South Bend Community School Corporation

Secondary Administration Staff

John Adams High School

Principal .................................. F. Todd Wiedemann
Assistant Principals .................... Otha Reese
........................................ Kathi Troyer
Student Management Dir. .......... John Woodruff
Athletic Director ..................... Teri Woodruff
Counselors ............................. Charan Richards
........................................ Tammy Berebitsky, Michelle Freel
........................................ Pam Kahn
Magnet Coordinator ............... Rosemary Hess

Clay High School

Principal ................................. Ruth Warren
Assistant Principals ........... Teretha Hooker
........................................ Mansour Eid
Student Management Dir. ......... William Groves
Athletic Director ................... Greg Humnicky
Counselors .......................... Earl Hairston
........................................ Judy Callahan, John Grabowski,
........................................ Catherine Henderson
Magnet Coordinator ........... Rosemary Hess

Telephone Numbers:
Main Office .......................... 283-7700
FAX ..................................... 283-7704
Counselors’ Office ............... 283-7710
Athletic Office .................... 283-7713
Magnet Office ............... 283-7733

Riley High School

Principal .................................. Edward Bradford
Assistant Principals .............. Francois Bayingana
........................................ John Kennedy
Student Management Dir. ............. John Woodruff
Athletic Director ..................... John Berta
Counselors ............................. Dennis Kielton
........................................ Judy Bovenkerk, Elizabeth Gavin
........................................ Judith Hums
Magnet Coordinator ............. Christine Banaszak

Washington High School

Principal ................................. George McCullough
Assistant Principals ............ Anna Phillips
........................................ Byron Sanders
Student Management Dir. ......... Rick Tomaszewski
Athletic Director ................... Patrick Mackowiak
Counselors .......................... Kathleen Miller
........................................ Irene Patterson
........................................ Theresa Lauver
Magnet Coordinator ........... Martha Lustik

Telephone Numbers:
Main Office .......................... 243-7000
FAX ..................................... 243-7005
Counselors’ Office ............. 243-7014
Athletic Office .................... 243-7006
Magnet Office ............... 243-7242

Telephone Numbers:
Main Office .......................... 283-8400
FAX ..................................... 283-8405
Counselors’ Office ............. 283-8414
Athletic Office .................... 283-8419
Magnet Office ............... 283-8497

Telephone Numbers:
Main Office .......................... 283-7200
FAX ..................................... 283-7205
Counselors’ Office ............. 283-7214
Athletic Office .................... 283-7207
Magnet Office ............... 283-7990
South Bend Community School Corporation

Mission Statement

We will achieve excellence in learning for each student, embracing the diversity within our community. We commit to building relationships based on trust and care, fostering innovative approaches to meet the challenges of tomorrow, and inspiring community pride.

Planning

This document contains information to assist you in planning your high school educational program. You should have a clear understanding of the requirements for the high school diploma which you choose to pursue; and you should also have a schedule of courses which you need to take each semester for your diploma track.

You are asked to read the description of the courses which are offered so that you can plan accordingly and establish a schedule which is sequential in nature but, most importantly, challenging as well.

If you need additional assistance, you are encouraged to contact your counselor and take full advantage of all the services which are available to you. This is a very important time in your educational life -- take full advantage of it.

Robert L. Zimmerman
Superintendent
# High School Diploma Requirements
## Class of 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>General Diploma</th>
<th>Core 40 Diploma</th>
<th>Academic Honors Diploma*</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Lang. Arts</td>
<td>8 credits</td>
<td>8 credits</td>
<td>8 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits</td>
<td>6-8 credits</td>
<td>8 credits **</td>
</tr>
<tr>
<td></td>
<td>Must include 2 credits in Algebra I</td>
<td>2 credits: Algebra I</td>
<td>2 credits: Algebra I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 credits: Geometry</td>
<td>2 credits: Geometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 credits: Algebra II</td>
<td>2 credits: Algebra II</td>
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<tr>
<td></td>
<td></td>
<td>Additional credits in:</td>
<td>2 credits: Additional</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pre-Calculus/Trig., Probability and Statistics, Discrete Math, or AP Calculus</td>
<td>credits in Pre-Calculus/Trig., Probability and Statistics, Discrete Math, or AP Calculus</td>
</tr>
<tr>
<td>Science</td>
<td>4 credits</td>
<td>6 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td></td>
<td>Must include credits from more than one of the three major categories in Life Science, Physical Science, and Earth &amp; Space Science</td>
<td>2 credits: Biology I</td>
<td>2 credits: Biology I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 credits: Chemistry I, Physics I, or Integrated Chemistry - Physics</td>
<td>2 credits: Chemistry I, Physics I, or Integrated Chemistry – Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 credits: Additional credits in Chemistry, Physics, Earth &amp; Space Science, Advanced Biology, Advanced Chemistry, or Advanced Physics</td>
<td>2 credits: Additional credits in Chemistry, Physics, Earth &amp; Space Science, Advanced Biology, Advanced Chemistry, or Advanced Physics</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 credits</td>
<td>6 credits</td>
<td>6 credits</td>
</tr>
<tr>
<td></td>
<td>1 credit: U.S. Govt.</td>
<td>1 credit: U.S. Govt.</td>
<td>1 credit: U.S. Govt.</td>
</tr>
<tr>
<td></td>
<td>1 credit in another Social Studies course</td>
<td>1 credit: World History and Civilization or World Geography</td>
<td>3 credits: Additional credits in courses with an emphasis on Economics, Geography, or World History</td>
</tr>
<tr>
<td>Other Subjects</td>
<td>2 credits</td>
<td>8 credits</td>
<td>8-10 credits</td>
</tr>
<tr>
<td></td>
<td>(In any of the above subjects)</td>
<td>(in any of the above subjects or any of the four subjects below)</td>
<td>(in the two subjects below)</td>
</tr>
<tr>
<td></td>
<td>Foreign Languages</td>
<td>Encouraged</td>
<td>6-8 credits***</td>
</tr>
<tr>
<td></td>
<td>Arts</td>
<td>Encouraged</td>
<td>2 credits</td>
</tr>
<tr>
<td></td>
<td>Computers</td>
<td>Encouraged</td>
<td>Encouraged</td>
</tr>
<tr>
<td></td>
<td>Career Area</td>
<td>Encouraged</td>
<td>Encouraged</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
</tr>
<tr>
<td>Health</td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
</tr>
<tr>
<td>Electives</td>
<td>16 credits</td>
<td>2-4 credits</td>
<td>7-9 credits</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40 Credits</strong></td>
<td><strong>40 credits</strong></td>
<td><strong>47 credits</strong></td>
</tr>
</tbody>
</table>

* Only courses in which a student has earned a grade of “C” or above may count towards an Academic Honors Diploma (AHD) and, a student must have a grade point average of “B” or above.

** If a student has completed a junior high course equivalent to high school Algebra I and is placed in Algebra II, that student must earn 6 high school mathematics credit – otherwise, they must earn 8 credits.

*** If a student studies only one language then 6 credits are required – otherwise they must earn 4 credits in one language and 4 credits in another language. If a student begins high school at a Level II, that student needs to earn only 4 credits in that language, or 2 credits in that language and 4 credits in another language.
High School Diploma Requirements
Class of 2010 page 1

Indiana General High School Diploma

Course and Credit Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Lang. Arts</td>
<td>8 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits</td>
</tr>
<tr>
<td>2 credits: Algebra I</td>
<td></td>
</tr>
<tr>
<td>2 credits: any math course</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>4 credits</td>
</tr>
<tr>
<td>2 credits: Biology I</td>
<td></td>
</tr>
<tr>
<td>2 credits: any science course</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 credits</td>
</tr>
<tr>
<td>2 credits: U.S. History</td>
<td></td>
</tr>
<tr>
<td>1 credit: U.S. Government</td>
<td></td>
</tr>
<tr>
<td>1 credit: any social studies course</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 credits</td>
</tr>
<tr>
<td>Health and Wellness</td>
<td>1 credit</td>
</tr>
<tr>
<td>Career Academic Sequence</td>
<td>6 credits</td>
</tr>
<tr>
<td>Flex Credit</td>
<td>5 credits</td>
</tr>
<tr>
<td>Electives</td>
<td>6 credits</td>
</tr>
<tr>
<td>TOTAL</td>
<td>40 credits</td>
</tr>
</tbody>
</table>

To earn 5 Flex Credits a student must complete one of the following:
• Additional credits to extend the career academic sequence
• Courses involving workplace learning, which may include the following courses:
  o Career exploration internship
  o Professional career internship
  o Business cooperative experiences
  o Cooperative family and consumer sciences
  o Industrial cooperative education
  o Interdisciplinary cooperative education
  o Marketing field experience
• High School/College dual credit courses
• Additional courses in:
  o Language Arts
  o Social Studies
  o Mathematics
  o Science
  o World Languages
  o Fine Arts
**High School Diploma Requirements**  
Class of 2010  

### Core 40 diploma

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Lang. Arts</td>
<td>8 credits</td>
<td>2 credits: Algebra I</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6 credits</td>
<td>2 credits: Geometry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 credits: Algebra II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All students are required to take a math or physics course during their junior or senior year.</td>
</tr>
<tr>
<td>Science</td>
<td>6 credits</td>
<td>2 credits: Biology I</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 credits: Chemistry I, Physics I, or Integrated Chemistry - Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 credits: any Core 40 science course</td>
</tr>
<tr>
<td>Social Studies</td>
<td>6 credits</td>
<td>2 credits: U.S. History</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2 credits: World History and Civilization or Geography and History of the World</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 credit: Economics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1 credit: U.S. Government</td>
</tr>
<tr>
<td>Directed Electives</td>
<td>5 credits</td>
<td>World Languages, Fine Arts, or Career/Technical</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 credits</td>
<td></td>
</tr>
<tr>
<td>Health and Wellness</td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>6 credits</td>
<td>Career Academic Sequence recommended</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>40 credits</strong></td>
<td></td>
</tr>
</tbody>
</table>

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 a single language or 4 credits in each of 2 languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of “C” or above in courses that will count toward the diploma.
- Have a grade point average of “B” or above.
- Complete one of the following:
  - A. Two Advanced Placement courses and corresponding AP exams
  - B. Academic, transferable dual high school/college courses resulting in 6 college credits
  - C. One Advanced Placement course and corresponding AP exam and academic transferable dual high school/college course(s) resulting in 3 college credits
  - D. Score 1200 or higher combined SAT math and critical reading
  - E. Score a 26 composite ACT
  - F. An International Baccalaureate Diploma

For the **Core 40 with Technical Honors** diploma, students must:
- Complete all requirements for Core 40.
- Earn a grade of “C” or above in courses that will count toward the diploma.
- Have a grade point average of “B” or above.
- Complete a career-technical program resulting in 8-10 credits.
- Complete state recognized certification requirements by completing two of the options below, one of which must be A or B:
  - A. Take WorkKeys, an industry-driven assessment, and score at or above a designated level on each of the three core readiness subject areas (Mathematical Reasoning, Reading for Information, and Locating Information)
  - B. Technical, transferable dual high school/college credit courses resulting in 6 college credits*
  - C. Professional career internship or cooperative education*
  - D. A state approved industry recognized certification*

* Must be in the Career-Technical area of study
High School Diploma Requirements
Classes of 2011 & 2012 - Page 1

Indiana General High School Diploma

Beginning with students who enter high school in 2007-2008, the completion of Core 40 becomes an Indiana graduation requirement. Indiana’s Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

To graduate with less than Core 40, the following opt-out process must be completed:

- The student, the student’s parent/guardian, and the student’s counselor (or another staff member who assists students in course selection) meet to discuss the student’s progress.
- The student’s career and course plan is reviewed.
- The student’s parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic the student will pursue is determined.

Course and Credit Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Lang. Arts</td>
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</tr>
<tr>
<td>Mathematics</td>
<td>4 credits</td>
</tr>
<tr>
<td>Science</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 credits</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 credits</td>
</tr>
<tr>
<td>Health and Wellness</td>
<td>1 credit</td>
</tr>
<tr>
<td>Career Academic Sequence</td>
<td>6 credits</td>
</tr>
<tr>
<td>Flex Credit</td>
<td>5 credits</td>
</tr>
<tr>
<td>Electives</td>
<td>6 credits</td>
</tr>
</tbody>
</table>

To earn 5 Flex Credits a student must complete one of the following:

- Additional credits to extend the career academic sequence
- Courses involving workplace learning, which may include the following courses:
  - Career exploration internship
  - Professional career internship
  - Business cooperative experiences
  - Cooperative family and consumer sciences
  - Industrial cooperative education
  - Interdisciplinary cooperative education
  - Marketing field experience
- High School/College dual credit courses
- Additional courses in:
  - Language Arts
  - Social Studies
  - Mathematics
  - Science
  - World Languages
  - Fine Arts

TOTAL 40 credits
High School Diploma Requirements  
Classes of 2011 & 2012 - Page 2

**Core 40** diploma requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| English/Lang. Arts    | 8 credits | 2 credits: Algebra I  
2 credits: Geometry  
2 credits: Algebra II  
All students are required to take a math or physics course during their junior or senior year. |
| Mathematics           | 6 credits | 2 credits: Biology I  
2 credits: Chemistry I, Physics I, or Integrated Chemistry – Physics  
2 credits: any Core 40 science course |
| Science               | 6 credits | 2 credits: U.S. History  
2 credits: World History and Civilization or Geography and History of the World  
1 credit: Economics,  
1 credit: U.S. Government |
| Social Studies        | 6 credits | World Languages, Fine Arts, or Career/Technical |
| Directed Electives    | 5 credits | Career Academic Sequence recommended |
| Physical Education    | 2 credits | World Languages, Fine Arts, or Career/Technical |
| Health and Wellness   | 1 credit | World Languages, Fine Arts, or Career/Technical |
| Electives             | 6 credits | World Languages, Fine Arts, or Career/Technical |
| **TOTAL:**            | **40 credits** | World Languages, Fine Arts, or Career/Technical |

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 a single language or 4 credits in each of 2 languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of “C” or above in courses that will count toward the diploma.
- Have a grade point average of “B” or above.
- Complete one of the following:
  A. Two Advanced Placement courses and corresponding AP exams
  B. Academic, transferable dual high school/college courses resulting in 6 college credits
  C. One Advanced Placement course and corresponding AP exam and academic transferable dual high school/college course(s) resulting in 3 college credits
  D. Score 1200 or higher combined SAT math and critical reading
  E. Score a 26 composite ACT
  F. An International Baccalaureate Diploma

For the **Core 40 with Technical Honors** diploma, students must:
- Complete all requirements for Core 40.
- Earn a grade of “C” or above in courses that will count toward the diploma.
- Have a grade point average of “B” or above.
- Complete a career-technical program resulting in 8-10 credits.
- Complete state recognized certification requirements by completing two of the options below, one of which must be A or B:
  A. Take WorkKeys, an industry-driven assessment, and score at or above a designated level on each of the three core readiness subject areas (Mathematical Reasoning, Reading for Information, and Locating Information)
  B. Technical, transferable dual high school/college credit courses resulting in 6 college credits*
  C. Professional career internship or cooperative education*
  D. A state approved industry recognized certification*
* Must be in the Career-Technical area of study
GRADUATION REQUIREMENTS
FOUR-YEAR PLAN SHEET
Class of 2011 - Opt-out diploma*

As you plan for next year, you can use this worksheet for recording courses already taken and those you intend or need to take next year and in future years.

