process to analyze research, develop ideas, and produce products solutions. This process gives a framework through which they design, manufacture tests present their ideas. Students will demonstrate and utilize design principles and elements for visual presentation. Designing aspects will also cover aesthetics, ergonomics, the environment, safety, and production. The design process is a core-learning tool for many courses enabling the student to solve problems in a systematic, logical and creative manner. Students develop a good understanding of the way the process helps them think creatively and developing aesthetic ideas. The design process encourages the students to engage in higher level thinking to create solutions for many types of problems.

### **Civil Engineering and Architecture 5650**

#### **2 Trimesters, 2 Credits**

#### **Grades 10-12**

This course introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design. This course could qualify for Ivy Tech credit.

### ***Project Lead the Way***

### **\*Dual Credit DESN102/Introduction to Engineering Design 4812**

#### **2 trimesters, 2 credits (3 College Credits)**

#### **Prerequisite: Algebra I completed**

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

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

### **\*Dual Credit DESN104/PLTW Principles of Engineering Design 4814**

#### **2 Trimesters, 2 Credits (3 College Credits)**

#### **Grades: 10-12**

#### **Prerequisite: PLTW Introduction to Engineering Design, Algebra I**

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

**\*Dual Credit EECT112/Digital Electronics 4826**  
**2 trimesters, 2 credits (3 College Credits)**

**Grades 11-12**

**Prerequisite: Strong math skills**

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

### ***Transportation***

**\*Dual Credit AUTC100/Automotive Services Technology I.A. 5510**

**Steering, Brakes, and Suspension Systems**

**1 Trimester, 1 Credit (1 College Credit)**

**Grades: 10-12**

This course encompasses the sub topics of the NATEF/ASE identified areas of Steering and Suspension and Braking Systems. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

**\*Dual Credit AUTC122/Automotive Services Technology I.B. 5510**

**Transmissions and Driveline Systems**

**1 Trimester, 1 Credit (3 College Credits)**

**Grades: 10-12**

**Prerequisite: Automotive Services I.A.**

This course encompasses the sub topics of the NATEF/ASE identified areas of manual transmissions, differentials, and automatic transmissions. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

**\*Dual Credit AUTC109/Automotive Services Technology II.A. 5546**

**Engine Performance**

**1 Trimester, 1 Credit (3 College Credits)**

**Grades: 10-12**

**Prerequisite: Automotive Services I.A.**

This course encompasses the sub topics of the NATEF/ASE identified areas of Engine Performance. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

**\*Dual Credit AUTC113/Automotive Services Technology II.B. 5546**

**Electrical Systems**

**1 Trimester, 1 Credit (4 College Credits)**

**Grades: 10-12**

**Prerequisite: Automotive Services I.A.**

This course encompasses the sub topics of the NATEF/ASE identified areas of Electrical Systems. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

### ***Manufacturing Technology***

**Introduction to Manufacturing 4784**

**Grades 9-12**

**1 trimester, 1 credit**

Introduction to Manufacturing is a course that specializes in how people use modern manufacturing systems with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a background toward developing engineering & technological literacy. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. Students will apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students will investigate the properties of engineered materials such as: metallics; polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling.

**Dual Credit ADMF101/Advanced Manufacturing I 5608**

**Grades 10-12**

**3 Trimesters, 6 Credits (3 College Credits)**

This course includes classroom and laboratory experiences in two broad areas: Industrial Technology/Software Controls and Manufacturing Trends. Industrial Technology and Software Controls covers wiring and schematic diagrams used to design, install, and repair electrical/electronic equipment such as wireless communication devices, programmable controllers. Course content will include basic theories of electricity, electronics, digital technology, and basic circuit analysis. Activities include experiences in: soldering; use of an oscilloscope, meters, signal generators and tracers; breadboarding; circuit simulation software; and troubleshooting. Understanding and using the underlying scientific principles related to electricity, electronics, circuits, sine waves, and Ohm's Law are integral to this course. Manufacturing Trends covers basic concepts in manufacturing operations and plant floor layout in the production environment. Applications of Computer Numerical Control (CNC), and lathe and turning operations are developed as a foundation for machining operations. Coordinate system concepts are introduced as relevant to machining processes, as well as fluid and mechanical power, welding, and lean manufacturing. Fluid power concepts will include hydraulic components and circuits, laws and principles, fluid power controllers, and the construction of systems. In the mechanical power portion of the course, students will learn about machine specifications, basic forces, friction, simple machines, motors, and motor controls. Students will also be introduced to lean manufacturing where they will study concepts including: lean goals, product quality, eliminating waste, cost effectiveness, lean concepts, resource planning, continuous improvement, and the various advantages of lean manufacturing. This course includes MSSC concepts required to earn MSSC certification. This course could qualify for Ivy Tech credit.

**Dual Credit ADMF102/Advanced Manufacturing II 5606**

**Grade 11-12**

**3 Trimesters, 6 Credits (3 College Credits)**

This class introduces basic blueprint reading, Computer Numerical Control (CNC) operation and the skills commonly used in the manufacturing industry. Areas of study will include: interpretation of drawing dimensions and notes to ANSI standards for machining including: Geometric Dimensioning and Tolerancing (GDT), welding, fabrication applications and inspection techniques. Students will be able to use Computer Aided Design software (CAD) to create 3D models and working drawings. Skills in the setup and operation of a CNC mill and lathe will also be acquired using multiple machine

tool controllers. Other more general topics will include coordinate systems, dimensioning, line precedence, multiview drawings, safe dress, tool paths, speed and feed calculations, and tool selection. The course also introduces robotics, automation, and Computer Integrated Manufacturing Technology (CIMT). Common types of factory automation will be identified. The course will focus on three main types of manufacturing automation including; Programmable Logic Controllers (PLC), Computer Numerically Controlled Machines (CNC), and Robotics. Topics cover robotic principles including basic theory, robot safety, robotic classifications, applications, socioeconomic impact, work cell design, robot programming (Pendant and Software Language), and sensor and actuator interfacing. This course could qualify for Ivy Tech credit.

audio files; control technologies; and automation in the modern workplace.

**Dual Credit WELD100/Welding Technology IA 5776  
Grades 11 – 12**

**1 Trimester, 1 Credit (3 College Credits)**

Provides general study of oxy-fuel, shielded metal arc, gas tungsten arc, gas metal arc, submerged arc, plasma arc, resistance, flash and upset, friction, electron beam, and laser welding processes. Covers equipment, techniques, electrodes, fuel gases and/or shielding gases, weld joint design, advantages and limitations, process applications, process variables and operational costs.

**Dual Credit WELD103/Welding Technology IB 5776  
Grades 11 - 12**

**1 Trimester, 1 Credit (3 College Credits)**

Covers the welding of ferrous metals and alloys utilizing metallic manual arc welding methods. Includes procedures in joint design using “T” joint, lap joint, and butt joint designs. Covers single pass and multi-pass techniques. Emphasizes safety hazards and safe practices in arc welding.

**Welding Technology IC 5776  
Grades 11 – 12**

**1 Trimester, 1 Credit (3 College Credits)**

Welding Technology I includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and Shielded Metal Arc welding. This course is designed for individuals seeking careers in Welding, Technician, Sales, Design, Research or Engineering. Emphasis is placed on safety at all times. OSHA standards and guide lines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for college and career success. This course could qualify for Ivy Tech credit and possible AWS welding certification.

**Computers in Design and Production 4800  
Grades 11-12**

**1 trimester, 1 credit**

Computers in Design and Production is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills for electronics, manufacturing, precision machining, welding, and architecture career pathways. Students apply ingenuity using tools, materials, processes, and resources to create solutions as it applies in the electronics, manufacturing, precision machining, welding, and architecture. The content and activities should be developed locally in accordance with available advanced technologies in the school. Course content should address major technological content related to topics such as: Architectural drawing and print design, design documentation using CAD systems; assignments involving the interface of CAD, CNC, CAM, and CIM technologies; computer simulation of products and systems; publishing of various media; animation and related multimedia applications; 3-D modeling of products or structures; digital creation and editing of graphics and

## English Department

Students 9<sup>th</sup> through 12<sup>th</sup> grade level will experience an integrated approach to the teaching of grammar, composition, literature, and vocabulary.

### Core English Classes

#### English 9 FY 1002

##### Grade 9

##### 3 trimesters, 2 credits

First trimester of English 9 focuses on skills and activities that form a solid foundation for success in upper level English classes. Arranged thematically, students cover several areas of study including: introduction to the major genres of literature and writing, literary terms and techniques, review of standard grammar and usage, building blocks of writing, test taking and critical reading skills, the library, problem solving, group work, and special projects. This class serves as early preparation for students planning to attend college.

#### English 9, Honors 1002

##### Grade 9

##### 2 trimesters, 2 credits

##### \*Summer Assignment Component

This course consists of two trimesters and is designed to challenge ninth grade students who plan to participate in the Advanced Placement (AP) or honors English program as upperclassmen. In addition to the traditional freshman English curriculum, topics will include the following: a research paper, documentation methods for scientific papers, standardized test practice, an introduction to literary criticism and analysis, and extensive outside-of-class reading and independent work. A strong emphasis will also be placed on individual projects as well. Among others, selections for the class may include: To Kill a Mockingbird (Lee), A Lesson Before Dying (Gaines), The Odyssey (Homer), The Old Man and the Sea (Hemingway), Great Expectations (Dickens), Romeo and Juliet (Shakespeare) and Animal Farm and The Secret Life of Bees.

#### English 10 1004

##### Grade 10

##### 2 trimesters, 2 credits

This course includes an in-depth grammar review with emphasis on composition and library research. There is an extensive study of vocabulary. Literature will be covered with an anthology with world literature and outside novels. Students will lead to the End of Course Assessment that must be passed for graduation requirements. Students will take practice tests and work toward the goal of passing this test with help in reading comprehension, constructed responses, and essay writing.

#### English 10, Honors 1004

##### Grade 10

##### 2 trimesters, 2 credits

##### Prerequisites: Teacher recommendation and successful completion of Honors English 9. Must finish summer reading

This course consists of two trimesters and is designed for students who plan to participate in the Advanced Placement (AP) English program as upperclassmen. In addition to the traditional sophomore English curriculum, topics will include the following: the modes of discourse, standardized test practice, extensive outside-of-class reading and independent work, a major research-based project that encompasses both English and another discipline, a survey unit on ethnic American literature, a brief SAT preparation unit, and in-depth coverage of a targeted literary period. In addition, students will be required to actively participate in the Electronic Bookshelf program, augmented with selections from the Academic Decathlon topics list for 2002-2003 and the Indiana State Department Reading List.

#### English 11, Honors 1006

##### Grade 11

##### 2 trimesters, 2 credits

##### Prerequisite: Honors 10 or teacher permission

This course consists of two trimesters and is designed for students who plan to participate in senior level honor classes as well as pursue post secondary education at a four year college or university. In addition to the traditional junior level curriculum, topics will include: a research paper, extensive out of class reading and independent work, and in-depth coverage of targeted periods in American literature, and a strong emphasis on developing language skills in order to produce effective formal writing. Students will also be required to complete individual projects. Among others, selections may include: The Scarlet Letter, The Grapes of Wrath, The Things They Carried, and The Awakening.

#### English 11: Writing & Grammar 11 / American Literature 1006

##### Grade 11

##### 2 trimesters, 2 credits

This course reviews the writing process—planning, drafting, revising, and publishing. It includes a systematic review of grammatical and mechanical skills. Students read chronologically through American literature from the 1600s to the present, focusing on four major literary periods: early American, Romantic, Realistic, and Modern. Reading a variety of authors, students note the writers' influence on society as well as society's influence on them. Students develop an appreciation of American literature by seeing the fundamental elements of literature illustrated in specific works. The course builds on instruction from previous years to demonstrate the development of literature.

#### English 12: Writing & Grammar / British and/or World Literature 1008

##### Grade 12

##### 2 trimesters, 2 credits

The goal of English Language Arts 12 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts 12, students will add to the list of various genre of classic and contemporary narrative and informational texts that will be read and analyzed throughout high school with a special focus on British and Western literature. Twelfth graders will connect with and respond to texts. They will learn to use forward thinking to help make better decisions, to generate new ideas for solving problems, and to find wisdom. This course reviews the writing process—planning, drafting, revising, and publishing. It includes a systematic review of grammatical and mechanical skills, as well as review and practice problem solving skills, critical thinking skills, and reading skills.

### AP Entrance Criteria

Advanced Placement courses are designed for the highly talented and motivated student. Students enrolled in AP classes have the opportunity to earn college credit or advanced college placement as prescribed in the College Entrance Examination Board. **Almost all colleges and universities in the United States recognize the scores received on the Advanced Placement examination and give credit accordingly.**

#### \*AP English Language and Composition/Dual Credit ENG111 1056

##### Grade 11

##### 2 trimesters, 2 credits (3 College Credits)

**Prerequisites: Minimum of 3.0 GPA in college prep classes, B+ average in Honors English 9 and 10, consistent display of high level of motivation, exhibit exemplary writing skills, and complete summer reading and all related assignments. Must finish summer reading must have recommendation of English teacher.**

Students in this introductory college-level course will work on becoming skilled readers of a broad variety of texts with the ultimate goal of becoming a skilled writer. Through a wide variety of reading and writing experiences, students will become more aware of each author's subject, audience, purpose and theme. Students will examine personal letters, business documents, historical fiction, investigative journalism, speeches, images and imaginative literature from a wide base of authors and time periods. Students will also create pieces in many different rhetorical modes discovering the similarities and differences between each type of writing. The process of revision is also stressed. During each trimester, students will also be responsible for challenging SAT vocabulary words. Summer reading and writing are also a large portion of the requirements for this class. Students will practice completing timed writing as well to prepare for the AP Language and Composition Exam.

### **AP English Literature and Composition 1058**

**Grade 12**

**2 trimesters, 2 credits**

**Prerequisites: Minimum of 3.0 GPA in college prep classes, B+ average in Honors English 9 and 10, consistent display of high level of motivation, exhibit exemplary writing skills, and complete summer reading and all related assignments must have recommendation of English teacher.**

AP English is designed to help students prepare for the rigors of the national AP literature and composition exam and the demands of college level literature and writing classes. Following the guidelines set by The College Board, this course focuses on critical analysis of literary works from various genres and periods, with an emphasis on language, characterization, action, themes, structure, meaning, and value. Although speaking and listening are important elements of the class, the focus is on critical reading and on writing.

## *American Literature Classes*

### **American Novels 1042**

**(class taught on even years)**

**Grades 11-12**

**1 trimester, 1 credit**

**Prerequisite: Successful completion of CORE classes**

This course, based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core Standards for English/Language Arts* is a study of the distinct features of selected American novels. Students analyze novels from a variety of time periods according to literary devices, historical context, and author. Since novels are long works of fiction, students must be prepared to devote a significant amount of time to independent reading for this course. A minimum of four novels will be studied, and one of these will form the basis for an independent research project and presentation.

### **Ethnic Literature II: Cultures 1032**

**(Course taught on odd years)**

**Grades 11-12 or 10<sup>th</sup> with teacher permission**

**1 trimester, 1 credit**

**Prerequisite: Successful completion of CORE classes**

Ethnic Literature provides students with a study of literature produced by writers representing various ethnic cultures. Students are provided the opportunities to explore ethnic experiences, themes, and ideas, as well as the contributions of multicultural authors to this particular type of literature. The course focuses on specific ethnic issues, including the formation and expression of identity and problems and issues of particular interest to a given ethnic groups. Issues such as these provide cohesiveness to a course that surveys literature from several ethnic groups. These groups include Hispanic, Afro-American, and Native American writers. Opportunities to compare and contrast the experiences, themes, and ideas are provided through analytical and creative writing, class and group discussion, and oral reports.

## *World Literature Classes*

### **English Literature, Honors 12 Literature 1030**

**Grade 12**

**1 trimester, 1 credit**

**Prerequisite: Completion of Honors or AP 11 or teacher permission, Must finish summer reading**

Honors 12 Literature provides a repertoire of representative literature produced by British-speaking authors, mainly those in the British Isles, and a spattering of those in former British colonies. This course includes the study of major British authors from the Anglo-Saxon period to the present, literary movements, and intellectual trends. Among the authors covered will be Chaucer, Shakespeare, Donne, Shelley, Wordsworth, and Keats. It also provides an examination of the contributions of British authors to specific literary genres, such as poetry, drama, the essay, and the novel. Writing and classroom discussion activities include opportunities for students to respond to literature both analytically and reflectively.

### **Ethnic Literature I: Holocaust 1032**

**(Course taught on even years)**

**Grades 11-12 or 10<sup>th</sup> with teacher permission**

**1 trimester, 1 credit**

**Prerequisite: Successful completion of CORE classes**

Ethnic Literature I provide students with a study of literature concentrating on the Holocaust. Various other ethnic cultures will be represented. Students will be provided with opportunities to explore ethnic experiences, themes, and ideas. This course will focus on prejudice and problems for the victims of the holocaust and various other cultures. Students will complete two research projects and read at least two novels. Various short stories, films, and writing assignments will be used to compare and contrast various groups.

### **Classical Literature 1026**

**Grades 11-12**

**1 trimester, 1 credit**

**Prerequisite: Completion of Core Required Classes**

A student must have completed core-required classes to be enrolled. This course will explore Greek and Roman mythology and its influence on our culture. For example, students will understand names of constellations, and references for works of art, literature, and philosophy. Papers, projects, and tests will be used for assessment.

### **Short Stories 1046**

**Grades 11-12**

**1 trimester, 1 credit**

**Prerequisite: Successful completion of CORE classes**

Based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core Standards for English/Language Arts*, this course is well-suited for students who prefer short pieces of literature over longer works. This course focuses on the characteristics of short fiction, and requires students to read, write about, discuss, and examine a wide variety of short stories. Both traditional and contemporary stories will be covered, and one goal of the course is to enable students to think "beyond the printed text." Students will work independently and in small groups to compare stories on the basis of literary characteristics such as theme, setting, structure, point of view, and genre. At least one independent project will be required of each participant.

### **Biblical Literature 1022**

**(Course taught on odd years)**

**Grades 11-12**

**1 trimester, 1 credit**

**Requirements: summer reading may be required**

Bible Literature surveys the Bible as a source of a wide variety of literary patterns, themes, and conventions. Reading the Bible from a literary standpoint, different books are read in relation to their times-



a period lasting over a thousand years. In addition, this course provides a basis for understanding Biblical references (allusions) in both classical and modern literature. Other topics of discussion may include the formation of a canonical Bible and the inclusion of apocryphal and heretical writings, oral versus literate transmission of sacred history and doctrine, and questions and problems of interpretation. Related literature is included as it pertains to Biblical themes. Writing and discussion opportunities are included in the context of this course.

### ***Composition Classes***

#### **Advanced Composition 1098**

**Grade 12**

**1 trimester, 1 credit**

**Prerequisite: Composition**

Advanced Composition is a one trimester course aligned with the Indiana State Standards and designed for college-bound students. Concentration is on narrative, persuasive, and critical writing. Students will write five major papers with an emphasis on communication of ideas, audience consideration, revision, and proofreading. Peer critiquing will be involved along with student/teacher conferencing. In addition, a research/position paper will be completed, and one novel will be read for literary analysis. Style and grammar will be studied for its effect on the rhetorical situation of individual compositions.

#### **EL Composition 1090**

**Grades: LEP students that are sophomores and that test at level 4 may enroll in this course**

**Prerequisite: None**

The purpose of this class is to develop writing skills. Students will write, review and revise expository compositions. Students will master researching, citations, job applications, and persuasive writing through nonfiction selections.

### ***English Elective Credits***

#### **Basic Skills Development 0500**

**Grades 9-12**

**3 tri/3 credits, up to 8 credits**

**Elective Credit**

A multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skill, which are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations.

#### **Creative Writing 1092**

**Grades 11-12**

**1 trimester, 1 credit**

**Prerequisite: Successful completion of CORE classes**

In this workshop-based class, students will be encouraged to explore self-expression, creativity, and appropriate writing conventions in the following literary genres: short stories, poetry, and non-fiction essays. The course will also explore and develop basic qualities of the creative writer, including: sentence function and clarity, environmental awareness, sensory and figurative language, journal-keeping; and cultural literacy. Writers will be required to organize, edit, and critique their own work as well as the work of their peers.

#### **Developmental Reading 1120**

**Grades 9-12**

**1-3 trimester(s), 1-3 credit(s)**

Developmental Reading provides study and practice in the strategies necessary to increase reading comprehension. This course emphasizes strategies for adapting method and speed of reading to the type of material and purpose for reading. It also includes strategies for using reading to gather, retain, and analyze information. Students apply the strategies learned to a variety of types of reading material, ranging from newspapers and magazines to self-selected books. The course develops the student's appreciation of reading as a lifelong leisure activity.

#### **English ECA Lab 1010**

**Grade 11-12**

**1 trimester, 1 elective credit**

**Prerequisite: Not completing ECA requirements for graduation**

In this class students will be prepared to meet state requirements for passing the End of Course Assessment for English 10. This class will only be offered to students who did not meet state standards with the first test. Students will work toward mastering the standards for English 10.

#### **Etymology 1060**

**Grades 10-12**

**1 trimester, 1 credit**

**Prerequisite: Successful completion of CORE classes**

Etymology, the study of word histories, is designed primarily for vocabulary enhancement. Based on *Indiana's Academic Standards for English/Language Arts* and the *Common Core Standards for English/Language Arts*, students will learn Greek and Latin roots, prefixes, and suffixes; analyze connotative and denotative meanings of words; complete a project related to the language history of a particular topic; and improve in ability to choose words that express precisely the meaning intended. The course also helps students recognize important relationships among words. Students are encouraged to take this course early in their high school career in order to reinforce/improve vocabulary prior to standardized testing for college admission.

#### **Journalism 1080**

**Grades 10-12**

**1 trimester, 1 credit**

**Prerequisite for yearbook and newspaper.**

This class is based on the Indiana Academic Standards for Journalism. Students enrolled in Journalism will read, write and publish. These activities will include the fundamentals of Journalism, history of Journalism, interview skills, and many others which will be combined to create the High Life. Students will work on various skills including communication with peers and adults, team work, and responsibility.

#### **Language Arts Lab 1010**

**Grade 9**

**1 trimester, 1 credit**

**Teacher recommendation**

Language Arts Lab is an enrichment course designed to improve writing skills and reading comprehension. Students are recommended by teachers, but can request to enroll. Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with Indiana's Academic Standards for English Language Arts in Grades 9-12 and the Common Core State Standards for English Language Arts, focusing on the Writing Standards (Standards 4, 5, and 6).