<table>
<thead>
<tr>
<th>9th Grade</th>
<th>10th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td><strong>Second Semester</strong></td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester</strong></td>
<td><strong>Second Semester</strong></td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
</tbody>
</table>

**NOTES:**
* Students must pass the GQE or obtain a waiver
** Math requirement of 2 credits in Algebra I
*** Students enrolled in Biology I (regardless of grade level) must take the End-of-Course Assessment
GRADUATION REQUIREMENTS
FOUR-YEAR PLAN SHEET
Class of 2011 - Core 40 *

As you plan for next year, you can use this worksheet for recording courses already taken and those you intend or need to take next year and in future years. If working for the Core 40 with Academic Honors Diploma or the Core 40 with Technical Honors Diploma, be sure to check those requirements to assure your eligibility.

### 9th Grade

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English 9</td>
<td>1. English 9</td>
</tr>
<tr>
<td>5. Social Studies</td>
<td>5. Social Studies</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
</tbody>
</table>

### 10th Grade

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English 10</td>
<td>1. English 10</td>
</tr>
<tr>
<td>2. Geometry</td>
<td>2. Geometry</td>
</tr>
<tr>
<td>4. Physical Ed.</td>
<td>4. Physical Ed.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
</tbody>
</table>

### 11th Grade

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English 11</td>
<td>1. English 11</td>
</tr>
<tr>
<td>3. Algebra II</td>
<td>3. Algebra II</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
</tbody>
</table>

### 12th Grade

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English 12</td>
<td>1. English 12</td>
</tr>
<tr>
<td>2. Government</td>
<td>2. Economics</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
</tbody>
</table>

### NOTES:

* Students must pass the GQE or obtain a waiver
** Students enrolled in Biology I (regardless of grade level) must take the End-of-Course Assessment
*** Chemistry I, Physics I, or Integrated Chemistry-Physics
As you plan for next year, you can use this worksheet for recording courses already taken and those you intend or need to take next year and in future years. If working for the Core 40 Diploma, the Core 40 with Academic Honors Diploma, or the Core 40 with Technical Honors Diploma, be sure to check those requirements to assure your eligibility.

### 9th Grade

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. English 9</td>
<td>1. English 9</td>
</tr>
<tr>
<td>2. Algebra I*</td>
<td>2. Algebra I*</td>
</tr>
<tr>
<td>5. Social Studies</td>
<td>5. Social Studies</td>
</tr>
<tr>
<td>6. ________</td>
<td>6. ________</td>
</tr>
<tr>
<td>7. ________</td>
<td>7. ________</td>
</tr>
</tbody>
</table>

### 10th Grade

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
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<tr>
<td>1. English 10*</td>
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<td>2. Geometry</td>
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<td>4. Physical Ed.</td>
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### 11th Grade

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<tbody>
<tr>
<td>1. English 11</td>
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<tr>
<td>3. Algebra II</td>
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### 12th Grade

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<tr>
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<td>2. Government</td>
<td>2. Economics</td>
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### NOTES:

* Students must pass the End-of-Course Assessments in Algebra I and English 10 to satisfy the graduation test requirement.

** Students must take the End-of-Course Assessment in Biology I upon course completion.

*** Chemistry I, Physics I, or Integrated Chemistry-Physics
COMPREHENSIVE ASSESSMENT SYSTEM

Indiana students participate in a comprehensive statewide assessment system which includes assessments in English/language arts and mathematics for grades 3-10 (ISTEP+) and End-of Course Assessments (ECA) for all students completing Algebra I, English 10, and Biology I. Indiana also has a Graduation Qualifying Exam (GQE) requirement. For students in the classes of 2009, 2010, and 2011, the GQE requirement is met by passing both the English/language arts and mathematics portions of the 10th grade ISTEP+. For students in the class of 2012, the GQE requirement is met by passing both the Algebra I ECA and the English 10 ECA.

State laws and federal regulations require that all Special Education students participate in Indiana’s assessment system. A few students served by Special Education who are not working toward a high school diploma may participate in an alternative assessment program, and some Bilingual/ESL students may receive a temporary exemption from participating in the assessment.

GUIDELINES FOR STUDENT COURSE SELECTION

The Pre-Selection Process
During January 2008, students in grades 8 through 11 will participate in a process of pre-selecting their courses for next school year. This booklet contains descriptions of all courses from which students can make this preliminary selection. The final High School Program of Studies and an individual student’s program for 2008-2009 will depend on several factors, including pre-selection enrollments, availability of teaching staff and individual high school offerings. Adjustments in courses offered at the pre-selection stage may have to be made at a later date.

The following descriptions are meant to be guidelines for student course selection. Students should choose the level at which they meet most or all of the descriptors. These characteristics are based on teacher-description of students who have historically been successful in these courses. Students may opt for courses that deviate from these guidelines, but parent approval is recommended. Our goal is to assist students in choosing courses of study in which the student will be both challenged and successful.

AP / Advanced Placement
• reads and comprehends material two or more years above grade level
• consistently earns grade of “A” in subject area and/or related subject areas
• scores at or above 95th percentile on standardized tests in appropriate area
• reads avidly in the subject area and vigorously pursues assignments
• demonstrates the capability and willingness to devote significant time to subject related work
• demonstrates style, creativity and original thinking in completing assignments in the subject area

Honors
• reads and comprehends material one or more years above grade level
• consistently earns grade of “A” or “B” in subject area and/or related subject areas
• scores at or above 80th percentile on standardized tests in appropriate area
• reads in the subject area and pursues assignments with enthusiasm
• demonstrates the capability and willingness to devote extra time to subject related work
• demonstrates precision, enthusiasm and flexible thinking in completing assignments in the subject area

Regular
• reads and comprehends material at or near grade level
• consistently earns satisfactory grades in subject area and/or related subject areas
• scores between 40th and 80th percentile on standardized tests in appropriate area
• attends class regularly and consistently completes assigned work
• follows directions and completes assignments in a thoughtful manner
• reads in subject area as assigned
• works at a systematic and steady pace
HOW TO USE THE HIGH SCHOOL COURSE DESCRIPTION BOOK

This book contains a listing of all courses offered in the high schools of the South Bend Community School Corporation. Brief descriptions are included with each course, along with course numbers, prerequisites, and suggested grade levels. In some cases, eligibility criteria may be listed.

Information on graduation requirements and the requirements for the Academic Honors Diploma are also included.

The book will assist you in: deciding on a program of studies, selecting individual courses, and assuring that you satisfy requirements.

The grade level indicated for each course is the level at which the majority of students take that particular course. However, it is possible to take some courses at grade levels other than those designated.

In order to complete high school in a 4-year period, a student must earn an average of ten (10) credits during each school year in the appropriate courses.

Please note that when you make your pre-enrollment decisions, some courses are full-year, while others are one-semester. Full-year courses are identified by a single 5-digit number followed by the separate semester numbers in parentheses. One-semester only courses are those with a single 4-digit course number.

Study the contents of the book so that you can make wise decisions about your program of study. School counselors and teachers will assist you in this process.

NOTES:
Magnet Program Descriptions

John Adams High School

**International Baccalaureate and Global Studies**

The Adams High School magnet focuses on problems and issues that cut across national boundaries and emphasizes the connectedness of systems—ecological, cultural, economic, political and technological. Our goal is to foster in our students an appreciation for others and to come to understand that individuals and cultures, though different, may also have merit.

We are now an authorized International Baccalaureate Diploma Program school. This is a rigorous course of study that will provide students with the intellectual, social, and critical perspectives necessary to succeed at colleges and universities, both in the United States and abroad.

Both strands of our magnet emphasize critical thinking skills, intercultural understanding, and exposure to a variety of points of view.

Clay High School

**Visual & Performing Arts**

From Bach to rock, ballet to hip-hop, from graphic and media arts to ceramics and sculpture, and from Shakespeare to Tennessee Williams, Clay High School offers students a comprehensive, quality program in the visual and performing arts.

The program includes four visual and performing arts strands with specific areas of study.

<table>
<thead>
<tr>
<th>Music</th>
<th>Art</th>
<th>Theater</th>
<th>Dance</th>
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<tbody>
<tr>
<td>Band</td>
<td>Various 2-D</td>
<td>Theater Arts</td>
<td>Performance</td>
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<tr>
<td>Choral</td>
<td>Various 3-D</td>
<td>Acting</td>
<td>Composition</td>
</tr>
<tr>
<td>Orchestra</td>
<td>Media Arts</td>
<td>Technical Theater</td>
<td></td>
</tr>
<tr>
<td>Composition</td>
<td>Graphic Arts</td>
<td>Literary Arts</td>
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James Whitcomb Riley High School

**Engineering and Technology**

The Riley High School magnet program maintains a clear focus and technological edge in both the technology and engineering curricula by incorporating the use of computers, telecommunications, and other emerging technologies. Students are challenged by focused, hands-on, standards-driven courses that will prepare them for any future endeavor that will require quality high-tech skills and knowledge. The technology strand is modeled on the Indiana Information Technology Academy curriculum. The Technology Program starts with Digital Communication Tools and Computer Applications; then continues with Computer Applications Advanced; Communication Processes for 3rd year and can include Interactive Media or Radio/TV Broadcasting/Telecommunications. The courses for the engineering strand follow the curriculum of the nationally acclaimed Project Lead the Way program. The Engineering Program courses are Introduction to Engineering Design, Principles of Engineering, Digital Electronics and Engineering Design and Development.

Washington High School

**Medical and Allied Health Sciences**

The Medical and Allied Health Sciences Magnet program at Washington High School offers students the opportunity to participate in one of the most dynamic growth industries in the United States. Students receive broad-based preparation for careers in healthcare and scientific research. The program emphasizes scientific inquiry, critical thinking, and effective communication skills.

Students complete a science-oriented course of study as they pursue either the Core 40 or Academic Honors Diploma. Students receive specialized medical and health related courses, and medical concepts are woven throughout the curriculum in English, Spanish, and required courses in Biology, Chemistry, and Anatomy and Physiology. In the junior year students participate in a pre-internship job-shadowing experience involving diversified areas of health occupations. As seniors, students complete an internship in a specified health area of their choice. Students enrolling in this program should have a desire to further their education in a science or health-related field.
Computer Applications is a one-semester course designed to introduce students to computer programming using various languages. Instructional strategies may include computer/technology applications, extensive use of “hands-on” equipment operation, flow charting, application of various computer languages, in-baskets, minibaskets, and LAPS.

**PREREQUISITE:** Digital Communication Tools

**Grades 10-12**

**Accounting I** 56212 (5621-5622)

Accounting I is a beginning level business finance course. Accounting principles and procedures for proprietorships, partnerships, and corporations are introduced. If you enjoy working with numbers and are interested in learning about managing money, accounting is the course for you! In addition to serving as a personal finance course, accounting will give you the skills for work in certain types of office and management work. Accounting is the language of the business world. This course will prepare you to study any area of business in college or technical school after high school. You will simulate handling the entire financial record keeping system for a small business as well as learn computer entries. This course is recommended for students who are pursuing careers in accounting, finance, business management, law, marketing, and the administrative assistant area.

**Grades 10-12**

**Accounting II** 56234 (5623-5624)

Students who enjoyed the first-accounting course will receive more in-depth training in this advanced course. Necessary skills will be developed for university business classes in accounting, related careers or for employment after high school. Emphasis will be placed on decisions made in the managerial accounting of corporations by analyzing financial statements; professional business ethics are also emphasized. Students will use integrated technology to work on projects and complete simulations to apply accounting theories and generate reports.

**PREREQUISITE:** Accounting I

**Grades 11-12**

**Business Foundations I & 2** 56612 (5661-5662)

Learn to file your own taxes. Know how to spend your money wisely. Test your aptitude as a business owner. Find out how business is organized and how our economy works. Practice
finding a job opportunity, filling out an application, being prepared for tough interview questions you might be asked and learning how to get along with your co-workers. Become acquainted with some of the great business leaders of the past and present. Investigate your career options in business. These are just some of the opportunities offered to the student who enrolls in Business Foundations. This is an excellent class for students who are considering Marketing Field Experiences Job Training or Business Cooperative Experiences.

A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Business and Personal Law 1 & 2  56712 (5671-5672)
The Business and Personal Law course provides an exciting perspective of the legal system by providing case analysis, case discussion, class debate, and a mock trial. The first semester of the course covers criminal and civil law; the second semester covers contract law. Instructional strategies may include field trips, guest speakers, and use of community law libraries.

PREREQUISITE: None (Students may not take Business and Personal Law 2 without having had Business and Personal Law 1)  Grades 10-12

A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Marketing Foundations I & 2  59512 (5951-5952)
If you are either college or non-college bound and interested in a career in marketing, management, sales or you have thought about owning your own business after graduation from high school, you should take marketing. Marketing Foundations is a course which will provide a basic introduction to the scope and importance of marketing in the global economy. This course is based upon the national Marketing Education Framework which includes economic, human resources, marketing and business foundations. Emphasis will be placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to selling, promotion, pricing, purchasing, marketing information management, product/service planning, distribution, financing, and risk management. Instructional strategies may include a school-based enterprise, computer/technology applications as well as real and/or simulated occupational experiences and projects in the marketing functions such as those available through the DECA (an association of marketing students) program of activities.