**Student Publications: Year book/Cauldron 1086**

**Grades 10-12**

**1 trimester, 1 credit**

**Prerequisite: Journalism or Teacher approval and Application with writing sample**

This class publishes Frankfort High School's yearbook, the Cauldron. Students taking this class will learn and utilize journalistic writing techniques, photography techniques, and page design principles. Students can expect to work in an independent, office-like atmosphere while improving various skills including communication with peers and adults, team work and responsibility. Students who are interested in writing, computer graphics, word processing, photography, and business sales should take this class. Students must plan to work extra time throughout the year in order to meet deadlines.

**Student Publications: Newspaper/High Life 1086**

**Grades 10-12**

**1 trimester, 1 credit**

**Prerequisite: Journalism or Teacher approval**

This class publishes Frankfort High School's newspaper, the High Life. Students taking this class will learn and utilize journalistic writing techniques, photography techniques, and page design principles. Students can expect to work in an independent, office-like atmosphere while improving various skills including communication with peers and adults, team work and responsibility. Students who are interested in writing, computer graphics, word processing, photography, and business sales should take this class. Students must plan to work extra time throughout the year in order to meet deadlines.

**Speech 1076**

**Grades 9-12**

**1 trimester, 1 credit**

**Prerequisite: Successful Completion of English 9 or freshmen with teacher recommendation**

Speech is the study and application of the basic principles and techniques of effective oral communication and is based on Indiana's Academic Standards for English/Language Arts emphasizing those related to listening and speaking. Students deliver focused and coherent speeches that convey clear messages using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multi-media presentations, including informative, demonstration, persuasive, impromptu, and special occasion. Students use the same Standard English conventions for oral speech that they use in their writing.

**Advanced Speech 1078/Dual Credit COMM101**

**Grade 10-12, 9<sup>th</sup> with permission**

**1 trimester, 1 credit (3 College Credits)**

**Prerequisite: Speech I**

Advanced Speech is the study and application of skills in listening, oral interpretation, media communications, research methods, and group discussion and is based on *Indiana's Academic Standards for English/Language Arts* and emphasizing the *High School Speech and Communication Standards*. Students deliver different types of oral and multi-media presentations, including various oral interpretations, original oratory, broadcast, extemporaneous, impromptu, parliamentary procedure, and group discussion. Students are highly encouraged to use these skills as members of the Forensics Team. The course may be taken up to 2 times.

***English Language Learners (ELL)***

**Level Two 1012**

**Grades 9-12**

**3 trimesters, 3 credits**

The Level Two course is for students who are on level one or two and need continued language support. Students work on basic and academic vocabulary, reading, writing, listening and speaking in English.

**Level Three 1012**

**Grades 9-12**

**3 trimesters, 3 credits**

The Level Three course is for students who are on level three and need continued language support. Students work on academic vocabulary through reading, writing, speaking and listening in English.

**Level Four 1012**

**Grades 9-12**

**3 trimesters, 3 credits**

The Level Four course is for students who are on level four and need continued language support. Students work on academic vocabulary through reading, writing, speaking and listening in English.

## *Family and Consumer Science*

### **Nutrition & Wellness 5342**

**Grades 9-10**

**1 trimester, 1 credit**

Addresses the knowledge, skills, attitudes and behaviors associated with good nutrition and wellness across the lifespan. Topics include basic nutrients and their relationship to good health, selection and preparation of nutritious meals and snacks based on the My Plate and dietary guidelines. Safety, sanitation, storage, preparation, planning meals, budgeting money, and nutrition labels will also be studied in this class.

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

**Grades 11-12**

**1 trimester, 1 credit**

**Prerequisites: Nutrition and Wellness I with a “C” average plus teacher recommendation**

This course is a continuation of Nutrition and Wellness. Advance skill levels in the culinary arts will be addressed through advanced meal planning, pastries, foods of the world, gourmet foods, cake decorating, and plate presentation. Special diets and nutrition across the lifespan will be addressed as well as planning meals on a budget, serving special dinners and learning restaurant practices.

### **Interpersonal Relationships 5364**

**Grades 9-10**

**1 trimester, 1 Credit**

Students will learn knowledge, skills, attitudes, and behaviors needed to participate in positive, caring and respectful relationships in the family and with individuals at school, in the community, and in the workplace. Establishing and maintaining relationships, building self-esteem and using effective communication techniques will be addressed. Career skills and focusing on future goals will be explored.

### **Adult Roles and Responsibilities 5330**

**Grades 11-12**

**1 trimester, 1 credit**

**Prerequisites: none**

Adult Roles and Responsibilities builds knowledge, skills, attitudes, and behaviors students will need as they prepare to take the next steps toward adulthood in today’s ever-changing society. Concepts include money management, (banking and credit use), buying a car, housing selection, health maintenance, dating selection, marriage, nutrition, family life cycle and death/dying. A variety of people from the community participate as guest speakers. Student experiences in the community are emphasized. This course is designed to build skills needed for assuming the roles and responsibilities they will encounter as they prepare to complete high school and enter the adult world.

### **Child Development 5362**

**Grades 9-12**

**1 trimester, 1 credit**

This course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children through 3 years old. The focus is on research-based nurturing and parenting practices and skills that support positive development of children. Topics include consideration of roles, responsibilities and challenges of parenthood; human sexuality; teen pregnancy; prenatal development; preparation for birth, the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children.

### **Advanced Child Development 5360**

**Grades 10-12**

**1 trimester, 1 credit**

**Prerequisites: Completion of Child Development and Parenting I with a C average or better, and/ or teacher recommendation.**

This course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth for children ages 4 through 12.

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

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

**Grades 11-12**

**1 Trimester, 1 Credit**

**Prerequisite: college bound students with “C” average**

This class addresses selecting and planning living environments to meet the needs and wants of individuals and families. Topics include evaluation of housing styles; managing resources to provide shelter for individuals and homelessness; contemporary housing issues; elements and principles of design related to interiors, housing, and architecture; blueprinting and floor planning skills; historical aspects and contemporary trends in housing, interiors, furniture, and appliances.

### **Introduction to Peer Tutoring 0520**

**Grades 10-12**

**Credits: 1 credit per trimester**

**Prerequisite: Must have a 2.5 GPA**

Peer tutoring provides high school students with an organized exploratory experience to assist students in middle school, through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

### **Education Professions I 5408/Dual Credit EDUC101**

**Grades 11-12**

**2 period block**

**2 credits per trimester(3 College Credits)**

**Prerequisites: College bound juniors or seniors who are interested in child-related or education-related careers and have at least a 2.5 GPA.**

**Students could receive 3-Ivy Tech college credits in EDUC 101**

The course of study includes, but is not limited to: planning and guiding developmentally appropriate activities for young children or school-age children; developmentally appropriate practices of guidance and discipline; teaching profession, the learner and the learning process, planning instruction, learning environment, and

instructional and assessment strategies; and prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. Related theory instruction and intensive experiences in one or more child care/preschool or school classrooms, resumes, and career portfolios are required components. Students are monitored in their laboratory/field experiences by the Education Professions teacher. Students are required to dress in business casual attire if they are in a school setting, and behave as a positive role model inside and outside the childcare/classroom setting. Students must have their own transportation to their designated site each day. Students electing to take this course may work in childcare, head start, pre-school or kindergarten-3rd grade. It is highly recommended, but not required, to have taken Child Development I and II before taking this course.

**Education Professions II 5404**

**Grades 11-12**

**2 period block**

**2 credits per trimester**

**Prerequisites: Juniors and seniors with at least a 2.5 GPA and completion of Education Professions I. Must also have teacher recommendation.**

**Students could receive 3-Ivy Tech college credits in EDUC 101**

This course is a continuation of Education Professions I. The same guidelines are applied in this course of study as they are in Education Professions I. However, students may elect to work with 3<sup>rd</sup> grade through 8<sup>th</sup> grade.

\*\*\*\* Please see Education Professions I for guidelines and expectations of this course. \*\*\*\*

## ***Fine Arts Department***

### ***Art Department***

The purpose of each fine arts curriculum is to promote lifelong participation in the arts by developing skilled creators, performers, critics, listeners, and observers of the arts. Students can use the arts as a means of: (1) self-expression and communication, (2) development of critical thinking skills, (3) self-knowledge and understanding of the world around them, and, (4) increasing awareness of the artistic heritage of other cultures, as well as their own. In addition all art courses will stress in some degree the Principles of Disciplined Based Art Education: (1) Art production – the learning of techniques and skills in order to produce personal “art works”. (not tracing patterns!), (2) Art History – the use of artistic accomplishments of the past and present as motivation, examples, discussion topics, illustrations of style or technique, and especially in relation to political, social, religions, economic, etc. events. (NOT just “art in the dark”, and/or names and dates lectures), (3) Art Criticism – the in-depth study of works of art (description, analysis, interpretation, judgment), tailored for specific ages and grade levels, (4) Aesthetics – assistance in forming “educated” opinions and judgments about specific works of art (not “I don’t like it, it’s dumb”).

All areas of art courses incorporate the following: Art Criticism, Aesthetics, and Production. Each art course builds on the previous course beginning with Intro. to 2D. Each student must meet the prerequisites as stated for each following course.

#### **Parents/Guardians/Students:**

**Note:** This class is an elective, therefore your student has elected to be here. Project grades are subjective. Each project is given a point value based on experience, time, difficulty, creativity, peer level and effort. If a student does not complete and turn in an assignment they will not receive a grade higher than a D. We do not fail students based on ability and no student is entitled to a A. Students must maintain a B average, beyond Intro. to 2d, to continue in art.

**Note: Students will be asked to purchase a minimum of supplies. They should maintain these supplies throughout their art experience and may use them for other classes as as needed.**

#### **Intro to 2 Dimensional Art 4000**

**Grades 9-12**

**Instructor: Mr. Clark, Mrs. Cesare**

**1 trimester, 1 credit**

Students taking Introduction to Two-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works.

Additionally, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlation to other disciplines, and (8) explore career options in visual art. Students also identify ways to utilize and support art museums, galleries, studios, and community resources.

#### **Introduction 2D Art Honors 4000**

**Grade 9**

**Instructor: Mr. Clark, Mrs. Cesare**

**1 trimester, 1 credit**

**Prerequisite: Recommendation by the FMS art teacher, a strong artistic abilities and a expressed interest from the**

**student in the visual arts. A grade of at least a “B” is also required in all middle school art courses.**

Freshman 2D Honors will be for those freshman who are seeking a four year experience in the visual arts. 2D Honors will have an increased emphasis on art history, composition, aesthetics, drawing, digital photography, painting and careers in the visual arts.

The FHS Art Department aspires to offer a heightened experience in the visual arts. This experience will be beneficial not only for those students who have a serious interest in pursuing a career in the visual arts, but also for those who have strong visual skills that will help them be successful at Frankfort High School.

#### **Advanced 2 Dimensional Art 4004**

**Grades 9-12**

**Instructor: Mr. Clark, Mrs. Cesare**

**1 trimester, 1 credit**

**Prerequisite: Intro to 2 Dimensional Art**

**"Must maintain a B average in Intro to 2D OR have permission of Instructor."**

Students in Advanced Two Dimensional Art build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works.

Additionally, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find a direct correlation to other disciplines, and (8) explore career options in visual art. Students also utilize art museums, galleries, studios, and community resources in their studies.

#### **Drawing I 4060**

**Grades 10-12**

**Instructor: Mr. Clark**

**1 trimester, 1 credit**

**Prerequisite: Intro to 2 Dimensional Art, Advanced 2 Dimensional Art**

**"Must maintain a B average in previous art classes OR have permission of Instructor."**

One trimester of drawing fundamentals utilizing a variety of mediums. Areas of study include still lifes, automatic, portraiture, cartooning, non-objective and figurative drawing. Required of those students who wish to participate in the upper level classes and may be taken concurrently with those classes.