PREREQUISITE: None (Marketing Foundations 2 may be taken out of sequence)  Grades 10-12

A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Marketing Field Experience (Related Instruction/On-The-Job Training):  59212 (5921-5922)  Grades 11 or 12
See descriptions under Career and Technical Education Cooperative Education Programs on page 58.
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Business Cooperative Experiences (Related Instruction/On-The-Job Training)  58212 (5821-5822)  Grades 11 or 12
See descriptions under Career and Technical Education Cooperative Education Programs on page 58.
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Business Technology Lab I  58712 (5871-5872)
The Business Technology Lab (formerly IOL) duplicates real office and computer technology situations. Students will learn how to use several types of computers, many software packages, computer peripherals (such as digital cameras, multimedia projectors, and scanners), as well as other office equipment. Students who complete this program will be prepared for the Business Cooperative Experiences (Related Training) program, gainful employment upon graduation from high school, or for further post-secondary business or computer education. Through simulated business projects developed with the help of local businesses, students will have opportunities to develop the skills needed for future employment in business or computer technology. Area employers and universities are consulted and surveyed on an on-going basis in order to make sure that software and hardware taught in the lab are current and relevant. At the beginning of this course, students participate in group-related training activities. After that, students rotate to different stations based upon their career interests. Such areas include computer technology, desktop publishing, word processing, multimedia, computer graphics, programming, accounting, digital video, computer animation, 3D rendering, web design, office management, quicktime virtual reality, morphing, and digital photography. Students will prepare a print and electronic portfolio at the end of the course.

PREREQUISITE: A high-school computer class.  (2 credits each semester)  Grades 11-12

A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Business Technology Lab II  58734 (5873-5874)
The Business Technology Lab II is a continuation of Business Technology Lab I. Students will do more in-depth projects.

PREREQUISITE: Business Technology Lab I  (1 credit each semester)  Grades 11-12

A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Professional Career Internship  5890 - 2 credits  5891 - 1 credit
Professional Career Internship is a career and technical education business and information technology course that is designed to provide opportunities for students to participate in workplace learning that is reflective of a student’s career interest. Upon completion of the internship, students will review and revise their career plans. Students will participate in a workplace experience, in regularly scheduled meetings with the supervising teacher, and in workshops or seminars that assist students in making the connection between academic learning and workplace experiences. Students may be paid or unpaid in accordance with all state and federal laws pertaining to employment. Internships can be tailored to the unique needs and interests of the learner. A learning agreement outlines the expectations of all parties: the student, parent, supervisor, employer, and school.

PREREQUISITES: Computer Applications, sequence of courses in the student’s career pathway  Grade 12

A one or two-credit course over one semester  Grade 12

A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
FAMILY AND CONSUMER SCIENCES DEPARTMENT

The Health and Wellness credit requirement for graduation may be waived for a student if the student’s program includes three (3) credits from the following Family and Consumer Sciences courses: (A) Child Development and Parenting, (B) Human Development and Family Wellness, (C) Interpersonal Relationships, (D) Nutrition and Wellness, (E) Orientation to Life and Careers or (F) Adult Roles and Responsibilities.

Adult Roles and Responsibilities 6401
A survey course that includes the development of positive family interaction skills, awareness of community responsibilities, identifying employability skills, making good consumer choices related to everyday living. Activities may include exploring and/or re-evaluating career possibilities for your future, updating or creating a portfolio, evaluating consumer products, participating in a community service project, preparing foods, dressing for success, researching various types of housing and more.

Grades 11-12
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Interpersonal Relationships 6402
Learn skills to participate in positive, caring and respectful relationships. Create better self-esteem, communication skills and appropriate behavior in order to improve your quality of life. The class will address conflict resolution, stress management, teamwork, leadership skills and how to avoid violence and abuse.

A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Orientation to Life and Careers 6411
Students will receive individual career interest and skill assessments, career exploration activities, interpersonal skill development, conflict resolution techniques, personal career guidance and consultation, and work related study skills. Students will research career fields of interest through printed materials, videos, speakers, job shadowing and field trips. Toward the end of the semester, each student will have developed an individual career profile with their parent(s)/guardian(s), along with a personal career consultation to discuss future academic/employment plans.

A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Fashion and Textile Foundations I 6421
Fashion & Textiles Foundations II 6422
Linked as a year-long course 64212
Students in course I will evaluate their fashion selections, individual style, and current wardrobes. Projects may include construction of simple garments such as shirts, pants, shorts, skirts, and craft projects. Basic sewing skills are emphasized and individual talents are considered in pattern selections. Students will be introduced to computerized sewing equipment. Students are required to provide basic sewing supplies, fabric, notions and patterns.

Students in course II will expand their skills in construction of advanced level garments. Specialty fabrics may be used. Design examples may include lined garments, formal wear, home decorating projects and wearable artwork. Pattern selection will depend on student’s expertise. Use of sergers, computerized sewing machines and embroidery machines will be emphasized. Students are required to provide basic sewing supplies, fabric, notions and patterns.
PREREQUISITE: Fashion & Textile Foundations I
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Fashion & Textile Careers 64234 (6423-6424)
Course of study includes project design and pattern making. Students will learn commercial sewing techniques and custom tailoring. They will also practice repairs, alternations, and marketing strategies. Commercial sewing equipment will be used.
PREREQUISITE: Fashion & Textile Foundations I & II
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Nutrition and Wellness 6431
Students will use current technology and nutritional guidelines to plan and prepare foods that have appetite appeal, satisfy nutrient requirements and relate the function of each nutrient to optimum health and wellness. This class will also address safety, sanitation, recycling, and the impact of science on foods.
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Advanced Nutrition & Foods 6432
Advanced Nutrition & Foods continues the topics introduced in the beginning level class of Nutrition and Wellness. Students will be introduced to specialized food preparation equipment. Topics covered will include acquiring, organizing and evaluating information about foods and nutrition. Food topics include regional, foreign, and ethnic cooking and meeting the dietary needs of individuals at all life stages. Careers in the food industry will be explored. Laboratory experiences in food preparation will be a part of this course. Advanced meal presentation culminates this course.
PREREQUISITE: Nutrition and Wellness or permission of instructor
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
Human Development & Family Wellness 6433
This course is recommended for any student as an elective and as a foundation for students with a career interest in human services, wellness/fitness, or the health care professions. Topics will include human development and wellness theories, prevention and management of illnesses and disease and family crisis such as abuse, death, and divorce. Exploration of human and family services careers will be included.

PREREQUISITE: Nutrition and Wellness suggested Grades 10-12
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Child Development & Parenting 1 6451
Students will understand how to prepare for roles as parents, caregivers, family and community members. Topics included are: responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; the influences of heredity and environment and meeting the various needs of children.

Grades 10-12
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Child Development & Parenting 2 6452
Students will analyze parenting practices and nurturing strategies that maximize growth and development of children. Observation and instruction of children are included in this course. Topics included are caring for children with special needs, parental resources and career awareness.

Grades 10-12
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Housing & Interior Design Foundations 6461
Students will develop an understanding of housing options and styles for various families throughout the life cycle. This project-based class will include such topics as types of housing, housing costs, elements and principles of design, trends in housing, interiors, furniture and appliances, and housing related careers. Projects or activities could include working with CAD (Computer Aided Design).

Grades 10-12
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

COFACS: Cooperative Occupational Family & Consumer Sciences (Related instruction/On-The-Job Training) 67112 (6711-6712)
See descriptions under Career and Technical Education Cooperative Education Programs on page 58.
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Education & Early Childhood Careers 77212 (7721-7722)
This full year course is designed for high school seniors interested in exploring careers in preschool, elementary, or intermediate school education and provides a foundation for study in higher education that leads to education and related careers. This course provides a hands-on, project-based approach that utilizes higher order thinking, communication, leadership, and management skills. The course of study will include planning and guiding of appropriate lesson plans for children, developmentally appropriate and ethical practices of guidance and discipline, application of basic health and safety principles, and employability skills. Students are placed in preschool, elementary, and/or intermediate classrooms to gain practical teaching experience. Applicants should be motivated toward exploring a career in education or related careers. Applicants must have a good attendance record and be willing to accept numerous responsibilities associated with working in a preschool, elementary or intermediate level classroom.

PREREQUISITE: Program Application with teacher recommendations, Child Development & Parenting 1 and 2
Grades 11-12
(2 credits each semester)
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

FACS Issues and Applications 66012 (6601-6602)
This is an advanced course provided on an individual basis. The student will create a vision statement, establish goals, design and complete an action plan, look at their accomplishments and evaluate the results. The topic will be chosen by the student in an area of interest to them. The topic should go beyond what was included in previous course material. The teacher will guide and advise the student along the way. Doing research, working between FACS and another subject area and working with community resources are exciting possibilities. Student will submit a required portfolio as part of this class.

PREREQUISITE: Permission of instructor through an application. Previous FACS related courses.

Grade 12 or permission of instructor
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Culinary Arts Careers 64367 (6436-6437)
Students will learn commercial food service operations. Career areas of study will include dietetics, dining room service, food service management, quantity food preparation and catering. Training will include menu planning, cost control, sanitation and safety, as well as food preparation techniques. This course is offered only at Adams High School.

PREREQUISITE: Nutrition and Wellness Grades 11-12
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Culinary Arts Careers I 64389 (6438-6439)
This culinary course is held at Ivy Tech Community College. Classroom and intensive laboratory experiences will prepare students for occupations and post secondary study related to the food industry. Intensive laboratory experiences with commercial applications are a requirement of this course. Second year students may have opportunities for apprenticeships, job shadowing, and/or work-site mentoring.

Students need to provide the necessary tools required by the instructor.

Grades 11-12
Compass test required in Reading, Writing, and Mathematics.
(3 credits each semester)
(Dual credit is available)
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
FINE ARTS

Fine Arts courses on pages 19-21 are open to all students at all high schools. Fine Arts courses on pages 22-25 (except 6000V) are open to all students at Clay High School.

Media Arts I (L) 6001

60012 as a year-long course
Students in Media Arts I will explore the basic principles of photographic theory, technique and composition while learning to operate a 35 mm camera and process black and white film. The focus of this course is photography, but students will also engage in learning experiences that encompass art history, art criticism, aesthetics, and production which lead to the creation of portfolio-quality works. Students create works by utilizing a variety of tools and darkroom processes.
PREREQUISITE: Introduction to Two-Dimensional Art and Introduction to Three-Dimensional Art or permission of the instructor.
A Core 40 and Academic Honors Diploma course
A one credit course
Students must provide their own 35mm camera. You can expect that additional supplies will cost a minimum of $50.00 per student, per semester. Grades 10-12

Media Arts II (L) 6002

Students in Media Arts II will build on techniques learned in Media Arts I while further developing skills using creative controls of aperture, shutter speed, film and focusing. The focus of this course is photography but students will also engage in learning experiences that encompass art history, art criticism, aesthetics, and production which lead to the creation of portfolio-quality works. Students create works by utilizing a variety of tools and darkroom processes.
PREREQUISITE: Media Arts I
A Core 40 and Academic Honors Diploma course
A one credit course
Students must provide their own 35mm camera. You can expect that additional supplies will cost a minimum of $50.00 per student, per semester. Grades 10-12

Introduction to Two-Dimensional Art (L) 6011

60112 as a year-long course
Students taking Introduction to Two-Dimensional Art will focus on drawing, painting, and technique, but will also engage in sequential experiences that encompass art history, art criticism, aesthetics, and production which lead to the creation of portfolio-quality works.
A Core 40 and Academic Honors Diploma course
A one credit course

Introduction to Three-Dimensional Art (L) 6012

Students will engage in sequential experiences that encompass art history, art criticism, aesthetics, and production of three dimensional art that will lead to the creation of portfolio-quality works.
PREREQUISITE: Introduction to Two-Dimensional Art
A Core 40 and Academic Honors Diploma course
A one credit course

Drawing (L) 60212 (6021-6022)

Students in Drawing will be introduced to the basic skills and techniques of drawing and composition. Subject matter will be in the form of nature, still life, the human model and imagination. Students will engage in learning experiences that encompass art history, art criticism, aesthetics, and production which lead to the creation of portfolio-quality works.
PREREQUISITE: Introduction to Two-Dimensional Art and Introduction to Three-Dimensional Art or permission of the instructor
A Core 40 and Academic Honors Diploma course

Ceramics I (L) 60412 (6041-6042)

Students in Ceramics I will be introduced to hand-built and wheel thrown pottery. Methods will include pinch, coil slab and wheel. Glaze techniques and the firing process will also be explored. Students will engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production which lead to the creation of portfolio-quality works.
PREREQUISITE: Introduction to Two-Dimensional Art and Introduction to Three-Dimensional Art or permission of the instructor
A Core 40 and Academic Honors Diploma course
Ceramics II (L) 60434 (6043-6044)
Students in Ceramics II will further refine skills learned in Ceramics I while emphasizing the development of individual style. Students will engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production which lead to the creation of portfolio-quality works.
PREREQUISITE: Ceramics I
A Core 40 and Academic Honors Diploma Course

Advanced Two-Dimensional Art (L) 6051
60512 as a year-long course
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 which lead to the creation of portfolio-quality works.
PREREQUISITE: Introduction to Two-Dimensional Art, Introduction to Three-Dimensional Art
A Core 40 and Academic Honors Diploma Course
A one credit course

Advanced Three-Dimensional Art (L) 6052
Students in Advanced Three-Dimensional Art build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production which lead to the creation of portfolio-quality works.
PREREQUISITE: Introduction to Two-Dimensional Art, Introduction to Three-Dimensional Art, Advanced Two-Dimensional Art
A Core 40 and Academic Honors Diploma Course
A one credit course

Studio Art Advanced Placement 61412A (6141AP-6142AP)
Studio Art, Advanced Placement, is a course which follows College Board Entrance Examination guidelines for Advance Placement Studio Art.
PREREQUISITE: Permission of Art Department Head
A Core 40 and Academic Honors Diploma Course
A one credit course

Theatre Arts (L) 63012 (6301-6302)
Students enrolled in Theatre Arts will read and analyze plays. They will create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community. This class may be offered as a summer course (Summer Theater Program)
A Core 40 and Academic Honors Diploma Course
The nature of this course allows for two successive semesters
A one credit course per semester

Advanced Theatre Arts (L) 63034 (6303-6304)
Students enrolled in Advanced Theatre Arts will read and analyze plays and apply criteria to make informed judgments. They will draw on events and experiences to create scripted monologues and scenes. They will create scenic designs for existing plays and will build characters through observation, improvisation and script analysis. These activities should incorporate elements of theatre history, culture, analysis, response, creative process and integrated studies. Additionally, students explore careers in theater arts and begin to develop a portfolio of their work. Students also attend and critique theatre productions and identify ways to support the theatre in their community.
This class may be offered as a summer course (Summerfly-formerly Firefly)
A Core 40 and Academic Honors Diploma Course
The nature of this course allows for successive semesters of instruction
PREREQUISITE: Theatre Arts
A one credit course per semester

Vocal Jazz (L) 81012 (8101-8102)
Students in this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied musical styles. Public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities outside of the school day, that support and extend learning in the classroom.
PREREQUISITE: Students are selected by audition
A Core 40 and Academic Honors Diploma Course
(This course may be taken for successive semesters)

Music Theory and Composition (L) 81412 (8141-8142)
Students taking this course develop skills in analysis of music and theoretical concepts. Students: develop ear training, compose works, understand harmonic structures, understand modes and scales, study a variety of musical styles, study notation and receive detailed instruction in other basic elements of music.
PREREQUISITE: Prior music experience and teacher recommendation
A Core 40 and Academic Honors Diploma Course

Choral Chamber Ensemble (L) 81512 (8151-8152)
Student musicianship and specific performance skills in this course are enhanced through participation in this group. The class provides instruction in creating, performing, listening to and analyzing music. Time outside of the school day may be scheduled for dress rehearsals and performances. Students must participate in performance opportunities that support and extend the learning in the classroom.
PREREQUISITE: Audition and/or participation in Beginning Chorus may be required
A Core 40 and Academic Honors Diploma Course
(This course may be taken for successive semesters)

Beginning Chorus (L) 81712 (8171-8172)
Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. Activities in this class create the development of quality repertoire in the
diverse styles of choral literature appropriate in difficulty and range for the students. Time outside of the school day may be scheduled for dress rehearsals and performances. Students are required to participate in performance opportunities outside of the school day that support and extend the learning in the classroom.