#### **Painting I 4064**

**Instructor: Mr. Clark**

**Grades 10-12**

**Prerequisite: Teacher recommendation; Completion of Introduction 2 D Art and Adv 2 D Art**

**"Must maintain a B average in previous art classes OR have permission of Instructor."**

**1 trimester, 1 Credit**

Students will focus on fundamentals, technique, and a variety of painting mediums. It is recommended, but not required, that a student have taken Drawing I before taking Painting I. Strong drawing skills are helpful.

#### **Intro to 3 Dimensional Art (Mixed Media) 4002**

**Instructor: Mr. Clark**

**Grades 10-12**

**1 trimester, 1 credit**

**Prerequisites: Intro to 2 Dimensional Art, Advanced 2 Dimensional art, and Permission of Instructor**

**"Must maintain a B average in previous art classes OR have permission of Instructor."**

Students taking Introduction to Three-Dimensional Art will (1) create works of mixed media art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular

intervals, (6) work individually and in groups, (7) find a direct correlation to other disciplines. Students will explore a variety of traditional and non-traditional sculptural techniques including, but not limited to: Assemblages, Paper Construction, Ceramics, Shadow Box, and Plaster Carving. Students who enter this course need to be "resourceful"! You will need to be able to bring in materials found outside of the classroom setting.

#### **Advanced Drawing/Painting I 4060**

**Instructor: Mr. Clark**

**Grades 11-12**

**1 trimester, 1 credit**

**Prerequisites for the following courses Drawing I and Painting I. "Must maintain a B average in previous art classes and have permission of Instructor."**

Focusing heavily on Drawing this class will revisit previous terms and techniques explored in "Drawing I". Students will use a variety of media, techniques and styles including, but not limited to Free Form Drawing, Abstract Expressionism, Op Art and Animation. Students will study those artists who will directly influence their own work. All students will be required to purchase and maintain a portfolio and sketchbook. Each student's work will be required to have an accompanying written summary of their work. Students will be responsible for those supplies outside of "normal" department provisions. Students will be required to do work outside the classroom setting.

#### **Advanced Drawing/Painting II 4060**

**Instructor: Mr. Clark**

**Grades 11-12**

**1 trimester Prerequisite: Advanced Drawing/Painting I**

**1 semester, 1 credit**

**"Must maintain a B average in previous art classes OR have permission of Instructor."**

Students will continue to rely heavily on various Drawing Mediums. Students will explore the areas of Figurative/Portrait Drawing, The influences of Symbolism, Expressionism and Pop Culture will be discussed. Students will continue to study those artists who will directly influence their own work. All students will be required to purchase and maintain a portfolio and sketchbook. Each student's work will be required to have an accompanying written summary of their work. Students will be responsible for those supplies outside of "normal" department provisions. Students will be required to do work outside the classroom setting.

#### **Advanced Art: Studio Art 4004**

**Instructor: Mr. Clark**

**Grade 12 only**

**1 trimester, 1 credit**

**Prerequisites: Art Majors. Seniors only, Permission of instructor "Must maintain a B average in previous art classes OR have permission of Instructor."**

Each student will explore various career opportunities in the field of visual arts. Each student will use this time to develop a portfolio in preparation for post-high school opportunities. Each student will also select possible opportunities in the arts, research those opportunities and develop strategies for pursuing a career in those areas of interest. Students will be required to do work outside of the classroom setting. Students will be required to maintain a "journal" of their work, studies, interviews and findings which will be presented at the conclusion of the trimester

#### **AP Art History 4025**

**Grades 11-12**

**2 trimesters, 2 credits**

**Prerequisite: Intro 2 D Art, Adv 2D Art (minimum of 3 art classes, preferably more), along with many history classes. Must be a college bound student wanting to major in Art and Design or have a sincere interest in it.**

AP Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history. In the course, students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They learn to look and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. A meaningful way to experience works of art is learning to frame an understanding that relates how and why works of art communicate visual meaning.

The main objectives of AP curriculum in Art History are to develop in students:

- the ability to apply fundamental art and art historical terminology.
- an appreciation for the process of making and displaying art.
- an understanding of purpose and function of art.
- the ability to analyze works of art in context of historical evidence and interpretation, examining such issues as politics, religion, patronage, gender, and ethnicity.
- an understanding of cross-cultural and global nature of art.
- the ability to perform higher order thinking skills and articulate visual and art historical concepts in verbal and written forms.

AP Art History should be a chosen elective for those students, 11 and 12th grade, wishing to pursue a visual arts career and or visual arts studies at the collegiate level.

#### **Visual Communication I 4086**

**Instructor: Mrs. Cesare**

**Grades 11-12**

**1 trimester, 1 Credit**

**Prerequisite: Completion of Intro to 2D Art, and teacher recommendation**

**"Must maintain a B average in previous art classes and have permission of Instructor."**

Students will explore the various areas of graphic design such as typography, illustration, logo design, packaging design, environmental design, and advertising. Students will gain a working knowledge of Adobe Illustrator. This course also includes: (1) Art Production, (2) Art History, (3) Art Criticism, and (4) Aesthetics.

#### **Visual Communication II 4086**

**Instructor: Mrs. Cesare**

**Grades 11-12**

**1 trimester, 1 credit**

**Prerequisite: Successful completion of Visual Communication I & teacher recommendation**

**"Must maintain a B average in previous art classes and have permission of Instructor."**

Visual Communications II is a more in-depth study of Visual Communication and Design within the Adobe Illustrator program. Projects included: illustration of a children's story/book, poster, design of book or magazine cover, re-design existing package design, design Frankfurt themed T-shirt, and personal mark/ logo.

#### **Digital Design (Computer Graphics/Arts) 4082**

**Instructor: Mrs. Cesare**

**Grades 10-12**

**1 trimester, 1 credit**

**Prerequisite: Intro to 2 Dimensional Art, "Must maintain a B average in previous art classes and have permission of Instructor."**

Students will focus on the use of a computer as a new artistic medium. Students will gain a working knowledge of the following programs: Paint, Adobe Illustrator, and Adobe Photoshop. This course also includes the study of Western Art History through Postmodernism and art of the 21<sup>st</sup> century. . Students will apply their knowledge of this history of art in addition to the elements and principles of art to create computer generated art. Composition,

aesthetics, art criticism, and creative expression are discussed within each project.

### **Digital Photography I 4062**

**Instructor:** Mrs. Cesare

**Grades 10-12**

**1 trimester, 1 credit**

Digital Photography introduces students to the “digital darkroom environment,” the computer lab. This course focuses on: the history of photography, photography careers, observing how the elements and principles of design are a part of photography, the workings of digital vs. film cameras, use of scanner and Adobe Photoshop, file management, photography vocabulary, image editing (workflow process), composition, aesthetics, and analyzing and responding to their own work and the work of others.

### **Digital Photography II 4062**

**Instructor:** Mrs. Cesare

**Grade 10-12**

**1 trimester, 1 credit**

**Prerequisite:** Intro to 2 Dimensional Art and Digital Photo I

**"Must maintain a B average in previous art classes OR have permission of Instructor."**

Digital Photography II assignments are a continuation of the basic photography principals covered in Beginning Digital Photography. Students will work to sharpen their skills in the following areas: computerized photo enhancement, photo composition, aesthetic awareness and judgment, express ideas imaginatively (creative expression), awareness of photographic careers/study of famous photographers, understanding of how graphic media reflects, records, and shapes history and plays a role in every culture, and analyze and respond to their own work and the works of others.

### **Digital Photography III 4062**

**Instructor:** Mrs. Cesare

**Grade 10-12**

**1 trimester, 1 credit**

**Prerequisite:** Introduction to 2D Art and Digital Photo I and II

**"Must maintain a B average in previous art classes OR have permission of Instructor."**

Digital Photography III assignments are a continuation of the basic photography principals covered in prior Digital Photography classes. Students will continue to work to master their skills in Adobe Photoshop and create visually pleasing and effective images. Students will research current photographers and their work. Students will create and maintain a digital portfolio of their strongest photographs as well as respond to, analyze and make critical assessments about their work.

### **Creating A Digital Portfolio (College Bound Students)**

**Instructor:** Mrs. Cesare 4082

**Grade 12**

**1 trimester, 1 credit**

**Prerequisite:** Intro and Advanced Art and Digital Design Classes (only juniors and seniors)

**"Must maintain a B average in previous art classes OR have permission of Instructor."**

Students will work on creating a digital portfolio by photographing, scanning and importing strongest pieces of a wide variety of their artwork into a aesthetically pleasing powerpoint presentation. The goal is for students to have strong portfolio that communicates and persuasively sells their talents to prospective colleges for admission.

## ***Music Department***

### ***Band Classes***

#### **(Frankfort Hotdog Band)**

**Beginning/Intermediate/Advanced Concert Band**

**4160 / 4168 / 4170**

**Grades 9-12**

**3 trimesters, 3 credits**

**Prerequisite:** Middle School Band and/or Teacher Approval

This Ensemble will focus on over-all improvement of musicianship and performances through traditional and advanced band literature, as well as solo and ensemble performances. Performance at Fall, Christmas, and Spring Concerts required. Students will also be required to perform at ISSMA Organizational Festival. Students will be expected to perform at home basketball with the Pep Band, as well as home football games. Performances include Solo & Ensemble, Advanced Repertoire for Fall, Christmas, and Spring Concerts, and Christmas Parade. An additional uniform fee for purchase or rental may be required in this course.

#### **(Percussion)**

**Instrumental Ensemble 4162**

**Grades 9-12 students with percussion experience**

**2 trimester, 2 credits (1<sup>st</sup> and 2<sup>nd</sup> trimester)**

**Prerequisite:** Must be on Percussion list

Percussion Ensemble will focus on marching band drumline first trimester and big broadcast/solo and ensemble performances second trimester. The group will consist of several small ensembles as well as a large ensemble with all members also learning solos on snare drum and a keyboard instrument. Students in this class may only enter this class by audition and acceptance. Required performances will include Fall Concert, home football and basketball games, Big Broadcast, Christmas Concert, Christmas Parade, and Solo & Ensemble Festival.

#### **(Jazz Band)**

**Jazz Ensemble 4164**

**Grades 9-12 Students**

**1 trimesters, 1 credit (2<sup>nd</sup> trimester)**

**Prerequisite:** None

Jazz band will focus on several different genres of music, including Jazz, Big Band, Stage Band, Pop music, etc. The band will act as the backup band for the show choir second trimester. All students will learn basic techniques in improvisation. Jazz band is open to anyone who wants to broaden his or her instrumental experience as a well-rounded musician. Students will be expected to perform at the Christmas (2<sup>nd</sup> trimester), Show Choir Competitions, and/or Spring (3<sup>rd</sup> trimester) Concerts.

#### **(Mariachi Band)**

**Instrumental Ensemble 4162**

**Grades 9-12**

**1 trimester, 1 credit (3<sup>rd</sup> trimester)**

**Prerequisite:** None

Students in this course study music through the fundamentals of playing an instrument and singing. Students evaluate, practice, and perform Mariachi, a traditional music of Mexico. Emphasis is placed on development of note reading skills, aural skills, rhythmic patterns, and intonation and tonalities inherent to the music. Students develop individual instrumental and vocal proficiency in order to contribute to the ensemble.

**(Color Guard)**

**Dance Performance 4146**

**Grades 9-12**

**1 trimester, 1 credit (1<sup>st</sup> trimester)**

**Prerequisite: None**

Color Guard class is designed to focus on visual aspects of music with the use of body, flags, rifles, and sabers. The curriculum will be based on learning basic flag techniques as well as rifle and saber technique. Color guard will also incorporate dance as a part of visual effect. All students in this class are expected to attend and perform during all home football games as well as various marching events such as parades. Students in this class may be required to audition in the spring, prior to the trimester of the class. Performances may include Purdue Band Day, Butler Band Day, various Parades, football pep band, and/or cheer block. The colorguard will also perform at Big Broadcast. An additional uniform fee for purchase or rental may be required in this course.

***Orchestra Classes***

**(Frankfort String Orchestra)**

**Intermediate / Advanced Orchestra 4172 / 4174**

**Grades 9-12**

**3 trimesters, 3 credits**

**Prerequisite: Middle School Orch and/or Teacher Approval**

The CSE (Concert String Ensemble) is a training group for the SSE (Symphony String Ensemble), open to string students in grades 9-12, with permission of the director. Emphasis will be placed upon refining string technique, tone quality, and musicianship. Members are expected to display increasing musical proficiency and maturity. Performances include the Fall Concert in the 1<sup>st</sup> trimester and Organizational Contest and Spring Concert in the 3<sup>rd</sup> trimester, and several optional performing opportunities. All rehearsals and performances are required as partial fulfillment of the course requirements. . An additional uniform fee for purchase or rental may be required in this course.

***Choral Classes***

**(Fortissimo)**

**Advanced Chorus 4188**

**Grades 9-12**

**3 trimesters, 3 credits**

**Prerequisite: AUDITION ONLY**

This is an audition-only mixed-voiced show choir that travels and represents FHS in competitions and performances throughout the year. Classroom time is focused on musicianship skills, music literacy, and vocal technique. Specific activities include, Solo & Ensemble, IMEA Festival and Clinic, and various Show Choir Competitions. A small additional participation fee is required for this course. 3 trimesters required.

**(Chorale)**

**Beginning/Intermediate Chorus 4182 / 4186**

**Grades 9-12**

**3 trimesters, 3 credits**

**Prerequisite: None**

This is a mixed-voice concert choir that will perform at the end of each trimester and also to a destination such as Nashville, NYC, etc. every other year. Class time is spent working on basic vocal technique, musicianship skills, and music literacy. Specific activities include Solo & Ensemble and IMEA Festival and Clinic. A small additional participation fee is required for this course. 3 trimesters are encouraged, but not required.

**(Class Voice)**

**Applied Music 4200**

**Grades 9-12**

**1 trimester, 1 credit**

**Prerequisite: None**

This course offers the opportunity to receive small group or private instruction designed to develop performance skills and vocal technique. A variety of music methods and repertoire are utilized in listening, analyzing, interpreting, and performing. Students will be performing individually and continually throughout the course, including at solo and ensemble contest.

***General Music Classes***

**Music Theory & Composition I 4208**

**Grades 9-12**

**1 trimester, 1 credit**

**Prerequisite: None**

This is a course for the serious music student. This class will do a more in-depth study of music notation, scales, tonality, keys, modes, intervals, and transposition. Class offering will be determined by minimum enrollment.

**Music Theory, Advanced Placement 4210**

**Grades 9-12**

**2 trimesters, 2 credits**

**Prerequisites: Music Theory I OR Teacher Recommendation**

This is an advanced course in music theory and analysis to prepare for the AP exam in the spring. This class will involve a more in-depth study of music notation, scales, tonality, key and modes, intervals, transposition, sight-singing and aural skills.

**Beginning Piano I 4204**

**Grades 9-12**

**1 trimester, 1 credit**

**Prerequisite: Teacher Interview**

This course is for students interested in studying piano skills at a beginning level. The class will be taught in a small group setting to allow for individual skill advancement. Basic music knowledge is recommended and will be added to throughout the term. Weekly playing tests and a final composition project using Garageband and Sibelius will make up a majority of the class.

**Intermediate Piano II 4204**

**Grades 9-12**

**1 trimester, 1 credit**

**Prerequisite: Beginning Piano AND Teacher Recommendation**

This course is for somewhat advanced piano students and will focus on advanced piano playing, such as sight-reading, playing chord charts, and playing by ear. Melodic dictation, composition, and accompanying will also be stressed throughout the class.

**Applied Music: Beginning Guitar 4200**

**Grades 10-12**

**1 trimester, 1 credit**

**Prerequisite: Teacher Interview**

This class is designed to provide instruction to develop and refine performance skills on the guitar. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music.



**Music History and Appreciation: History of Rock 4206****Grades 9-12 students****1 Trimester Class, 1 credit per trimester, 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> trim****Prerequisite: For non music students**

History of Rock is going to take a look at the origin and progression of music that has resulted in today's music in America. Beginning with the Big Band Era, we will study the developments in culture and technology that fed the music industry. Then, through the 50s and 60s we will get to know the greats such as the Beatles and the Beach Boys. The 70s brought us Led Zeppelin and Pink Floyd. Then we will progress on through the 80s, 90s, and the music of today. This class will lead to an in-depth understanding of music today and what has influenced it.

**Music History and Appreciation: World Music 4206****Grades 9-12 students****1 Trimester Class, 1 credit per trimester, 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> trim****Prerequisite: For non music students**

World Music is about music of many popular cultures around the world. A huge part of this class will be spent on Music of the Americas. We will study music from North to South America, then around the world to Africa, Europe, and Asia. We will study the Ethnic Music and Folk Music of each region, gaining a perspective of the vast differences, similarities, and influences that each culture has with the others.

***Theatre Arts*****Theatre Arts 4242****Grades 9-12****1 trimester, 1 credit****Prerequisite: Successful completion of CORE courses**

Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts read and analyze scripts, create theatre pieces, learn about scenic design and construction, and develop acting skills. These activities incorporate elements of theatre history, production, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

**Advanced Acting 4250****Grades 10-12 students****1 trimester/1 credit****Prerequisites: Theatre Arts**

Advanced Acting is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Acting research, create, and perform characters through script analysis, observation, collaboration and rehearsal. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies. Additionally, students explore career opportunities in the theatre by attending plays, meeting actors and discussing their work, and becoming theatre patrons in their community.

**Technical Theatre 4244****Grades 9-12 after CORE classes****1 trimester, 1 credit****Prerequisite: Successful completion of CORE classes**

Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in Technical Theatre actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

**Advanced Technical Theatre 4252****Grades 10-12****1 trimester, 1 credit, up to 3 trimesters****Teacher Approval Only**

Advanced Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in Advanced Technical Theatre actively lead and supervise in the process of designing, building, managing, programming, drafting, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate technical theatre careers then develop a plan for potential employment or further education through audition, interview or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

## *Foreign Language Department*

Foreign language requirements for colleges and universities differ from one to another. Many colleges will require 2 years of a foreign language. However, students should be able to test out of some and possibly all of the college requirements by taking a minimum of three years with four years being preferable. To enroll in foreign language as a freshman, a student must have a "C" average in 8<sup>th</sup> grade English. A minimum of 3 years in one language or two years in 2 languages is required for Core 40 diploma with academic honors.

### **French I 2020**

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

##### **2 trimesters, 2 credits**

Upon successful completion of French I students will be able to:

- respond to and give oral directions and commands and to make routine requests in the classroom and in public places;
- understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events;
- ask and answer simple questions and participate in brief guided conversations related to their needs and interests;
- read isolated words and phrases in a situational context, such as menus, signs, and schedules;
- comprehend brief written directions and information;
- read short narrative texts on simple topics; and
- write familiar words and phrases in appropriate contexts and respond in writing to various stimuli.

Students will also learn:

- about nonverbal communication, such as gestures and body language;
- about awareness of current events in the cultures;
- the major holidays and geographical features of the French-speaking countries;
- greeting and leave taking behaviors in a variety of social situations;
- the appropriate way to respond to introductions and use courtesy behaviors; and
- appropriate etiquette in a variety of social settings.

### **French II 2022**

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

##### **2 trimesters, 2 credits**

**Prerequisites: French I (with at least a C average) and/or teacher recommendation.**

Upon successful completion of French II students will be able to:

- ask questions regarding routine activities;
- participate in conversations on a variety of topics;
- relate a simple narrative about a personal experience or event;
- interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life;
- understand main ideas and facts from simple texts over familiar topics;
- read aloud with appropriate intonation and pronunciation; and write briefly in response to given situations, for example postcards, personal notes, phone messages, and directions, as well as write letters using culturally appropriate format and style.

Additionally, students will become:

- familiar with major geographical features, historical events, and political structures of French-speaking countries;
- familiar with different aspects of the culture, including the visual arts, architecture, literature and music, using French where appropriate;
- able to extend and respond to hospitality as a host or a guest; and
- aware of time expectations, such as arriving for appointments and social engagements.

### **French III 2024**

#### **Grades 10-12**

##### **2 trimesters, 2 credits**

**Prerequisites: Completion of French I and II (with at least a C average) and/or teacher recommendation.**

Students successfully completing French III will be able to:

- respond to factual and interpretive questions and interact in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases;
- read for comprehension from a variety of authentic materials, such as advertisements in newspapers and magazines and cartoons and personal correspondence;
- read short literary selections of poetry, plays, and short stories;
- complete authentic forms and documents and take notes that require familiar vocabulary and structures;
- write paraphrases, summaries, and brief compositions;
- describe different aspects of the culture, using the French where appropriate, including: (1) major historical events, (2) political structures, (3) value systems, (4) visual arts, (5) architecture, (6) literature, and (7) music; and
- seek help in a crisis situation and participate appropriately at special family occasions, such as birthdays, weddings, funerals, and anniversaries.

### **French IV 2026**

#### **Grades 11, 12**

##### **2 trimesters, 2 credits**

**Prerequisites: Successful completion of French I, II, and III (with at least a C average) and/or teacher recommendation.**

- See the description of Spanish IV for a list of what French IV students will accomplish.

### **Spanish I 2120**

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

##### **2 trimesters, 2 credits**

- Spanish I students will have the same objectives as French I students, but in the Spanish language.

### **Spanish II 2122**

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

##### **2 trimesters, 2 credits**

**Prerequisites: Spanish I (with at least a C average) and/or teacher recommendation.**

- Spanish II students will have the same objectives as French II students, but in the Spanish language.

### **Spanish III 2124**

#### **Grades 10-12**

##### **2 trimesters, 2 credits**

**Prerequisites: Completion of Spanish I and II (with at least a C average) and/or teacher recommendation.**

- Spanish III students will have the same objectives as French III students, but in the Spanish language.

### **Spanish IV 2126**

#### **Grades 11, 12**

##### **2 trimesters, 2 credits**

**Prerequisites: Successful completion of Spanish I, II, and III (with at least a C average) and/or teacher recommendation.**

Spanish IV will enable students to:

- respond to factual and interpretive questions, interact in complex social situations, and express opinions and make judgments;
- give presentations on cultural topics including: (1) traditions, (2) historical and contemporary events, and (3) major historical and artistic figures;
- paraphrase or restate what someone else has said;

- read for comprehension from a variety of longer authentic materials, such as newspapers and magazine articles, novels, and essays, as well as make judgments about what is read;
- write well-organized compositions on a given topic; and
- begin using the language creatively in writing simple poetry and prose.