A Core 40 and Academic Honors Diploma Course
(This course may be taken for successive semesters)

Intermediate Orchestra (L) 82612 (8261-8262)
Students taking this course are provided with a balanced comprehensive study of music through the orchestra, string, and full orchestra. The course meets daily as a string orchestra, and beginning in mid-October, twice weekly as full orchestra. Ensemble and solo activities are designed to develop elements of musicianship. Students must perform with expression and technical accuracy a large and varied repertoire of orchestral literature that is developmentally appropriate. Public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performances outside of the school day that support and extend learning in the classroom.
PREREQUISITE: Previous sequential music instruction in strings or audition, recommendation of orchestra teacher.
A Core 40 and Academic Honors Diploma Course
(This course may be taken for successive semesters)

Intermediate Concert Band (L) 82712 (8271-8272)
Students taking this course are provided with a balanced comprehensive study of music through the concert band. Ensemble and solo activities are designed to develop elements of musicianship. Students must perform with expression and technical accuracy a large and varied repertoire of concert band literature that is developmentally appropriate. Public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performances outside of the school day that support and extend learning in the classroom. Placement in the band requires participation in the marching band. Rehearsals and performances outside the school day and during the month of August will be required.
PREREQUISITE: Previous sequential music instruction in wind/percussion or audition, recommendation of the band director.
A Core 40 and Academic Honors Diploma Course
(This course may be taken for successive semesters)

Jazz Ensemble (L) 83112 (8311-8312)
Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. The instruction includes the study of the history, formative and stylistic elements of jazz. Time outside of the school day may be scheduled for dress rehearsals and performances. Students must participate in rehearsals and performances outside of the school day that support and extend learning in the classroom. Students must also be receiving instruction in another band, orchestra or choir class offering.
PREREQUISITE: Recommendation of instrumental or vocal music teacher; current participant in the school’s band, orchestra or choir.
A Core 40 and Academic Honors Diploma Course
(This course may be taken for successive semesters)

INTERNATIONAL BACCALAUREATE FINE ARTS COURSES AT ADAMS

Visual Arts Standard Level, International Baccalaureate
60812S (6081S-6082S)
Visual Arts Standard Level, International Baccalaureate provides students with the opportunities to make personal, sociocultural, and aesthetic experiences meaningful through the production and understanding of art. It exemplifies and encourages an inquiring and integrated approach towards visual arts in their various historical and contemporary forms and promotes visual and contextual knowledge of art from various cultures. The course enables students to learn about themselves and others through individual and collaborative engagement with the visual arts. The core elements in common to each course are introduction to art concepts, criticism and analysis, acquisition of studio technical and media skills, and relation of art to sociocultural and historical contexts. This course consists of two compulsory parts: studio work—the practical exploration and artistic production; and research workbooks— independent critical research and analysis, visual and written, in more than one culture.
A Core 40 and Academic Honors Diploma Course

Visual Arts Higher Level, International Baccalaureate
60912H (6091H-6092H)
60934H (6093H-6094H)
Visual Arts Higher Level, International Baccalaureate provides students with the opportunities to make personal, sociocultural and aesthetic experiences meaningful through the production and understanding of art. It exemplifies and encourages an inquiring and integrated approach towards visual arts in their various historical and contemporary forms and promotes visual and contextual knowledge of art from various cultures. The course enables students to learn about themselves and others through individual and collaborative engagement with the visual arts. The core elements in common to each course are introduction to art concepts, criticism and analysis, acquisition of studio technical and media skills, and relation of art to sociocultural and historical contexts. This course is for the specialist visual arts student with creative and imaginative abilities, who may pursue the visual arts at university or college level. It consists of two compulsory parts: studio work—the practical exploration and artistic production; and research workbooks— independent critical research and analysis, visual and written, in more than one culture.
Credits: 4 semester course, 1 credit per semester
A Core 40 and Academic Honors Diploma Course
FINE ARTS MAGNET COURSES AT CLAY

Fine Arts magnet courses (except 6000V) on pages 22-25 are open to any student at Clay High School.

Fine Arts Connection I 6000V
Students will make connections between the historical and hands-on experiences in the fine arts disciplines of visual art, music, theater, and dance. Students will work toward a culminating integrated arts experience.

REQUIRED OF ALL Fine Arts magnet students.

A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE
A ONE CREDIT COURSE

Printmaking I & II (L) 60312V (6031V - 6032V)
Students will create abstract and realistic prints utilizing processes such as etching, relief, and lithography. Students will use a variety of materials such as linocut, woodcut, stencil, silkscreen, photo silkscreen, and mono-print. Students will engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production which lead to the creation of portfolio-quality works.

PREREQUISITE: Introduction to 2-D Art, Introduction to 3-D Art and Drawing or permission of the instructor

A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE

Sculpture I & II (L) 60456V (6045V - 6046V)
Students in Sculpture will use organizational principles and functions to solve specific visual problems and develop skills in applying media, techniques, and processes with sufficiency to communicate intended meaning. They will create portfolio quality works using materials such as plaster, clay, metal, paper, wax, and plastic. Students will create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. Students will engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production.

PREREQUISITE: Introduction to 2-D Art, Introduction to 3-D Art and Drawing or permission of the instructor.

This course may be taken for successive semesters at an advanced level provided defined proficiencies and content standards are utilized.

A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE

Painting I & II (L) 60756V (6075V - 6076V)
Students will use organizational principles and functions to solve specific visual problems, apply media, techniques, and processes with sufficient skill to communicate intended meaning, and they will use a variety of materials such as mixed media, watercolor, oil, and acrylics, as well as techniques such as stippling, gouache, wash, and impasto.

PREREQUISITE: Introduction to 2-D Art, Introduction to 3-D Art and Drawing or permission of the instructor.

A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE

Jewelry I & II (L) 60778V (6077V - 6078V)
Students taking this jewelry course will engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production which will lead to the creation of portfolio-quality works. They will analyze and evaluate historical and contemporary jewelry from a variety of cultural groups. Students will create works of jewelry design and fabrication techniques including sawing, piercing, filing, and soldering, using a variety of materials.

PREREQUISITE: Introduction to 2-D Art, Introduction to 3-D Art and Drawing or permission of the instructor.

This course may be taken for successive semesters at an advanced level provided defined proficiencies and content standards are utilized.

A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE

Dramatic Literature 6307V
Theater Arts, Special Topics: Musical Theater (L) 6308V
Linked as a year-long course 63078V

Dramatic Literature provides a study of plays and literary art, with particular focus on dramatic conventions that differentiate drama from other literary genres. Drama is an oral medium meant to be seen and heard. The course provides students with opportunities to see live and televised productions of plays and to actually stage scenes from plays. By watching and making oral presentations from productions, students observe and personally experience how staging a drama alters interpretation from the silent text. Students will discuss the various types/styles of drama including comedy, tragedy, satire, theater of the absurd, children’s theater, etc. The history of drama as entertainment is also considered, including: (1) representative works of important playwrights, (2) dramatic and literary movements, and (3) developments in stagecraft and acting that alter the means of stage production and the way we interpret plays. Students are also given opportunities to express their knowledge of course content through creative, analytical, and expository writing.

Theater Arts, Special Topics: Musical Theater students study the history of musical theater and its place in today’s society. Activities will incorporate elements of theater history, culture, analysis, response, creative process and integrated studies. They will study significant works of musical theater, and analyze the significance of the art form and how is has evolved. They will analyze the elements and structure of musical theater and learn to apply criteria to make informed judgments about the art form. Students will explore career opportunities in theater, attend and critique theatrical productions, and recognize the responsibilities and importance of individual theater patrons in their community.

PREREQUISITE: Theater Arts

A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE

Technical Theater I & II (L) 63112V (6311V - 6312V)
Students will actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities will incorporate elements of theater history, culture, analysis, response, creative process and integrated studies. Students will explore the evolution of stage technology and its impact on contemporary theater.
They will develop and apply criteria to make informed judgments about technical production choices and reflect on the appropriateness and usefulness of those choices. Students will design and implement the elements of a theatrical environment including scenic design, lighting, costuming, make-up, sound, and stage and house management. Students will begin to make connections between technical theater skills and skills required by other professions, such as construction, business, project management, interior design, and advertising.

**PREREQUISITE:** Theater Arts  
A **CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE**

**Theater Production I & II (L) 63212V (6321V - 6322V)**

Students enrolled in Theater Production will take on the responsibilities associated with rehearsing and presenting a fully mounted theater production. They will read and analyze plays to prepare for production; conceive and realize a design for a production, including set, lighting, sound and costumes; rehearse and perform in roles in a production; and direct or serve as assistant director for a production. These activities will incorporate elements of theater history, culture, analysis, response, creative process and integrated studies. Students will investigate theater arts careers. They will also attend and critique theatrical productions and volunteer to support theater in their community.

**PREREQUISITE:** Theater Arts; Advanced Theater Arts or Technical Theater  
A **CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE**

**Intermediate Chorus (L) 81734V (8173V - 8174V)**

Intermediate Chorus provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Additional emphasis is placed on sight-reading, critical listening skills, and vocal technique. Time outside of the school day may be scheduled for dress rehearsals and performances. Students are required to participate in performance opportunities outside of the school day that support and extend the learning in the classroom.

**PREREQUISITES:** Beginning Chorus or permission of the instructor.  
This course may be taken for successive semesters.  
A **CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE**

**Advanced Chorus (L) 81756V (8175V - 8176V)**

Advanced Chorus provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Emphasis is placed on sight-reading, critical listening skills, and vocal technique. Time outside of the school day may be scheduled for dress rehearsals and performances. Students are required to participate in performance opportunities outside of the school day that support and extend the learning in the classroom. The choral repertoire must be of the highest caliber. Mastery of basic choral techniques must be evident. Areas of refinement include a cappella singing, sight-reading, and critical listening skills.

**PREREQUISITES:** Beginning Chorus and Intermediate Chorus; students are selected by audition or by permission of the instructor.

This course may be taken for successive semesters.  
A **CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE**

**Dance Performance I: Introductory Dance & Modern Dance I (L) 82012V (8201V - 8202V)**

During the first semester, students will be exposed to a variety of materials and experiences within each of the four dance genres of ballet, modern, jazz, and ethnic/folk. The second semester is a concentration on modern dance. Activities during both semesters will include individual and group instruction in performance, repertoire, and skills. Students will experience sequential and systematic learning. They will develop the ability to express their thoughts, perceptions, feelings, and images through movement. They will experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic communication.

**PREREQUISITE:** to all other dance courses  
This course may be taken for successive semesters.  
A **CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE**

**Dance Performance IIA: Modern Dance II & Ballet I (L) 82034V (8203V - 8204V)**

Students will experience sequential and systematic learning. They will develop the ability to express their thoughts, perceptions, feelings, and images through movement. They will experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication.

**PREREQUISITE:** Dance Performance I: Introduction to Dance/Modern I or permission of the instructor.  
This course may be taken for successive semesters.  
A **CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE**

**Dance Performance IIIA: Modern Dance III & Ballet II (L) 82056V (8205V - 8206V)**

Students enrolled in **Modern Dance III** will further experience sequential and systematic learning. They will continue to develop the ability to express their thoughts, perceptions, feelings, and images through movement. They will experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. Students will develop their ability to understand and assimilate the basic elements of technique within modern dance; demonstrate an understanding of the varied styles within modern dance; develop listening, comprehension, and memorization skills; use simple to complex and compound dance patterns within modern dance; identify and use, both orally and in writing, appropriate terminology related to style and technique; and, understand musical
Students enrolled in Ballet II will further experience sequential and systematic learning. They will continue to develop the ability to express their thoughts, perceptions, feelings, and images through movement. They will experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. Students will develop their ability to understand and assimilate the basic elements of technique within ballet; demonstrate an understanding of the varied styles within ballet; develop listening, comprehension, and memorization skills; use simple to complex and compound dance patterns within ballet; identify and use, both orally and in writing, appropriate terminology related to style and technique; and, understand musical phrasing, rhythmic structures, and meters.

**PREREQUISITES:** Dance Performance I: Introduction to Dance/Modern I; Dance Performance IIA: Modern II/Ballet I or permission of the instructor.

This course allows for successive semesters of instruction at an advanced level, provided defined proficiencies and content standards are utilized.

**A Core 40 and Academic Honors Diploma Course**

**Dance Performance IIB: Jazz I & Ethnic/Folk I (L)**
82078V (8207V-8208V)

Students enrolled in Jazz I will experience sequential and systematic learning. They will continue to develop the ability to express their thoughts, perceptions, feelings, and images through movement. They will experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. Students will develop their ability to understand and assimilate the basic elements of technique within jazz; demonstrate an understanding of the varied styles within jazz; develop listening, comprehension, and memorization skills; use simple to complex and compound dance patterns within jazz; identify and use, both orally and in writing, appropriate terminology related to style and technique; and, understand musical phrasing, rhythmic structures, and meters.

Students enrolled in Ethnic/Folk will further experience sequential and systematic learning in a variety of ethnic and folk dances. They will continue to develop the ability to express their thoughts, perceptions, feelings, and images through movement. They will experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. Students will develop their ability to understand and assimilate the basic elements of technique within ethnic and folk dance; demonstrate an understanding of the varied styles within ethnic and folk dance; develop listening, comprehension, and memorization skills; use simple to complex and compound dance patterns within ethnic and folk dance; identify and use, both orally and in writing, appropriate terminology related to style and technique; and, understand musical phrasing, rhythmic structures, and meters.

**PREREQUISITES:** Dance Performance I: Introduction to Dance/Modern I; Dance Performance IIA: Modern II/Ballet I or permission of the instructor.

**A Core 40 and Academic Honors Diploma Course**

**Dance Performance IVA: Modern Dance IV & Ballet III (L)**
82112V (8211V-8212V)

Students enrolled in Modern Dance IV will further experience sequential and systematic learning. They will continue to develop the ability to express their thoughts, perceptions, feelings, and images through movement. They will experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. Students will develop their ability to understand and assimilate the basic elements of technique within modern dance; demonstrate an understanding of the varied styles within modern dance; develop listening, comprehension, and memorization skills; use simple to complex and compound dance patterns within modern dance; identify and use, both orally and in writing, appropriate terminology related to style and technique; and, understand musical phrasing, rhythmic structures, and meters.

Students enrolled in Ballet III will further experience sequential and systematic learning. They will continue to develop the ability to express their thoughts, perceptions, feelings, and images through movement. They will experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. Students will develop their ability to understand and assimilate the basic elements of technique within ballet; demonstrate an understanding of the varied styles within ballet; develop listening, comprehension, and memorization skills; use simple to complex and compound dance patterns within ballet; identify and use, both orally and in writing, appropriate terminology related to style and technique; and, understand musical phrasing, rhythmic structures, and meters.

**PREREQUISITE:** Dance Performance IIIA: Modern Dance III & Ballet II

**A Core 40 and Academic Honors Diploma Course**

**Dance Performance IIB: Jazz II & Ethnic Folk II (L)**
82134V (8213V-8214V)

Students enrolled in Jazz II will continue to experience sequential and systematic learning. They will continue to develop the ability to express their thoughts, perceptions, feelings, and images through movement. They will experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. Students will develop their ability to understand and assimilate the basic elements of technique within jazz; demonstrate an understanding of the varied styles within jazz; develop listening, comprehension, and memorization skills; use simple to complex and compound dance patterns within jazz; identify and use, both orally and in writing, appropriate terminology related to style and technique; and, understand musical phrasing, rhythmic structures, and meters.
Students enrolled in Ethnic/Folk II will further experience sequential and systematic learning in a variety of ethnic and folk dances. They will continue to develop the ability to express their thoughts, perceptions, feelings, and images through movement. They will experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. Students will develop their ability to understand and assimilate the basic elements of technique within ethnic and folk dance; demonstrate an understanding of the varied styles within ethnic and folk dance; develop listening, comprehension, and memorization skills; use simple to complex and compound dance patterns within ethnic and folk dance; identify and use, both orally and in writing, appropriate terminology related to style and technique; and, understand musical phrasing, rhythmic structures, and meters.

**PREREQUISITE:** Dance Performance IIB: Jazz I & Ethnic/Folk I

A **Core 40 and Academic Honors Diploma Course**

**Piano and Electronic Keyboard (L) 82512V (8251V - 8252V)**

Students taking this course are offered keyboard classes, including piano and electronic keyboard, in order to develop music proficiency and musicianship. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students: 1) perform with proper posture, hand position, fingering, rhythm, and articulation; 2) compose and improvise melodic and harmonic material; 3) create and perform simple accompaniments; 4) listen to, analyze, sight-read, and study the literature performed; 5) study the elements of music as exemplified in a variety of styles; and 6) make interpretive decisions.

A **Core 40 and Academic Honors Diploma Course**

This course may be taken for successive semesters.

**Advanced Orchestra (L) 82634V (8263V - 8264V)**

Students taking this course are provided with a balanced comprehensive study of music through the orchestra, string, and/or full orchestra. Ensemble and solo activities are designed to develop elements of musicianship. Orchestral repertoire must be of the highest caliber, and mastery of advanced orchestral technique must be evident. Areas of refinement consist of advanced techniques including, but not limited to: 1) intonation; 2) balance and blend; 3) tone production; 4) tone quality; 5) technique; 6) rhythm; 7) sight reading; and 8) critical listening skills. Evaluation of music and music performance is included.

**PREREQUISITE:** By audition

A **Core 40 and Academic Honors Diploma Course**

This course may be taken for successive semesters.

**Advanced Concert Band (L) 82734V (8273V - 8274V)**

Advanced Concert Band provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domain. Mastery of advanced wind band technique must be evident. Experiences include improvising, conducting, playing by ear, and sight-reading. Repertoire must be of the highest caliber. Areas of refinement consist of advanced techniques including: (1) intonation, (2) balance and blend, (3) breathing, (4) tone production, (5) tone quality, (6) technique, (7) rhythm, (8) sight-reading, and (9) critical listening skills. Evaluation of music and music performances is included.

**PREREQUISITES:** Intermediate Concert Band; students are selected by audition or by permission of the instructor

A **Core 40 and Academic Honors Diploma Course**

This course may be taken for successive semesters.

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**HEALTH EDUCATION DEPARTMENT**

**Health and Wellness** 8021
8021ES ENL at Adams

High school health education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Standards Guide: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life Education; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and Other Drugs Education; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention. Students are provided with opportunities to explore the effect of health behaviors on an individual’s quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy.

This course is required to meet state graduation, Academic Honors Diploma, and Core 40 requirements.

A one credit course
The MISSION of Junior ROTC is to “motivate young people to be better Americans.” The objectives are to promote and encourage citizenship, strengthen self-esteem, develop leadership potential, improve physical fitness, promote high school completion, promote higher education goals and provide an incentive to live healthy and drug free.

PARTICIPATION IN THE AIR FORCE JROTC PROGRAM IN NO WAY INCURS ANY OBLIGATION TO ENLIST IN THE UNITED STATES ARMED FORCES AFTER GRADUATION. Students who successfully complete four years of the AFJROTC program, may apply for scholarships through the Senior AFROTC programs offered at many Colleges and Universities throughout the United States. Successful completion of the University level ROTC program incurs an obligation for the student to serve as a commissioned officer in the military service of their choice. Should a high school graduate of the Air Force JROTC program elect to enlist in one of the Armed Forces, certain advanced promotion benefits are offered to that student by that particular armed service. High school graduates completing four years of the Air Force Junior ROTC program, may apply for up to 16 semester hours of college credit through the University of Colorado at Colorado Springs.

Students should see their counselors to enroll or to receive further information about the program in their schools. The curriculum focus of each branch of the service will differ in content.

JROTC students may earn up to two credits in physical education upon successful completion of these classes. The number of credits earned will be equal to the number of physical education credits required for graduation. For students graduating in 2010 and beyond, two credits are required, earned at a rate of one credit earned each semester. For students graduating in 2008 or 2009, only one credit is required for graduation at a rate of one-half credit per semester.

Clay and Washington High Schools

Aerospace Science 1 & 2 44512 (4451-4452)
Aerospace Science 1 & 2 is the first of three courses in the Air Force Junior Reserve Officers Training Corps (AFJROTC) program. Sixty percent (60%) of the curriculum is devoted to Aerospace Science, including the heritage of flight, development of airpower, toward military aerospace, and policy and organization. Forty percent (40%) of the curriculum is devoted to Leadership Education, including introduction to AFJROTC, elements of good followership, personal development skills and health awareness. The objectives of the AFJROTC program are to 1) develop informed citizens, 2) strengthen character, 3) interest students in the aerospace age, 4) promote understanding of the role of the citizen soldier, 5) encourage students to complete high school and 6) promote higher educational goals. Grades 9-12

Aerospace Science 3 & 4 44534 (4453-4454)
This course has the same six overall objectives as those listed for Aerospace Science 1 & 2. The Aerospace Science portion of the curriculum (60%) includes the aerospace environment, human requirements of flight, principles of aircraft flight and principles of navigation. The Leadership Education portion of the curriculum (40%) includes communication skills, understanding individual behaviors, understanding group behavior and introduction to leadership theory.
PREREQUISITE: Aerospace Science 1 & 2 Grades 10-12

Aerospace Science 5 & 6 44556 (4455-4456)
This course has the same six overall objectives as those listed for Aerospace Science 1 & 2. The Aerospace Science portion of the curriculum (60%) includes the space environment, space programs, space technology, manned spaceflight, and an Introduction to Astronomy. The Leadership Education portion of the curriculum (40%) includes management theories, stress and financial management, introduction to ethics and citizenship and Global and Cultural Studies.
PREREQUISITE: Aerospace Science 3 & 4 Grades 11-12

Aerospace Science 7 & 8 44578 (4457-4458)
This course is focused on choosing a career path with exposure to Practical Leadership by assignment to specific management positions within the Corps of Cadets under the instructor’s supervision. Hands-on exposure affords cadets the opportunity to put theories from previous leadership courses into practice. All planning, organizing, coordinating, directing, controlling, and decision making will be done by cadets. Students practice their communication, decision-making, personal interaction, managerial, and organization skills. In addition, cadets will apply Air Force standards of discipline and conduct to the overall operation of the Corp of Cadets for the entire school year.
PREREQUISITE: Aerospace Science 5 & 6 Grade 12

Riley High School

Leadership Education I 44512 (4451-4452)
Designed for high school freshmen or sophomores, Leadership Education I introduces the cadets to the major subjects to lay a foundation for the grade levels to follow. This course emphasizes Marine Corps drill and ceremonies. The curriculum focus on leadership tenets, physical fitness and health, drill and ceremonies and military organization and orientation. The Leadership Education course materials provided to support each grade level of the MCJROTC are the textbook, student workbook and training aids, films and visual materials.

Leadership Education II 44534 (4453-4454)
The second year course is designed for high school sophomores or juniors. It explores each subject in greater detail than Leadership Education I. Some leadership roles are assigned to second year cadets.

Leadership Education III 44556 (4455-4456)
The third year course is designed for high school juniors or seniors. It emphasizes leadership training and leadership application. The majority of the cadet instructors are third year cadets.

Summer Leadership Academy 4459
The Summer Leadership Academy (SLA) is a joint Junior ROTC course offered only in the summer. This course is open to JROTC cadets who have successfully completed at least one semester of JROTC. The purpose of the SLA is to prepare cadets to assume leadership roles within their Corps of Cadets. The course consists of classroom instruction on topics such as leadership principles, the importance of teamwork, the role of the officer and the NCO, authority and respect, patriotism, etiquette and protocol, and situational leadership. There is also a strong emphasis on drill and ceremonies, physical fitness, and team sports. Cadets who successfully complete this course will receive 1/2 semester credit.
PREREQUISITE: 1 semester of JROTC Grades 9-11
LANGUAGE ARTS DEPARTMENT

English as a New Language 1011-1018
English as a New Language provides Limited English Proficiency (LEP) students with instruction in English that would improve their proficiency in listening, speaking, reading, and writing. Emphasis is placed on helping students to function within the regular school setting and within an English-speaking society. These courses are offered only at John Adams. *Each course is one credit each*

Language Arts Lab 1100
1100F Freshmen only
1100ES ENL at Adams
1100U Upperclassmen only

This course is recommended to students who have scored below standard on the ISTEP+ Graduation Qualifying Exam and who will be retaking the exam. Students review Indiana’s English/Language Arts Academic Standards in detail as well as practice the writing process in relation to the ISTEP+ writing prompts. Students study basic skills in the areas of grammar and writing and are given individual help according to their specific needs. Students also review test taking strategies that will help them when they retест. This course does not satisfy the English credit requirements for graduation. Successful completion of the course qualifies as part of the English remediation required for graduation under Option C of Administrative Rule 6520.

**A ONE CREDIT COURSE**

English 9 11212 (1121-1122)
11212E ENL at Adams
11212X SLC only
11212Y SLC only
11212Z SLC only

Through the integrated study of literature, composition, and oral communication, English 9 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. Students practice identifying, analyzing, and composing with different elements, structures, and genres of written language. *Literature* instruction focuses on reading and comprehending a broad variety of literature and developing vocabulary. The *composition* instruction requires students to write for various audiences and purposes. Using technology, students receive instruction and practice in the writing process and to create multiple types of writing. *Oral communication* (speech) emphasizes effective listening and speaking techniques. This course is designed for the superior student of English who is capable of comprehending texts of significant depth and breadth of content and who is on a course of study to reach Advanced Placement English in three years. This course not only provides an in-depth study of complex texts including fiction, nonfiction, drama, and poetry, but also requires superior performance on consistently challenging writing tasks. Writing will include reports, essays, and critical and creative responses to text. Students will engage in extensive research, creative projects and group presentations. Students will also be required to do extensive reading and writing outside of class as well as in the classroom.

**A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE**

English 9 Honors 11412A (1141AP-1142AP)
11412P Magnet at Adams
11412V Magnet at Clay
11412T Magnet at Riley
11412M Magnet at Washington
11412X SLC only
11412Y SLC only
11412Z SLC only

English 10 reinforces and continues to make full use of many of the activities and skills of English 9. *Literature* instruction focuses on responding critically, reflectively, and imaginatively to literature distinguishing among the different types of contents and purposes of language and using language for different, sophisticated purposes. *Composition* component of language arts provides students with opportunities to
write for various audiences and purposes. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process. **Oral communication** (speech) provides students with opportunities to develop greater facility with choosing and employing different elements of effective oral communication.

**A Core 40 and Academic Honors Diploma course**

**English 10 Honors** 11334 (1133-1134)  
11334V Magnet at Clay  
11334T Magnet at Riley  
11334M Magnet at Washington  

English 10 reinforces and continues to make full use of many of the activities and skills of English 9. **Literature** instruction focuses on responding critically, reflectively, and imaginatively to literature distinguishing among the different types of contents and purposes of language and using language for different sophisticated purposes. The **composition** component of language arts provides students with opportunities to write for various audiences and purposes. The formal study of grammar, usage, spelling and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process. **Oral communication** (speech) provides students with opportunities to develop greater facility with choosing and employing different elements of effective oral communication. **English 10 Honors** provides students with a rigorous regimen of reading and writing as well as work with grammar/style/usage. Reading selections include a variety of works from fiction, nonfiction, drama and poetry. Writing includes reports and essays, along with critical and creative responses to works studied. Students engage in extensive research, creative projects, and group presentations.

**A Core 40 and Academic Honors Diploma course**

**English 11 Honors** 11356 (1135-1136)  
11356G Magnet at Adams  
11356V Magnet at Clay  
11356T Magnet at Riley  
11356M Magnet at Washington  

English 11 also incorporates a study of American Literature from different periods. The **composition** component of language arts provides students with opportunities to produce a variety of forms of text. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process. **Oral communication** (speech) continues to emphasize effective listening and speaking techniques.