Students will also be:

- aware of the relationship between various art forms in at least one major historical period;
- aware of the major literary, musical, and artistic periods and genres of at least one of the cultures in which Spanish is spoken;
- able to adjust speech appropriate to the situation and audience; and
- able to participate appropriately in a variety of specific circumstances which could include public meetings, attending concerts, and using public transportation.

**Note: If a student has spoken Spanish as a primary language at home and desires to study Spanish, we recommend that she/he begin with all available sections of Spanish for Heritage Speakers and then take upper level Spanish classes based on teacher recommendation. Spanish I is not an appropriate class for someone who already speaks Spanish well.**

### **Spanish V 2128**

#### **Grade 12**

#### **1 trimesters, 1 credits**

**Prerequisites: Spanish I, II, III, and IV (with at least a C average) and teacher recommendation.**

Spanish V will allow students to receive a third trimester of Spanish instruction, effectively providing them with an entire year of instruction their Senior year. The class will focus on conversation, reading, and film. Grammar review in anticipation of Seniors taking language placement tests for college entrance will occur by means of the literature and film we study. **If you want to have a full year of Spanish your Senior year, sign up for Spanish IV and Spanish V as well.**

### **Spanish for Heritage Speakers 2190**

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

#### **2 trimesters, 2 credits**

This two trimester course is designed to allow Spanish speaking students to forego Spanish I and to allow them to explore more advanced material in Spanish. This is the best place to start for students who have grown up speaking Spanish. Students in Spanish for Heritage Speakers will

- understand and analyze heritage culture as a part of their own cultural identities
- read and listen to nonfiction and informational communications for comprehension, analysis and synthesis
- read and listen to literary communications for comprehension, analysis and synthesis
- use effective and appropriate strategies in preparation of written and oral communications
- apply effective writing strategies to written communications
- apply effective speaking strategies to oral communications
- appropriately apply elements of language, structure, and mechanics to complete a variety of language tasks
- identify word relationships, origins, and functions unique to the heritage language
- use technology to expand knowledge of the heritage language and culture as well as to enrich works produced in the heritage language.

## Mathematics Department

Algebra I is a graduation requirement for all students. Students who take Algebra I in the eighth grade will receive high school credit and grades earned become a part of the official High School transcript.

### Algebra I FY A, AB, B 2520 Grades 9-12

#### 3 Trimesters, 2 credits

This course is a continuation of the eighth grade sequence in mathematics. All of the Algebra I standards are divided among three trimesters which offers students extra time to understand the Algebraic concepts. Topics covered include real numbers, equations, inequalities, graphing, functions, systems of equations, exponents, polynomials, radicals quadratics and data analysis.

### Algebra I X, Y 2520 Grades 9

#### 2 trimesters, 2 credits

This course is a continuation of the eighth grade sequence in mathematics with emphasis placed on algebraic skills. This two trimester course goes at a quicker pace than the 3 trimester course. Topics covered include real numbers, equations, inequalities, graphing, functions, systems of equations, exponents, polynomials, radicals quadratics and data analysis.

### Algebra I Lab (formerly Algebra Enrichment)

#### Grade 9

#### 1-3 Trimesters, 1-3 credits; Teacher Recommendation

#### Counts as math credit for General Diploma, Elective for Core 40

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

### Geometry 2532

#### Grades 10-12

#### 2 trimesters, 2 credits

#### Prerequisite: Algebra I

#### Students with 8<sup>th</sup> grade Algebra must have a "B" average

This course is a study of both two and three-dimensional geometry. Concepts include parallel and perpendicular lines and planes, congruence and similarity, triangles and trigonometry, transformations, polygons, circles, 3-dimensional solids and constructions.

### Geometry, Honors 2532

#### Grade 9; Grade 10 with Teacher Recommendation ONLY

#### 2 trimesters, 2 credits

#### Prerequisite: Algebra 1

#### Students with 8<sup>th</sup> grade Algebra must have a "B" average. Students with 9<sup>th</sup> grade Algebra must have a teacher recommendation.

Honors geometry is a largely proof-based course. Topics include reasoning, direct and indirect proof, parallel lines and planes, congruence, similarity, measurement, polygons, right triangle trigonometry, circles, coordinate geometry, surface area and volume. Honors geometry is more in-depth survey of both two and three-dimensional geometry and is more rigorous than a standard geometry course. Student enrolled in Honors Geometry should realize that there is a considerable amount of work required outside of class.

### Algebra II 2522

#### Grades 10-12 - Required for CORE 40

#### 2 trimesters, 2 credits

#### Prerequisite: Geometry

Algebra II will build upon skills learned in Algebra I and Geometry. Students will focus on systems of equations, quadratic equations, conic sections, logarithms, exponential functions, cubics, and transformations of graphs.

### Algebra II, Honors 2522

#### Grades 10-11

#### 2 trimesters, 2 credits

#### Prerequisite: Geometry

#### Students must have earned a minimum of a "B" in Geometry

This course prepares students for success in or Dual-Credit Pre-Calculus. Topics include a review of advanced algebra concepts, functions and graphing, exponential and logarithmic functions, non-linear equations and inequalities, conic sections, matrices and determinants, induction, and sequences and series.

### Trigonometry 2566

#### Grades 11-12

#### 1 trimester, 1 credit

#### Prerequisite: Algebra II

Trigonometry is a one trimester class that focuses on right triangle properties, functions, identities, and trigonometric equations. Topics that will be included are: Trigonometric ratios and functions, angles and right triangles, trigonometric identities, functions of two angles, half angles, inverse functions, solving oblique triangles, polar coordinates, and vectors.

### Probability and Statistics 2546

#### Grades 11-12

#### 1 trimester, 1 credit

#### Prerequisite: Grade of C+ in Algebra II A & B

Statistics and Probability is a one-trimester course that develops appreciation for, and skill in, applying statistical techniques in the decision-making process. Topics that should be included are: methods of data collection, organization of data, and graphical techniques for exhibiting data together with measures of central tendency and variation. Basic laws of probability, sampling theory, hypothesis testing, and making inferences from samples should be included. Practical examples based on real experimental data are used throughout.

### \*Dual Credit MATH136/Pre-Calculus A 2564

#### Grades 11-12

#### 1 trimester, 1 credit (3 College Credits)

#### Prerequisite: Grade of B- Algebra II

A pre-calculus course designed to prepare the student for college level mathematics. It includes analytic geometry, vectors, exponential, and logarithmic functions, algebra of limits, derivatives, matrix operations, and trigonometry. The student can earn 3 credits through Ivy Tech Community College.

### \*Dual Credit MATH137/Pre-Calculus B 2568

#### Grades 11-12

#### 1 trimester, 1 credit (3 College Credits)

#### Prerequisite: Grade of B- Algebra II

A pre-calculus course designed to prepare the student for college level mathematics. It includes analytic geometry, vectors, exponential, and logarithmic functions, algebra of limits, derivatives, matrix operations, and trigonometry. The student can earn 3 credits through Ivy Tech Community College.

**AP Calculus (AB) 2562/\*Dual Credit MATH211**

**Grade 12**

**2 trimesters, 2 credits (4 College Credits)**

**Prerequisite: Pre-calculus with a B+ average or better or recommendation of the teacher**

Calculus AB introduces the concepts and applications of differential and integral calculus, including limits at a level comparable to that of a first semester university course. Course topics include limits and continuity, techniques of differentiation, applications of the derivative including related rates and optimization, techniques of integration, applications of integration including areas and volumes, linear motion, and separable differential equations. Use of graphing calculator technology to assist in problem solving is also strongly emphasized. This course will prepare students to take the AP Calculus AB examination.

**AP Calculus (BC) 2572**

**Grade 12**

**1 trimester, 1 credit**

**Prerequisite: Advanced Placement Calculus (AB)**

Calculus BC extends the Calculus AB curriculum to include more topics generally taught in the second trimester of a university calculus sequence. These topics include improper integrals; the application of calculus to polar, parametric, and vectors equations; Taylor series; slope fields and Euler's methods of solving differential equations; and additional techniques of integration. This course, in conjunction with the Calculus AB sequence, will prepare students to take the AP Calculus BC examination. Students who take the BC examination will also receive an AB subscore indicating their competence on the topics which are in the AB curriculum but not in the BC.

**AP Statistics 2570**

**Grade 12**

**2 trimesters, 2 credits**

**Prerequisite: Pre-calculus with a B+ average or better or recommendation of the teacher**

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

**Mathematics Lab/Algebra ECA Lab 2560**

**Grade 10-12**

**1 trimester/1 credit**

Basic Skills Development will be directed toward those students who have passed Algebra I (with 2 credits) and have not passed the Algebra I ECA. The focus of the class will be to prepare the student to re-take the Algebra I ECA.

## ***Physical Education/Health***

All students must complete PE 9 I and II and Health (1 trimester). **PE classes are limited to one per trimester.** Please do not take more than one PE elective per trimester. Students may earn up to 8 PE credits toward a diploma.

### **Physical Education I (Boys and Girls) 3502**

#### **Grade 9 required**

#### **1 trimester, 1 credit**

Physical Education I emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following movement forms: (1) health-related fitness activities (cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) outdoor pursuits, (6) aquatics, (7) dance, and (8) recreational games. Ongoing assessment will include both written and performances-based evaluations. **A uniform is required.**

### **Physical Education II (Boys and Girls) 3544**

#### **Grade 9 required**

#### **1 trimester, 1 credit**

Physical Education II continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. It includes at least three different movement forms without repeating those skills covered in Physical Education I. Movement forms may include: (1) health-related fitness activities (cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) aquatics, (9) dance, and (10) recreational games. Ongoing assessment includes both written and performance-based evaluations. This course will also include a discussion of related careers. **A uniform is required.**

### **Health Education I (Coed) 3506**

#### **Grade 10**

#### **Required for graduation**

#### **1 trimester, 1 credit**

Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life including the structure of all body systems. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies are used to further develop health literacy.

### **Advanced Health and Wellness (Coed) 3500**

#### **Grades 10-12**

#### **Prerequisite: Must have a C- or better in Health I**

#### **1 trimester, 1 credit**

Advanced Health Education is an elective course that offers secondary students an in-depth study of the ten areas as described in the Indiana Health Standards 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, (8) first aid, and (9) substance abuse. Careers in health are addressed within the context of the course.

### **Elective Physical Education: Lifeguard Training 3560**

#### **Grades 10-12, (Coed)**

#### **1 trimester, 1 credit for certification**

#### **1 trimester, 1 credit for lifeguarding PE classes**

#### **Age 15 required by law**

#### **Prerequisites: PE I & II, Must complete Fitness Swim**

(For those students wishing to receive Red Cross lifeguard certification, or any student interested in becoming a PE teaching assistant.) Course will include training in and possible certification as a lifeguard and CPR for the professional rescuer. Students will be required to serve as a lifeguard for PE classes at least 1 trimester after they receive their certification.

### **Elective Physical Education: Beginning Swimming 3560**

#### **Grades 9-12, (Coed)**

#### **1 trimester, 1 credit**

This course is designed to help students learn how to swim. It will give students the confidence to swim in shallow and deep waters. This class will also help to teach the importance of being fit.

### **Elective Physical Education: Fitness Swim 3560**

#### **Grades 10-12, (Coed)**

#### **1 trimester, 1 credit**

#### **Prerequisites: PE I and II**

This class will focus on activities that can be done for a student's entire life in order to maintain a healthy lifestyle through fitness training in the pool. Activities will focus on muscular and cardiovascular endurance training as well as having a focus on flexibility and some muscular strength. As a result, the student should maintain a healthy body composition.