**A Core 40 and Academic Honors Diploma course**

**English 11 Honors** 11456A (1145AP-1146AP)  
11456P Magnet at Adams  
11456V Magnet at Clay  
11456T Magnet at Riley  
11456M Magnet at Washington  

English 11 Honors provides students with a rigorous regimen of reading American Literature as well as writing and work with grammar/style/usage. Reading selections include a variety of works from fiction, nonfiction, drama and poetry. Writing includes reports, essays, along with critical and creative responses to works studied. Students engage in extensive research, creative projects and group presentations.

**A Core 40 and Academic Honors Diploma course**

**English 11 Honors** 11456A (1145AP-1146AP)  
11456V Magnet at Clay  
11456T Magnet at Riley  
11456M Magnet at Washington  

Through the integrated study of American Literature, composition, and oral communication, English 11 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. Students move from predominately analyzing and using the elements of written language to making judgements based on those analyses. English 11 also incorporates a study of American Literature from different periods. The **composition** component of **English 11 Honors** provides students with opportunities to produce a variety of forms of text. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process. **Oral communication** (speech) continues to emphasize effective listening and speaking techniques.
further develop their use of language as a tool for learning and thinking and as a source of pleasure. Students move from predominately analyzing and using the elements of written language to making judgments based on those analyses.

The composition component of English 11 Honors provides students with opportunities to produce a variety of forms of text. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process. Oral communication (speech) continues to emphasize effective listening and speaking techniques. This course is designed for the superior student of English who is capable of comprehending texts of significant depth and breadth of content and who is on a course of study to reach Advanced Placement English 12 next year. This course not only provides an in-depth study of complex texts including fiction, nonfiction, drama, and poetry, but also requires superior performance on consistently challenging writing tasks. Writing will include reports, essays, and critical and creative responses to text. Students will engage in extensive research, creative projects and group presentations. Students will also be required to do extensive reading and writing outside of class as well as in the classroom.

A Core 40 and Academic Honors Diploma course

English 12 11278 (1127-1128)  
11278 ENL at Adams  
11278T Magnet at Riley  
Grade 12 continues to refine students’ ability and desire to learn and communicate about language and literature. While students developed judgments informed by keen literary analysis in Grades 9-11, in Grade 12 they practice explaining and defending their readings to others. In addition, the emphasis on different cultural contexts is intensified in a focus on world literature and British literature. The composition component of English 12 continues to provide students with opportunities to hone their writing. Using technology, students are able to produce polished final documents. Oral communication (speech) continues to emphasize the organization of ideas, awareness of audience, and sensitivity to context in carefully researched and well organized speeches. This is a course which follows College Board Entrance Examination guidelines for advanced placement English. Students will be expected to read challenging texts, for example novelists such as Joyce and Dostoevsky, outside of class as well as in the classroom. Writing assignments will be frequent, including weekly in-class essays and periodic research papers. Students will be expected to participate fully in class discussions and to make presentations. Students will make use of technological resources both in researching and in producing their papers.

A Core 40 and Academic Honors Diploma course

English 12 Honors 11378 (1137-1138)  
11378G Magnet at Adams  
11378V Magnet at Clay  
11378T Magnet at Riley  
11378M Magnet at Washington  
Grade 12 continues to refine students’ ability and desire to learn and communicate about language and literature. While students developed judgments informed by keen literary analysis in Grades 9-11, in Grade 12 they practice explaining and defending their readings to others. In addition, the emphasis on different cultural contexts is intensified in a focus on world literature. To negotiate these texts, students learn to identify and communicate about the broad themes, trends, and cultural issues present in world literature and British literature. The composition component of English 12 continues to provide students with opportunities to hone their writing. Using technology, students are able to produce polished final documents. Oral communication (speech) continues to emphasize the organization of ideas, awareness of audience, and sensitivity to context in carefully researched and well organized speeches. This course not only provides an in-depth study of complex texts including fiction, nonfiction, drama, and poetry, but also requires superior performance on consistently challenging writing tasks. Writing will include reports, essays, and critical and creative responses to text. Students will engage in extensive research, creative projects and group presentations. Students will also be required to do extensive reading and writing outside of class as well as in the classroom. PREREQUISITES: English 9, English 10, English 11 or equivalent courses (English 12 could be incorporated into the AP course.)

A Core 40 and Academic Honors Diploma course

Advanced English/Language Arts, College Credit 1161 (Language and Composition)  

English Language and Composition College Credit is any English course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school, or any other postsecondary English course offered for dual credit under the provisions of 511 IAC 22-10.1-22.2-2.6. Writing assignments will be frequent, including weekly in-class essays and periodic research papers. Students will also be expected to participate fully in class discussions and make
presentations. Students should make use of technological resources both in researching and in producing their papers.

**PREREQUISITES:** English 9, English 10, English 11

Students must be in the top half of their graduating class and be admissible to Indiana University

**A Core 40 and Academic Honors Diploma course**

**A one credit course**

**Advanced English/Language Arts, College Credit 1129**

(Literature and Composition)

English Literature and Composition College Credit is any English course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school, or any other postsecondary English course offered for dual credit under the provisions of 511 IAC 22-10.1-22.2-2.6. Writing assignments will be frequent, including weekly in-class essays and periodic research papers. Students will also be expected to participate fully in class discussions and make presentations. Students should make use of technological resources both in researching and in producing their papers.

**PREREQUISITES:** English 9, English 10, English 11

Students must be in the top half of their graduating class and be admissible to Indiana University

**A Core 40 and Academic Honors Diploma course**

**A one credit course**

**Developmental Reading 12112E ENL at Adams**

12134 E ENL at Adams
12156 E ENL at Adams
12178 E ENL at Adams

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 students’ appreciation of reading as a lifelong leisure activity. Presentations on and discussions of reading further internalize reading as a meaningful and social activity. Students who fail to meet minimum standards on the language arts portion of the state standardized test will be required to take this class in addition to being scheduled into a regular English class. Emphasis will be upon developing reading and writing skills; therefore, students who need extra assistance in reading will also be encouraged to enroll in this class. This course does not meet English credit requirements for graduation.

**American Literature 14312 (1431-1432)**

American Literature provides a survey of the literature produced in the United States from pre-Revolutionary times to the present. This course includes a study of representative works of literature that reflect American culture. Students are provided with the study of a variety of literary genres, such as drama, poetry, and prose, as well as Native American folk legends. Influences of classical literature can be experienced in the historical, literary, and cultural contexts. Quality works of various ethnic and cultural minorities, such as African-American writers, women writers, and Native American writers are included as are the works of contemporary writers. Written and oral exercises require students to analyze and explain how their readings of literature, history, and culture are interconnected and distinctly American.

This course must be linked with United States History 5121-5122. Students will receive English 11 credit for this course.

**A Core 40 and Academic Honors Diploma course**

**A one credit course**

**Journalism 12212 (1221-1222)**

Journalism is a study of the art of journalism and the profession of journalists. This course includes the process involved in: (1) reporting and writing news stories, (2) the legal and social responsibilities involved in newspaper publications and (3) the ethics of accurate and fair reporting. This course includes extensive reading and models of excellent journalistic techniques and evaluates and analyzes journalistic writing through discussions and critiques.

**Grades 10-12**

**Student Publications (newspaper) 12234 (1223-1224)**

**Student Publications (yearbook) 12256 (1225-1226)**

This course provides the study of and practice in gathering and analyzing information, interviewing, and note taking for the purpose of: (1) writing, (2) editing, (3) publishing for print, and (4) broadcast media, including student publications. This course includes instruction and practice in effective journalistic writing forms and techniques, as well as layout, design and typography. Representative examples of amateur and professional journalism are studied. The concept of responsible journalism also is discussed. Student publications should conform to an appropriate style guide, such as the Associated Press Stylebook and Libel Manual. It is recommended that word processors and desktop publishing technology be used to support the journalism curriculum. Student Publications offers practical training in publishing the school newspaper and yearbook. Students plan, publish, market, and distribute their school publications.

The nature of this course allows for successive semesters of instruction at an advanced level, provided that defined standards are utilized.

**Grades 10-12**

**A one credit course**

**Creative Writing 12512 (1251-1252)**

Creative Writing provides students with ample opportunities to combine literary creativity with the discipline of written discourse. The concept of the manipulation of language to convey ideas feelings, moods, and visual images is the basis of the course. Students become familiar with standard literary elements through the reading and study of published prose and poetry and are taught to use those elements in their own writing. Additionally, students learn strategies for evaluation and responding to their own writing and the writing of others in a peer sharing component. In this peer sharing component, students receive specific training in providing constructive, substantive feedback, while role playing as likely readers of each creative work. Representative models of literary excellence may also be studied.

**A Core 40 and Academic Honors Diploma course**

**Grades 10-12**
InternationaL baccalaureate language arts courses at Adams

Language A1 Higher Level, International Baccalaureate  
11456H (1145H-1146H)  
11478H (1147H-1148H)  
Language A1 Higher Level, International Baccalaureate is a pre-university literature course in the student’s native or best language. Language A1 promotes an appreciation of literature and knowledge of the student’s own culture, along with that of other societies, and develops the student’s powers of expression, both in oral and written communication. The course emphasizes the skills involved in writing and speaking in a variety of styles and situations and offers the student the opportunity to read 11-15 works grouped by genres. Works are chosen from a broad list of prescribed authors and works representing different literary periods, genres, and regions in the target language, as well as literature in translation.  
Credits: 4 semester course, 1 credit per semester

A core 40 and academic honors diploma course

Grades 11 and 12

Language Arts Magnet Courses at Clay

Speech 1421V  
Advanced Speech and Communication 1422V  
Linked as a year-long course 14212V  

Speech provides the study of and practice in the basic principles and techniques of effective oral communication. This course includes instruction in adapting speech to different audiences and purposes. Students have opportunities to make different types of oral presentations including: (1) viewpoint, (2) instructional, (3) demonstration, (4) informative, (5) persuasive, and (6) impromptu. Students are given opportunities to express subject matter knowledge and content through creative, analytical, and expository writing, as well as reading a variety of literary genre related to course content and speaking assignments. This course emphasizes research using technology and careful organization and preparation. Students also practice and develop critical thinking skills.

A core 40 and academic honors diploma course

A one credit course

ACP College Credit at IUSB may be available

Advanced Speech and Communication continues with the skills learned in Speech. Major emphasis is given to producing formal speeches. The course focuses on leadership development, listening skills, oral interpretation, parliamentary procedure, research methods, and oral debate. Students are given opportunities to express their subject matter knowledge and content through various writing experiences as well as reading a variety of literary genre related to course content and speaking experiences. Special attention is given to creating a complete outline and support, using two or more sources, as well as individual presentation skills. Students concentrate on producing speeches that: (1) inform, (2) motivate, (3) entertain, and (4) persuade through the use of impromptu, extemporaneous, memorized, and manuscript delivery. Students develop skills in: (1) listening, (2) oral interpretation, (3) parliamentary procedures, (4) research methods, and (5) oral debate.

A core 40 and academic honors diploma course

A one credit course
### MATHEMATICS DEPARTMENT

There is an increased use of graphing calculator technology in many mathematics classes. Graphing calculators are introduced in Algebra I and become an integral part of courses at the Algebra II level and above. Schools have sets of Texas Instrument graphing calculators for student use in the classroom. Students in upper level math courses are encouraged to purchase their own graphing calculators.

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<th>Mathematics Lab</th>
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<th>3000ES ENL at Adams</th>
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<td>Pre-algebra</td>
<td>30212 (3021-3022)</td>
<td>30212E ENL at Adams</td>
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<tr>
<td>Algebra I</td>
<td>30234 (3023-3024)</td>
<td>30234E ENL at Adams</td>
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<td>Algebra I Honors</td>
<td>32212 (3221-3222)</td>
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Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic functions, and, (6) nonlinear equations.

### A Core 40 and Academic Honors Diploma Course

Algebra I provides a more in-depth study of algebra and moves at a faster pace than Algebra I. Additional topics will be covered, including applications to real world problems.

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<th>Algebra II Honors (Advanced)</th>
<th>32412A (3241AP-3242AP)</th>
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Algebra II is a course that expands the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations, and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability.

This course is designed for students who excelled in an algebra class in grade 8 and who intend to rigorously study mathematics for four years culminating in Advanced Placement Calculus. All topics from Algebra I will be reviewed and expanded upon and Algebra II topics will then be covered. This course moves at an extremely fast pace.

### A Core 40 and Academic Honors Diploma Course

Grade 9
Geometry 33212 (3321-3322)
3221E ENL at Adams
Geometry provides students with experiences that deepen the understanding of two- and three-dimensional objects and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures including the study of: (1) points, lines, angles, and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids. An understanding of proof and logic is developed. Use of graphing calculators and computer drawing programs is encouraged.
PREREQUISITE: Algebra I
A Core 40 course

Geometry Honors 33312 (3331-3332)
Geometry provides students with experiences that deepen the understanding of two- and three-dimensional objects and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures including the study of: (1) points, lines, angles, and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids. An understanding of proof and logic is developed. Use of graphing calculators and computer drawing programs is encouraged. This course provides a more in-depth study of geometry and moves at a faster pace than Geometry. Additional topics will be covered, including the logic and reasoning in the analysis of plane and spatial relationships.
PREREQUISITE: Algebra I Honors
A Core 40 and Academic Honors Diploma course

Geometry Honors (Advanced) 33412A (3341AP-3342AP)
Geometry provides students with experiences that deepen the understanding of two- and three-dimensional objects and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures including the study of: (1) points, lines, angles, and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids. An understanding of proof and logic is developed. Use of graphing calculators and computer drawing programs is encouraged. This course is designed for the superior math student who is on a course of study to reach Advanced Placement Calculus in two years. This course provides an in-depth study of geometric concepts and the solution of challenging problems that are geometric in content. Additional topics will be covered, including ideas from non-Euclidean geometry.
PREREQUISITE: Algebra II Honors (Advanced)
A Core 40 and Academic Honors Diploma course

Algebra II 34212 (3421-3422)
Algebra II is a course that expands the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability.
PREREQUISITE: Algebra I, Geometry
A Core 40 and Academic Honors Diploma course

Algebra II Honors 34312 (3431-3432)
Algebra II is a course that expands the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability. This course provides a more in-depth study of Algebra II and moves at a faster pace. Additional topics will be covered, including major ideas from trigonometry.
PREREQUISITE: Algebra I H, Geometry H
A Core 40 and Academic Honors Diploma course

Pre-Calculus/Trigonometry 35212 (3521-3522)
Pre-Calculus blends together all of the concepts and skills that must be mastered before enrollment in a college-level calculus course. A functional approach provides for the integration of all of the concepts listed for a course in Trigonometry (trigonometry in triangles, trigonometric functions, trigonometric identities and equations, and polar coordinates and complex numbers) plus: (1) relations and functions, (2) exponential and logarithmic functions, (3) sequences and series, and (4) data analysis.
PREREQUISITE: Algebra I, Geometry, Algebra II
A Core 40 and Academic Honors Diploma course

Pre-Calculus/Trigonometry Honors 35312 (3531-3532)
Pre-Calculus blends together all of the concepts and skills that must be mastered before enrollment in a college-level calculus course. A functional approach provides for the integration of all of the concepts listed for a course in Trigonometry (trigonometry in triangles, trigonometric functions, trigonometric identities and equations, and polar coordinates and complex numbers) plus: (1) relations and functions, (2) exponential and logarithmic functions, (3) sequences and series, and (4) data analysis. This course provides a more in-depth study of Pre-calculus and moves at a faster pace. Part of the second semester will consist of beginning topics in Calculus.
PREREQUISITE: Algebra I H, Geometry H, Algebra II H
A Core 40 and Academic Honors Diploma course

Grade 12

Pre-Calculus/Trigonometry Honors (Advanced) 35334A (3533AP-3534AP)
Pre-Calculus blends together all of the concepts and skills that must be mastered prior to enrollment in a college-level calculus course. A functional approach provides for the integration of all of the concepts listed for a course in Trigonometry (trigonometry in triangles, trigonometric functions, trigonometric identities and equations, and polar coordinates and complex numbers) plus: (1) relations and functions, (2) exponential and logarithmic functions, (3) sequences and series, and (4) data analysis. This course is designed for the superior math student who is planning to enroll in Advanced Placement Calculus next year. This course provides an in-depth study of analytic geometry, trigonometry, and other pre-calculus topics. There is extensive use of the graphing calculator.
PREREQUISITE: Algebra I Honors (Advanced), Geometry Honors (Advanced)
A Core 40 and Academic Honors Diploma course

Grade 11
Statistics, Advanced Placement 35112 (3511-3512)
Statistics is a course that provides students with the content established by the College Board. Topics include: (1) exploring data, (2) planning a study, (3) anticipating patterns, and (4) statistical inference. The use of graphing calculators and computer programs is required.
Prerequisite: Algebra II
A Core 40 and Academic Honors Diploma Course

Calculus AB, Advanced Placement 35412A (3541AP-3542AP)
Mathematics Advanced Placement is a course which follows College Entrance Examination guidelines for Calculus AB.
Prerequisite: Pre-Calculus Honors (Advanced)
A Core 40 and Academic Honors Diploma Course

Calculus BC, Advanced Placement 35434A (3543AP-3544AP)
Mathematics Advanced Placement is a course which follows college entrance examination guidelines for Calculus BC.
Prerequisite: Calculus AB, Advanced Placement
A Core 40 and Academic Honors Diploma Course

Advanced Mathematics, College Credit 3539
Mathematics College Credit is any advanced mathematics course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school or any other postsecondary mathematics course offered for dual credit under the provisions of 511 IAC 2210.1-22.2-1-2.6.
Prerequisite: Algebra I, II, Geometry, and Pre-Calculus. Students must be in the top half of their graduating class and be admissible to Indiana University.
A Core 40 and Academic Honors Diploma Course

INTERNATIONAL BACCALAUREATE MATHEMATICS COURSES AT ADAMS

Mathematical Studies Standard Level, International Baccalaureate 34312I (3431I-3432I)
33434I (3343I-3344I)
Mathematical Studies Standard Level, International Baccalaureate includes eight core topics: introduction to the graphic display calculator, number and algebra, sets, logic and probability, functions, geometry and trigonometry, statistics, introductory differential calculus, and financial mathematics.
Credits: 4 semester course, 1 credit per semester
A Core 40 and Academic Honors Diploma Course

Mathematics Standard Level, International Baccalaureate 35334S (3533S-3534S)
3345I, 3541I
Mathematics Standard Level, International Baccalaureate includes seven core topics: algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability, and calculus.
Credits: 4 semester course, 1 credit per semester
A Core 40 and Academic Honors Diploma Course

MULTI-DISCIPLINARY

Multi-disciplinary courses shall be applied to an area of study to which a significant portion of the course content is closely related when establishing majors and minors.

Cadet Teaching Experience 84334 (8433-8434)
84356 (8435-8436)
Students are provided with exploratory teaching experience in grades K-9. Study and experience related to classroom management, organization, inclusion of students with special needs, and instruction along with background information concerning the teaching profession and the nature of learning are included. Written reports of observations and experiences are required as well as good attendance. Students are limited to 4 credits, with not more than 1 earned during any given semester. Only Junior and Seniors are allowed to Cadet Teach.
Prerequisite: Approval of TEACH sponsor, and “B” average.
Grades 11-12
ACP College Credit at IUSB may be available

Community Service 84812 (8481-8482)
Bendix School students may earn one credit per semester for Service Learning (volunteer) experience. Students will need to volunteer 3-4 hours per week. Sites will need the approval of a Service Learning Coordinator. Students will need to submit a placement form at the beginning of the semester and attendance reports throughout the semester.
Three credits maximum.
PHYSICAL EDUCATION DEPARTMENT

Physical Education I (L)

Physical Education I continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (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 skill evaluations.

This course is required to meet state graduation requirements, Academic Honors Diploma, and Core 40 requirements.

Classes are coeducational unless the activity involves bodily contact or groupings are based on an objective standard of individual performance developed and applied without regard to gender. Adapted physical education must be offered, as needed, in the least restricted environment and must be based on individual assessment.

8501 A .5 CREDIT COURSE (ONE SEMESTER) FOR STUDENTS GRADUATING IN 2009
8503 A 1 CREDIT COURSE (ONE SEMESTER) FOR STUDENTS GRADUATING IN 2010 AND BEYOND
8503Y SLC at Adams

Physical Education II (L)

Physical Education II 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. It includes at least three different movement forms without repeating those offered 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 skill evaluations. This course will also include a discussion of related careers.

This course is required to meet state graduation requirements, Academic Honors Diploma, and Core 40 requirements.

Classes are coeducational unless the activity involves bodily contact or groupings are based on an objective standard of individual performance developed and applied without regard to gender. Adapted physical education must be offered, as needed, in the least restricted environment and must be based on individual assessment.

8502 A .5 CREDIT COURSE (ONE SEMESTER) FOR STUDENTS GRADUATING IN 2009
8504 A 1 CREDIT COURSE (ONE SEMESTER) FOR STUDENTS GRADUATING IN 2010 AND BEYOND
8504Y SLC at Adams

Elective Physical Education (L)

Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study of specific areas. A minimum of two of the following activities should be included: (1) health-related fitness activities (cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition), (2) team sports, (3) individual or dual sports, (4) aquatics and, (5) outdoor pursuits. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation.

Classes are coeducational unless the activity involves bodily contact or groupings are based on an objective standard of individual performance developed and applied without regard to gender.

PREREQUISITES: Physical Education I and II
Recommended: Grade C or higher in Physical Education I and II
A maximum of six credits can be earned provided that there is no course or skill level duplication.

A ONE CREDIT COURSE
Integrated Chemistry - Physics (L) 40134 (4013-4014)

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

PREREQUISITE: Algebra I (may be taken concurrently)

A Core 40 and Academic Honors Diploma course

Biology I (L) 4012 (4021-4022)
  4012ENL at Adams
  4012P Magnet at Adams
  4012V Magnet at Clay
  4012T Magnet at Riley
  4012M Magnet at Washington
  4012X SLC only
  4012Y SLC only
  4012Z SLC only

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. Students will explore the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students will have opportunities to: (1) gain an understanding of the history of the development of biological knowledge, (2) explore the uses of biology in various careers, and (3) cope with biological questions and problems related to personal needs and social issues. The magnet course at Washington aligns with Integrated Health Sciences I.

A Core 40 and Academic Honors Diploma course

Biology II, Honors (L) 40356 (4035-4036)

Biology II provides extended laboratory, field, and literature investigations into the internal structures, functions, and processes of living organisms and the environmental interactions of these organisms. This course refines the students’ methods of scientific inquiry and problem resolution. This Honors level course will include a 40% to 50% laboratory experience. Students in this course will be required to do a major long-term inquiry project.

PREREQUISITE: Biology I

A Core 40 and Academic Honors Diploma course

Biology Advanced Placement (L) 40334A (4033AP-4034AP)

This course follows the College Board Entrance Examination guidelines for Advanced Placement Biology.

PREREQUISITES: Biology I and Chemistry I

A Core 40 and Academic Honors Diploma course

Earth and Space Science I (L) 42612 (4261-4262)

Earth and Space Science I provides a study of the earth’s lithosphere, atmosphere, hydrosphere, and its celestial environment. This course emphasizes the study of energy at work in forming and modifying earth materials, land forms, and continents through geological time. Students have opportunities to gain an understanding of the history of the development of the earth and space sciences, to explore the uses of knowledge of the earth and its environment as it applies to various careers and social issues.

A Core 40 and Academic Honors Diploma course

Earth and Space Science I Honors (L) 43312 (4331-4332)

Earth and Space Science I provides a study of the earth’s lithosphere, atmosphere, hydrosphere, and its celestial environment. This course emphasizes the study of energy
at work in forming and modifying earth materials, land forms, and continents through geological time. Students have opportunities to gain an understanding of the history of the development of the earth and space sciences, to explore the uses of knowledge of the earth and its environment in various careers, and to cope with problems related to personal needs and social issues. This Honors level course will include a 40% to 50% laboratory experience. Students in this course will be required to do a major long-term inquiry project.

A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE

Chemistry I (L) 4421 (4421-4422)

44212M Magnet at Washington

Chemistry I allows students to synthesize useful models of the structure of matter and the mechanisms of its interactions through laboratory investigations of matter and its chemical reactions. Students have opportunities to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) cope with chemical questions and problems related to personal needs and social issues, and (4) learn and practice laboratory safety. The magnet course at Washington aligns with Integrated Health Sciences II.

A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE

PREREQUISITES: Algebra I Grades 11-12

Chemistry I Honors (L) 4431 (4431-4432)

44312M Magnet at Washington

Chemistry I Honors allows students to synthesize useful models of the structure of matter and the mechanisms of its interactions through laboratory investigations of matter and its chemical reactions. Students have opportunities to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) cope with chemical questions and problems related to personal needs and social issues, and (4) learn and practice laboratory safety. This Honors level course will include a 40% to 50% laboratory experience. Students in this course will be required to do a major long-term inquiry project. The magnet course at Washington aligns with Integrated Health Sciences II.

PREREQUISITE: Algebra I Honors Grades 10-12

A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE

Chemistry II, General Honors (L) 4435 (4435-4436)

Chemistry II, General, provides for extended laboratory and literature investigations of the chemical reactions of matter in living and nonliving materials. This course stresses the unifying themes of chemistry, the development of physical and mathematical models of matter and its interactions, and the methods of scientific inquiry. This Honors level course will include a 40% to 50% laboratory experience. Students in this course will be required to do a major long-term inquiry project.

PREREQUISITE: Chemistry I H

A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE

Chemistry Advanced Placement (L) 44334A (4433AP-4434AP)

This course follows the College Board Entrance Examination guidelines for Advanced Placement Chemistry.

PREREQUISITE: Chemistry I

A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE

Physics I Honors (L) 4621 (4621-4622)

Physics I aids students in synthesizing the fundamental concepts and principles concerning matter and energy through the laboratory study of mechanics, wave motion, heat, light, electricity, magnetism, electromagnetism, and atomic and nuclear physics. Students have opportunities to: (1) acquire an awareness of the history of physics and its role in the birth of technology, (2) explore the uses of its models, theories, and laws in various careers, and (3) cope with physics questions and problems related to personal needs and social issues.

PREREQUISITE: Algebra I, Geometry, Algebra II (or taking concurrently)

A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE

Physics B Advanced Placement (L) 46312A (4631AP-4632AP)

This course follows the College Board Entrance Examination guidelines for one of its advanced placement physics courses.

PREREQUISITES: Pre-Calculus/Trigonometry Honors

RECOMMENDED: Calculus or currently enrolled in calculus

A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE

ADVANCED SCIENCE, SPECIAL TOPICS (L)

Anatomy & Physiology 40234 (4023-4024)
40234E ENL at Adams

40234M Magnet at Washington

Marine Biology 40412 (4041-4042)

Medical Microbiology 4051M Magnet at Washington

Astronomy & Meteorology 43378 (4337-4338)

Ecology 43412 (4341-4342)

EMT Preparation 44378 (4437-4438)

Genetics & Biotechnology 4501

Advanced Science, Special Topics is any science course which is standards-based and grounded in extended laboratory, field, and literature investigations into one or more specialized science disciplines, such as anatomy/physiology, astronomy, biochemistry, botany, ecology, electromagnetism, genetics, geology, nuclear physics, organic chemistry, etc. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and
Chemistry Standard Level, International Baccalaureate  
44356S (4435S-4436S) 
Chemistry Standard Level, International Baccalaureate is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy. Higher physical organic chemistry is a further option. 
PREREQUISITE: Chemistry I  
A Core 40 and Academic Honors Diploma Course
SOCIAL STUDIES DEPARTMENT

World History and Civilization 48212 (4821-4822)
48212F Freshmen only
48212P Magnet at Adams
48212V Magnet at Clay
48212T Magnet at Riley
48212M Magnet at Washington
48212X SLC only
48212Y SLC only
48212Z SLC only

World History and Civilization provides for a study of selected world cultures, past and present. The content of this course provides a basis for students to compare and analyze patterns of culture, emphasizing both the diversity and commonality of human experience and behavior. This course emphasizes the interaction of local cultures with the natural environment, as well as the connections among civilizations from earliest times to the present. This course is designed to focus on: (1) prehistory; (2) early world civilizations, including the rise of civilizations of the Middle East, Africa, and Asia; (3) the classical civilizations of Europe, Asia, Africa, and Latin America; and (4) the development of modern societies.

A Core 40 and Academic Honors Diploma course

Geography and History of the World 52312 (5231-5232)
52312F Freshmen only
52312E ENL at Adams
52312P Magnet at Adams
52312V Magnet at Clay
52312T Magnet at Riley
52312M Magnet at Washington
52312X SLC only
52312Y SLC only
52312Z SLC only

Geography and History of the World is designed to enable students to use the geographic “way of looking at the world” to deepen their understanding of major global themes that have manifested themselves over time—for example, the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. In Geography and History of the World, specific geographic and historical skills and concepts of historical geography are used to explore these global themes primarily, but not exclusively, for the period beginning in 1000 CE. The skills are grouped into five sets, each representing a fundamental step in a comprehensive investigative/inquiry procedure. They are: forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing.