### **Elective Physical Education: Advanced Physical Conditioning 3560**

#### **Grades 10-12 (Coed)**

#### **1 or 2 trimesters, 1 credit per trimester**

#### **Prerequisites: PE I & II, Teacher Recommendation**

The immediate purpose of this class is to develop the various qualities that play a part in physical fitness. The program followed in this class is designed to develop strength, explosive power, flexibility, agility, coordination, quickness, speed, muscular endurance, and cardiovascular endurance. Development of the above is necessary to achieve maximum performance in physical activities and athletic events. By improving and developing these qualities we feel we make it possible for a person to begin to realize his potential as far as physical development and actual performance in athletic events. The program is designed to be a self-improvement program. Participant is shown how to develop the various qualities of physical fitness and how to measure his improvement. **A uniform is required which can be purchased at the bookstore.**

### **Elective Physical Education: Cross training 3560**

#### **Grades 11-12 (Co-ed)**

#### **1 trimester, 1 credit per trimester**

#### **Can be taken once a year**

Prerequisites: Successful completion of APC and teacher approval  
Cross training is an advanced level fitness class. The focus of this class is on constantly varied, high intensity movements. A combination of weightlifting, gymnastics (body weight), and monostructural (cardio) movements will establish fitness across broad time and modal domains.

### **Physical Education/Teaching Assistants 0520**

#### **Grades 11, 12, (Coed)**

#### **1 trimester, .5 credit**

#### **Prerequisites: PE I & II, Health, Teacher Recommendation, Lifeguard Training Preferred**

Open to juniors or seniors who excel in physical education and demonstrate leadership qualities. Students submit applications to

instructors. Selected students will assist with physical education classes.

**Elective Physical Education: Lifetime Fitness 3560**

**Grades 10-12, (Coed)**

**1 or 2 trimesters, 1 credit per trimester**

**Prerequisites: PE I & II**

This class will focus on activities that can be done for a student's entire life in order to maintain a healthy lifestyle through fitness training. Activities will focus on muscular and cardiovascular endurance training as well as having a focus on flexibility and some muscular strength. As a result, the student should maintain a healthy body composition. The activities that students will perform include (but are not limited to): running, power walking, swimming, high repetition/light weight training, yoga, Pilates, and other activities that promote fitness.

**Elective Physical Education: Lifetime Sports 3560**

**Grades 10-12, (Coed)**

**1 trimester, 1 credit**

**Prerequisites: PE I & II**

**THIS COURSE CAN ONLY BE TAKEN ONCE.**

Lifetime Sports will emphasize the importance of lifetime physical activity. This class will focus on sports and activities that students can enjoy after high school and throughout life to ensure a healthy lifestyle. Examples include: tennis, badminton, basketball, volleyball, swimming, skating, bowling, etc. An additional fee may be required for bowling and skating. **A uniform is required.**

## Science Department

### **Biology I FY 3024** **Grade 10, required** **3 trimesters, 2 credits**

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

### **Biology 1, Honors 3024** **Grade 9** **2 trimesters, 2 credits**

**Eligibility determined by: Passing Algebra 1 in middle school and successful completion of ICP-A with ICP teacher approval**

Major biological concepts such as cell physiology, genetic continuity, evolution, ecology, and the unity of life are stressed. Much class time is devoted to laboratory work including use of microscopes and dissection. Biology 1 is designed to meet the requirement of one year of life science. This class will cover all aspects of regular Biology 1. Curriculum may be compacted to provide more time for in depth study of current topics or presentation of additional topics not usually found in the regular classroom. Students will typically complete at least one independent research paper and project during the year.

### **AP Biology 3020** **Grades 11-12** **Course offered on even years** **2 trimesters, 2 credits**

**Prerequisite/s: Successful completion of Biology I and either Chemistry I or Physics I**

Biology II, Advanced Placement, is comparable to a college or university general biology course. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. The student will prepare for and take the Advanced Placement Biology Exam. Successful performance on this exam may earn college credit, depending on the policy of the college or university.

### **Chemistry I 3064** **Grades 10-12** **2 trimesters, 2 credits**

**Prerequisite: C average in Algebra I and Biology I**

Chemistry I is a challenging science course that deals with the nature and properties of matter. Topics include physical and chemical changes of matter, atomic theories, Kinetic Theory of Matter, gas laws, the characteristics of acids, bases, salts, and molecular compounds, and the way energy moves through matter. Supportive laboratory work is designed to relate theories to common sense and authentic experiences. Students have opportunities to (1) gain an understanding of the history of chemical discoveries, (2) explore the ways that chemistry impacts various careers, (3) consider chemical

questions and problems related to personal needs and social issues, and (4) learn to practice safe laboratory procedures.

### **Integrated Chemistry and Physics 3108** **Grade 9**

**2 trimesters, 2 credits**

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

### **AP Chemistry/Dual Credit CHEM105; 3060** **Grades 11-12**

**Course offered on odd years**  
**2 trimesters, 2 credits (5 College Credits)**

**Prerequisite: B average in Chemistry I and successful completion of Algebra II (or currently enrolled in Algebra II)**

Advanced Placement Chemistry is designed to be the equivalent of the general chemistry course taken during the first year of college. This class differs from Chemistry I in depth of understanding that students should obtain on the fundamentals of chemistry. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. Greater emphasis is placed on chemical calculations and the mathematical formulation of chemical principles. The large variety of laboratory work is a major part of the class. Students scoring 3 or higher on the AP Exam may use this class to obtain college credit in general chemistry. It can serve as a way to achieve college credit or get into college classes that require general chemistry as a prerequisite.

### **Chemistry II: Organic and Biochemistry 3066** **Course offered on even years** **Grades 11-12**

**1 trimester, 1 credit**

**Prerequisites: B average in Chem I and B average in Biology I, or teacher recommendation**

This class addresses the topics of organic chemistry and biochemistry from the point of view of medicinal drugs. New drugs are frequently discovered in plants from all over the world. These active drugs are usually organic chemicals that exhibit biochemical effects on patients that are treated with them, or the infectious agents that are involved.

We will use this starting point to investigate the nature of organic chemicals and the biological processes they affect.

### **Earth and Space Science, Oceanography 3044** **Grades 11-12**

**1 trimester, 1 credit**

**Prerequisite: Successful completion of Biology and ICP or Chemistry**

Oceanography is an integrated science course encompassing the physical and chemical components of the sea. Students will learn through extended labs and literature investigations such topics as water chemistry, ocean ridges and trenches, the creation of islands, tides, currents, waves, hurricanes, and Tsunamis. Ocean ecosystems and their affects on the land-based, human world will be explored.



**Earth and Space Science, Astronomy 3044****Grades 11-12****1 trimester, 1 credit****Prerequisite: Successful completion of Biology and ICP or Chemistry**

The focus will move beyond our own atmosphere into space and beyond. Students will learn about our universe and the tools used to study it. They will learn how the Earth's path around the sun changes our seasons, affects the tides, and even influences our weather.

Students will familiarize themselves with the planets within their own solar system, the life cycles of stars, and other universal curiosities. Stars, constellations, and galaxies will no longer be an untold mystery. Attending one night lab and a six week project are requirements of this course.

**Anatomy & Physiology 5276****Grades 11-12****1 trimester, 1 credit****Prerequisite: Successful completion of Biology and ICP or Chemistry****1 trimester, 1 credit**

This class is designed to give students an in-depth understanding of the structure and function of the many systems of the human body.

Laboratory work is used to reinforce these concepts. Many dissections will be completed.

**Biology II, Genetics 3026****Grades 11-12****1 trimester, 1 credit****Prerequisite: Successful completion of Biology and ICP or Chemistry**

This class is designed to cover such topics as chromosome structure and function, Mendelian genetics, genetic defects, and advances in the field of genetic study. Laboratory work is used to reinforce these concepts. A working knowledge of probability is very helpful.

**Biology II, Zoology 3026****Grades 11-12****1 trimester, 1 credit****Prerequisite: Successful completion of Biology and ICP or Chemistry**

Zoology provides extended laboratory, field, and literature investigations into the internal structures, functions, and processes of various species within the animal kingdom.

Students will study the environmental interactions of these organisms. Participants will be expected to study and handle live specimens, complete a series of dissections and possibly an insect collection. A conservation biology research project will be at the culmination of the course.

**Physics I 3084****Grades 11-12****2 trimesters, 2 credits****Prerequisites: Successful completion of Algebra II or a "B" Average in Geometry****Average in Geometry**

Physics I introduces students to the fundamental concepts of physics. Broad themes such as the conservation of energy and the fundamental forces of nature are included, as are more specific concepts and laboratory experiments from mechanics, heat and thermodynamics, sound, light, electricity and magnetism, and atomic and nuclear physics. The course will trace the development of our understanding of the physical world, looking not only backwards to the major historical advancements to date, but also forward to the scientific and technological problems we hope to solve in the future.

Substantial emphasis will be placed on applications of physics in understanding everyday phenomena, in forming public policy, and in a variety of careers.

**Science Research, Independent Study 3008****Grades 11-12****1 trimester, 1 credit****Prerequisites: 2 years of Core 40/Academic Honors science course work, admission only with special permission**

Science Projects and Techniques provides opportunities for the independent in-depth study of one or more specific scientific problems. Students develop a familiarity with the laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings. Students enrolled in the course produce a product, such as a science fair project, a publishable scientific paper, or some other suitable presentation of their findings.

**Science Internships, please see Work Based Learning Internships**

Students may select to intern with a health professional or conduct research with a university professor in a lab.

**Project Lead the Way****Principles of Biomedical Sciences 5218****Grades 9-12****2 trimesters, 2 credits****Prerequisite: Student must have a C in previous science course and completion of (or concurrently taking) Algebra I; Open to Freshman - Seniors**

Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. This course is designed for 9th or 10th grade students. Successful completion of all 4 courses in the PLTW Biomedical science sequence will earn 4 Biotechnology credits. A stanine score of 6 or higher on the national end of course assessment can earn IUPUI credit.

**Project Lead the Way****Human Body Systems 5216****Grades 10-12****2 trimesters, 2 credits****Prerequisites: Successful completion of Principles of Biomedical Sciences; juniors and seniors may enroll without taking Principles of Biomedical Sciences if they have earned a C or higher in other science courses; may be taken concurrently with Principles of Biomedical Sciences**

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries. This course is designed for 10th, 11th or 12th grade students. Successful completion of all 4 courses in the PLTW Biomedical science sequence will earn 4 Ivy Tech Biotechnology credits. A stanine score of 6 or higher on the national end of course assessment can earn IUPUI credit.

**Project Lead the Way  
Medical Interventions 5217  
Grades 11-12**

**2 Trimesters, 2 Credits**

**Prerequisite: Successful completion of Principles of Biomedical Sciences & Human Body Systems (may take concurrently with Human Body Systems as a sophomore – senior).**

Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. This course is designed for 11th or 12th grade students.

Successful completion of all 4 courses in the PLTW Biomedical science sequence will earn 4 Ivy Tech Biotechnology credits. A stanine score of 6 or higher on the national end of course assessment can earn IUPUI credit.

**Project Lead the Way  
Biomedical Innovation – (BI) 5219  
Grades 11-12**

**2 Trimesters, 2Credits**

**Prerequisite: Completion of Medical Interventions (may take concurrently)**

Students design innovative solutions for the health challenges of the 21st century. They work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project with a mentor or advisor from a university, hospital, research institution, or the biomedical industry. Throughout the course, students are expected to present their work to an audience of STEM professionals. This course is designed for 12th grade students. Successful completion of all 4 courses in the PLTW Biomedical science sequence will earn 4 Ivy Tech Biotechnology credits.

## ***Social Studies Department***

All students must complete at least six (6) credits in social studies including two trimesters of World History, 2 in U. S. History, and one trimester of U. S. Government. Students on the Academic Honors or CORE 40 track must complete Economics. If students are on the Academic Honors Diploma track they are expected to complete Honors World History and Honors U. S. History.

### **World History & Civilization (A&B) 1548**

#### **Grades 10-12**

#### **2 trimesters, 2 credits**

This two-trimester course emphasizes key events and developments in the past that influenced peoples and places in subsequent eras. In the first trimester, ancient world history, students will examine ancient civilizations that thrived between the time periods of 3000 BC to 1200AD. In the second trimester, modern world history, students will study the civilizations that thrived from 1200 AD to present day. In this class, students will not only discover where and why these civilizations formed, but also explore the history, culture, daily life and the impact these ancient civilizations have on the current cultures of the world.

### **World History & Civilization, Honors 1548**

#### **Grade 10**

#### **2 trimesters, 2 credits**

**Prerequisites: Teacher recommendation and at least a “B” average in English 9**

Honors World History is a two-trimester class designed to challenge college bound students in 10<sup>th</sup> grade social studies. Honors World History will start with human beginnings and cover a wide range of topics up to current events throughout the world. Topics to be covered include ancient Greece and Rome, medieval Europe, early Americas, the Renaissance, the industrial revolution, and the 20<sup>th</sup> century to name a few. Students in Honors World History will be expected to think critically in completing essays, engaging in debate, as well as actively participating in classroom discussion. Willingness to read textbook material as well as literature is a requirement. Students will also be evaluated on numerous “creative projects” throughout the year.

### **U.S. History 1542**

#### **Grade 11**

#### **2 trimesters, 2 credits**

This course is our regular offering for U.S. history. In the first trimester, students will examine our nation's development from Revolutionary War times through the Roaring '20s. The second trimester will cover the development of the United States from the Great Depression to the present. Lectures, role-playing, debates, questions and answers, maps, films, and computer programs will be used to examine our nation's emergence as a world power in the twentieth century. General discussions will be arranged to enable each student to make decisions on his/her own.

### **U.S. History, Honors 1542**

#### **Grade 11 with teacher recommendation**

#### **2 trimesters, 2 credits**

Honors U.S. History class is designed to meet the requirements for those juniors who are college bound. It is to be a more intensive, challenging approach to the study of our nation's past, present, future growth as a sovereign power in the world community. The first trimester will cover the history of the United States from the Revolutionary War through the Roaring '20s, while the second half of the course will focus on the history of our country from the Great Depression to the present. Role-playing, debates, computer programs, discussions, individual as well as group projects, and heavy emphasis placed on research and writing opinion and historical essays. This course is designed to develop a student's critical thinking skills.

### **U.S. Government 1540**

#### **Grade 12 required**

#### **1 trimester, 1 credit**

This course is an examination of our Federal System of government along with its systems of checks and balances and division of powers. Students will examine the Constitution, the Executive, Legislative, and Judicial branches of government to determine the powers, duties and effect upon our lives. Special emphasis will be geared towards the Election Process, Electoral College, Lobbyists, and Interest Groups and their impact upon the individual. Use of simulations, role-plays, films, debates, papers, mock campaign, and discussions will allow the student to better understand his/her role in the governing process.

### **Psychology 1532**

#### **Grades 11-12**

#### **1 trimester, 1 credit**

**Prerequisite: Must be on college prep curriculum. Students must have a GPA no lower than 3.0 or have written teacher permission to enroll in this course**

This elective course is open to academic-minded, college-bound juniors and seniors. This will be an in-depth study of one's own behavior with special emphasis on: child development (language, emotions, and intelligence), personality development (the four types - inherited or learned), memory (short term vs. long term), stress management (coping skills), abnormal behaviors (schizophrenia, bipolar disorder, paranoia, psychotics, mania, phobias, hyper-activity, mental retardation, autism, obsessive-compulsive disorders, causes and therapies). Also, famous psychologists like Pavlov, Watson, Skinner, Freud, Bandura, and Rogers will be studied. Extensive use of films, experiments (group and individual), readings, case studies, and discussion will help explain the complexities of human behavior. This course requires a large amount of in-class participation.

### **Sociology 1534**

#### **Grades 11-12**

#### **1 trimester, 1 credit**

**Prerequisite: Must be on college prep curriculum. Students must have a GPA no lower than 2.0 or have written teacher permission to enroll in this course**

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

### **Economics 1514**

#### **Grade 12**

#### **1 trimester, 1 credit**

The economics class is a college bound academic oriented class that focuses on the major elements of both microeconomics and macroeconomics concepts. Students will participate in a variety of academic activities that explore the evolution of economic systems, the operation of companies in a free market system, and examine the differences between theory and practice in economic systems. The course will utilize numerous simulations and projects that will reinforce knowledge, interpret data, and develop analytic skills.

## **Applied Economics 1504**

### **Grade 12**

#### **1 trimester, 1 credit**

This course is designed to meet the economics requirement for seniors with an emphasis on financial literacy. Students will participate in a variety of financial activities about saving and investing, credit, budgeting, etc. The second part of the course will focus on microeconomic and macroeconomic concepts, such as exploring the evolution of economic systems, the operation of companies in a free market system, and examine the differences between theory and practice in economic systems. The course will utilize numerous simulations and projects that will reinforce knowledge, interpret data, and develop analytical skills. This course meets all Indiana academic standards for economics.

## **\*AP Government & Politics/Dual Credit POL101 1560**

### **Grade 12**

#### **2 trimester, 2 credits (3 College Credits)**

**Prerequisites: Must be on college prep curriculum. Students must have a GPA of 3.0 or have written permission to enroll in this course.**

The AP Government & Politics is a two trimester course that provides an analytical perspective on government and politics in the United States. This AP course is a highly structured, very demanding college-level course. Students are required not only to thoroughly read the college-level text, also to augment this material through research and reading of supplemental articles and then critically apply the findings to the political nature of current governmental policies and analyze the ramifications of these policies. Students who successfully complete the course will receive three credits in Ivy Tech POL 101. Students are also encouraged to complete the AP Government and Politics Exam offered in May.

## **\*AP United States History/Dual Credit HIST101 1562**

### **Grade 11**

#### **2 trimesters, 2 credits (3 College Credits)**

**Prerequisites: Must be on college prep curriculum. Students must have a GPA of 3.0 or have written permission to enroll in this course.**

AP United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. This course prepares students for intermediate and advanced college courses. The first trimester will begin with the Age of Discovery and end with the Civil War/Reconstruction. The second trimester will cover the period from the Civil War to the 2000s. At the beginning of May the students will take the Advanced Placement exam in United States History.

## ***Telecommunications Department***

### **Radio & TV I (Intro to Telecommunications) 5986**

**Grades 9-11**

**1 trimester, 1 Credit**

**Prerequisite: None**

Intro to Telecommunications is an overview of the telecommunications industry, with an emphasis on hands-on experiences. The first six weeks of the course is devoted to lectures, demonstrations, and hands-on practice. Areas of instruction include the function and operation of sound equipment (microphones, audio playback units, sound boards) and video equipment (cameras, special effects generators, computer graphics, and video playback units). The instructor also places an emphasis on copy writing, with the student composing news, weather, and sports copy. Finally, leadership skills are introduced to the student in order to succeed in the roles of producer and director. In the second six weeks of the course, the student will take the concepts and skills learned and put them into practice when completing major video production.

**NOTE:** In order to succeed in this class, Intro to Telecommunications students are expected to “perform” in several of the course assignments, both “behind a microphone”, and “in front of a camera”. A “work ethic-class participation attitude grade” worth 25 points will be determined daily and/or weekly for each student. This grade will be an “all or nothing” point total based upon the instructor’s expectations given the students on the first day of the trimester.

### **Radio & Television I (Radio Production) 5986**

**Grades 9-12**

**1 trimester, 1 credit**

**Prerequisite: Introduction to Telecommunications**

**Teacher Recommendation Required**

This telecommunications class concentrates on radio production, with “live” music and information airing over Comcast Channel 2 each day. In other words, the students will simulate what a real-life disc jockey experiences. In this “radio-on-TV” approach, an emphasis will be placed on music appreciation and hosting skills. Some basic video technical skills will also be taught and utilized. Besides the performance aspect of the class, students will also look at current trends in radio and will incorporate such trends into their daily programming. Copy and commercial writing styles will be explored.

### **Radio & Television II (Advanced Telecommunications I) 5992**

**Grades 10-12**

**3 trimesters, 3 Credits**

**Prerequisite: Introduction to Telecommunications**

**Teacher Recommendation Required**

This Advanced Telecommunications class is responsible for “The Daily Announcements”, a five-minute, first-period production airing weekdays to the FHS student body. The first responsibility of the crew is to compose news, weather, sports, birthday, and lunch copy. Once the copy is completed, the producer calls for a rehearsal where the talent and technical skills learned in the Intro to Telecommunications class are put to practical use. An emphasis on the “group process” is applied in this class, in order for efficient use of class time and skills. Expectations are clearly defined for those students experiencing leadership as well as crew membership roles.

### **Radio & Television II (Intro to Telecommunications II) 5992**

**Grades 10-12**

**3 trimesters, 3 credits**

**Prerequisite: Introduction to Telecommunications**

**Teacher Recommendation Required**

The Advanced Telecommunications class is responsible for primarily “after-school television productions,” including Hot Dog sporting events, theatre productions, music department productions, the Indiana Junior Miss, and the Senior Honors Evening. A commitment to working outside of school hours is expected of students in this class. And as in Advanced Telecommunications I, an understanding

and emphasis on the “group process” are required and are the keys to the success of this production class.

### **\*Dual Credit Speech 101/Advanced Speech and Communication 1078**

**Grades 11-12**

**1 trimester, 1 credit (3 College Credits)**

**Prerequisite: Completed Speech with “B” or above or Teacher Recommendation**

This Advanced Public Speaking course, offered in conjunction with Ivy Tech of Lafayette, is for college-minded students interested in earning college credit. The course will introduce the student to the fundamental concepts and skills necessary for effective public speaking, including audience analysis, outlining, research, delivery, critical listening and evaluation, and use of presentation aids and appropriate technology. During the course of the trimester, the student will present five speeches, including two informative speeches, a speech of persuasion, a process/demonstration speech, and a small group presentation. By the conclusion of the trimester, the student will be trained and versed in effective public-speaking methods and will have acquired the confidence to speak in a variety of social situations. A dress code will be required of the speaker. If absent on the day of a speech, the speaker must have the speech ready the day he/she returns or else forfeit the grade.

### **Introduction to Telecommunications Peer Tutor 0520**

**Grades 11-12**

**1 trimester, 1 credit**

**Prerequisite: Introduction to Telecommunications**

**Teacher Recommendation Required**

Being assigned as a Intro to Telecommunications peer tutor provides an opportunity to the student to serve alongside the instructor in a leadership role, thus providing for greater learning efficiency in the classroom. The student is expected to assist the instructor in directing and supervising the basics students during hands-on experiences with the various audio and video pieces of equipment. The student must understand that as a peer tutor, maximum learning efficiency is obtained through maintaining a professional demeanor with and distance from the intro students.