The historical geography concepts used to explore the global themes in Geography and History of the World include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction. By using these skills, concepts, and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. Geography and History of the World is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for employment in the 21st Century.

A Core 40 and Academic Honors Diploma course

United States History 51212 (5121-5122)

United States History emphasizes national development in the late nineteenth and the twentieth centuries and builds upon concepts developed in previous studies of American history. After a brief review of significant events in the early development of the nation, the course gives major emphasis to the interaction of historical events and geographic, social, and economic influences on national development in the late nineteenth and twentieth centuries. Students demonstrate the ability to trace and analyze chronological periods and examine the relationships of significant themes and concepts in United States history. Students will be able to sequence historical events, examine cause and effect, identify different perspectives, and relate historical situations to current issues. Opportunities are given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents. Investigation of themes and issues include analysis of the importance of cultural pluralism and diversity of opinion in American society. Students are given opportunities to exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision making in the classroom, school, and community.

Two semesters are required for graduation.

A Core 40 and Academic Honors Diploma course

Grade 11

United States History Advanced Placement 51512A (5151AP-5152AP)

United States History Advanced Placement, is a course which follows College Board Entrance Examination guidelines for advanced placement United States History. This course will have a chronological frame from 1492 to the present.

A Core 40 and Academic Honors Diploma course

Grade 11

United States Government 4961
4961E ENL at Adams
4961P Magnet at Adams

United States Government provides a framework for understanding the nature and importance of responsible civic participation and for learning the rights and responsibilities of individuals in preserving and improving a constitutional democracy. The course enables students to explore the historic origins and evolution of political philosophies into
contemporary political and legal systems. Constitutional structure and the processes of the legislative, executive, and judicial branches of the national, state, and local levels of government are examined. Students learn to draw conclusions about the impact and interrelationships of history, geography, and economics upon our system of government. They also learn to demonstrate an understanding of the governmental structures of the United States and other political systems, as well as the relationship of American government to world affairs. Students learn to analyze the roles of individuals and groups in the political process by identifying, analyzing, and debating political issues. They also learn to access data from primary and secondary resources and use current technology to access relevant source materials and as a tool for producing documents in support of learning projects. Related learning experiences in the school and community enable students to learn how to participate effectively in the political process.

PREREQUISITE: United States History
One semester is required for graduation.

**A Core 40 and Academic Honors Diploma course**
**A one credit course**

**Grade 12**

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**United States Government and Politics, Advanced Placement**

**Placement** 4961A

United States Government and Politics, Advanced Placement, is a course that provides students with the content established by the College Board. Topics include: 1) the sources of public authority and political power, 2) the relationship between state and society, 3) the relationships between citizens and states, 4) political institutions and frameworks, 5) political change, and 6) the comparative method.

**A Core 40 and Academic Honors Diploma course**
**A one credit course**

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**Sociology 5061**

Sociology provides opportunities for students to study group behavior and basic human institutions. Broad areas of content include the study of institutions found in all societies and could involve: (1) the family, (2) religion, (3) community organizations, (4) political and social groups, and (5) leisure time organizations. Moral values, traditions, folkways, the mobility of people, and other factors in society which influence group behavior should also be included in the study of sociology.

**A Core 40 and Academic Honors Diploma course (Elective)**
**A one credit course**

**Grades 11-12**

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**Economics 5161**

5161ES ENL at Adams
5161P Magnet at Adams

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

**A Core 40 and Academic Honors Diploma course**
**A one credit course**

**Grade 12**

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**Psychology 5221**

Psychology provides an opportunity to study individual and social psychology and how the knowledge and methods of psychologists are applied to the solution of human problems. Content for the course includes some insights into behavior patterns and adjustments to social environments. The course should develop critical attitudes toward superficial generalizations about human beings, respect for the difficulty of establishing the truth of a proposition, and a heightened sensitivity to the feelings and needs of others.

**A Core 40 and Academic Honors Diploma course (Elective)**
**A one credit course**

**Grades 11-12**

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**Current Problems, Issues and Events 5321**

Current Problems, Issues, and Events provides opportunities to apply techniques of investigation and inquiry to the study of significant problems or issues. Students develop competence in: (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing, based on evidence. Problems or issues selected will have contemporary historical significance and will be studied from the viewpoint of the social science disciplines. Community service programs, such as internships or other service experiences within the community, might be included.

**A Core 40 and Academic Honors Diploma course**
**A one credit course**

**Grades 10-12**

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**Law Education 5181**

Law Education provides an understanding of the American legal system and its basis in the United States Constitution. Content for this course is designed to promote an understanding of society and its system of laws by indicating how citizens may effectively function within the law. Ways of dealing with interpersonal conflict in order to secure constructive change are included, along with the development of critical thinking and problem-solving skills. Case studies, field trips, simulations, and mock trials will be used in the course whenever feasible.

**A Core 40 and Academic Honors Diploma course**
**A one credit course**

**Grades 11-12**
INTERNATIONAL BACCALAUREATE/GLOBAL STUDIES
SOCIAL STUDIES COURSES AT ADAMS

World History, Advanced Placement 48312A (4831A - 4832A)
48312Z Freshmen only
The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

A CORE 40 AND ACADEMIC HONORS COURSE

Topics in History: International Relations 5137G
International Relations provides opportunities for students to use their acquired knowledge and critical thinking skills. Students will spend time researching current international issues and problems. Global warming to the shared use of the international space station, the development of nuclear arms as well as shared responsibility for clean air are issues that may be subjects for debate. Guest lecturers will be welcome. Students will be asked to research and analyze solutions to conflicts and issues that divide nations. Terrorism and the nature of conflict as well as peace and the areas of compromise will be emphasized.

A Global Studies required course

Theory of Knowledge (TOK) 5135I (Fall) 5136I, (Spring)
(IB 2nd semester 11th grade; 1st semester 12th grade)
The focus of the TOK class offers a sense of connectedness among the many disciplines of knowledge that students encounter in their educational experience, as well as to offer a sense of connectedness among the many and diverse cultures of the global community. TOK reinforces this focus through a concentrated study of the nature of knowledge and knowing and knowers in an inquiry-based setting. Topics are addressed in a manner that help students gain awareness of cultures and ideologies outside their own as they learn to both celebrate and accept cultural diversity and understand its impact on the world in which they live.

ONE HUNDRED HOURS
WORLD LANGUAGE DEPARTMENT

French I  20212 (2021-2022)
         2012P Magnet at Adams
Level I French enables students to discuss the many reasons for learning additional languages and to develop an understanding of the people who speak them. The course provides opportunities to: respond to and give oral directions and commands; understand and use appropriate forms of address; ask and answer simple questions; read isolated words and phrases in a situational context; comprehend brief written directions and information; read short narrative texts; and write familiar words and phrases.
A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE

French II  20234 (2023-2024)
         20234P Magnet at Adams
Level II French enables students to participate in classroom and extracurricular activities related to the language studied, as well as to participate in conversations dealing with daily activities and personal interests. Students are able to: ask questions regarding routine activities; participate in conversations on a variety of topics; interact in a variety of situations to meet personal needs; understand main ideas and facts from simple texts; read aloud with appropriate intonation and pronunciation; and write simple texts such as postcards, personal notes, phone messages, and directions.
PREREQUISITE: French I
A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE

French III  20256 (2025-2026)
         20356P Magnet at Adams
Level III French enables students to understand and appreciate other cultures by comparing social behaviors and values of people using the target language. Students are willing to initiate and participate in discussions concerning these cultures. Students are also able to: respond to factual and interpretive questions and interact in a variety of social situations; read for comprehension from a variety of authentic materials; 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 foreign language where appropriate; and seek help in a crisis situation and participate appropriately at special family occasions, such as birthdays, weddings, funerals, and anniversaries.
PREREQUISITE: French I and II
A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE

French IV  20278 (2027-2028)
Level IV French enables students to participate in classroom and extracurricular activities related to the language studied, such as presentations to the student body and to parent groups and taking leadership roles in language clubs. Students are willing to participate in conversations with native and advanced non-native speakers, either in their community or in the school. This course also enables students to: respond to factual and interpretive questions, interact in complex social situations, express opinions and make judgements; give presentations on cultural topics; paraphrase or restate what someone else has said; read for comprehension from a variety of longer authentic materials; write well-organized compositions on a given topic; and begin using the language creatively in writing simple poetry and prose.
PREREQUISITE: French I, II, and III
A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE

French V  20290 (2029-2030)
Level V French enables students to participate in activities beyond the classroom that could include concerts, theater performances, and community activities. Students are willing to participate in conversations with native speakers in the community and to promote among their peers, and others, the benefits of foreign language study. In addition, students are able to: initiate and participate in conversations on current or past events; develop and propose solutions to issues and problems of concern to both the American culture and the French culture; demonstrate an understanding of the principal elements of nonfiction; analyze the main plot, subplots, characters, etc., in authentic literary texts; create stories and poems, short plays, and skits based on personal experience; and summarize the content of an article intended for native speakers.
PREREQUISITE: French I, II, III, and IV
A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE

German I  22212 (2221-2222)
Level I German enables students to discuss the many reasons for learning additional languages and to develop an understanding of the people who speak them. The course provides opportunities to: respond to and give oral directions and commands; understand and use appropriate forms of address; ask and answer simple questions; read isolated words and phrases in a situational context; comprehend brief written directions and information; read short narrative texts; and write familiar words and phrases.
A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE
German II 22234 (2223-2224)
Level II German enables students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. Students are able to: ask questions regarding routine activities; participate in conversations on a variety of topics; interact in a variety of situations to meet personal needs; understand main ideas and facts from simple texts; read aloud with appropriate intonation and pronunciations; and write simple texts such as postcards, personal notes, phone messages, and directions.

**PREREQUISITE:** German I

**A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE**

German III 22256 (2225-2226)
Level III German enables students to understand and appreciate other cultures by comparing social behaviors and values of people using the target language. Students are willing to initiate and participate in discussions concerning these cultures. Students are also able to: respond to factual and interpretive questions and to interact in a variety of social situations; read for comprehension from a variety of authentic materials; 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 foreign language where appropriate; and seek help in a crisis situation and participate appropriately at special family occasions, such as birthdays, weddings, funerals, and anniversaries.

**PREREQUISITE:** German I and II

**A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE**

German IV 22278 (2227-2228)
Level IV German enables students to participate in classroom and extracurricular activities related to the language studied, such as presentations to the student body and to parent groups and taking leadership roles in language clubs. Students are willing to participate in conversations with native and advanced non-native speakers, either in their community or in the school. This course also enables students to: respond to factual and interpretive questions, interact in complex social situations, express opinions and make judgements; give presentations on cultural topics; paraphrase or restate what someone else has said; read for comprehension from a variety of longer authentic materials; write well-organized compositions on a given topic; and begin using the language creatively in writing simple poetry and prose.

**PREREQUISITE:** German I, II, and III

**A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE**

Latin I 24212 (2421-2422)
Level I Latin enables students to discuss the many reasons for learning languages and to develop an understanding of the people who speak or spoke them. Students have opportunities to apply effective strategies for language learning and to experience various aspects of the culture(s) studied including foods, sports, and music. Students are able to: respond to and give oral directions and commands and to make routine requests; understand and use appropriate forms of address and tell about daily routines and events; ask and answer simple questions; read isolated words and phrases in a context; comprehend brief written directions and information; read all language they use orally; write familiar words and phrases in appropriate contexts; and respond in writing to various stimuli. Students will also be able to recognize the contributions of the Latin language and culture studies to American society and the world.

**A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE**

Latin II 24234 (2423-2424)
Level II Latin provides opportunities for students to participate in classroom and extracurricular activities related to Latin and to participate in conversations dealing with the influence of the classical world on modern culture. Students are able to: ask questions regarding activities, tell about daily routines and events, and relate to 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 to help, and expressing preferences pertaining to everyday life; understand main ideas and facts from simple texts over familiar topics; read aloud, in Latin, with appropriate intonation and pronunciation; write short messages that respond to given situations and write letters using culturally appropriate format and style; and write simple guided texts on familiar topics. In addition, students become familiar with major geographical features, historical events, and political structures of the classical world and with different aspects of Roman culture, including the visual arts, architecture, and literature.

**PREREQUISITE:** Latin I

**A CORE 40 AND ACADEMIC HONORS DIPLOMA COURSE**
**Latin III** 24256 (2425-2426)
Level III Latin enables students to understand and appreciate other cultures by comparing social behaviors and values of the ancient Roman people. Students are willing to initiate and participate in discussions concerning the Roman culture and language. Students are able to: respond to factual and interpretive questions, restate what someone else has said, and give short presentations on cultural topics; read for comprehension from a variety of longer authentic materials and read short literary selections, such as simple poetry, short plays, and short stories; make judgments about what is read; use the language creatively in writing poetry, prose, and essays; and write a short well-organized composition on a given topic. In addition, students become familiar with major historical events, political structures, and value systems of the Roman culture. Using the Latin language where appropriate, students are able to describe different aspects of the culture including: (1) the visual arts, (2) architecture, and (3) literature.

**PREREQUISITE:** Latin I and II

**A Core 40 and Academic Honors Diploma course**

**Spanish I** 27212 (2721-2722)
27212P Magnet at Adams
27212M Magnet at Washington
27212X SLC only
27212Y SLC only
27212Z SLC only
Level I Spanish enables students to discuss the many reasons for learning additional languages and to develop an understanding of the people who speak them. The course provides opportunities to: respond to and give oral directions and commands; understand and use appropriate forms of address; ask and answer simple questions; read isolated words and phrases in a situational context; comprehend brief written directions and information; read short narrative texts; and write familiar words and phrases.

**A Core 40 and Academic Honors Diploma course**

**Spanish II** 27234 (2723-2724)
27234P Magnet at Adams
27234M Magnet at Washington
Level II Spanish enables students to participate in classroom and extracurricular activities related to the language studied, as well as to participate in conversations dealing with daily activities and personal interests. Students are able to: ask questions regarding routine activities; participate in conversations on a variety of topics; interact in a variety of situations to meet personal needs; understand main ideas and facts from simple texts; read aloud with appropriate intonation and pronunciations; and write simple texts such as postcards, personal notes, phone messages, and directions.

**PREREQUISITE:** Spanish I

**A Core 40 and Academic Honors Diploma course**

**Spanish III** 27256 (2725-2726)
27256P Magnet at Adams
27256M Magnet at Washington
Level III Spanish enables students to understand and appreciate other cultures by comparing social behaviors and values of people using the target language. Students are willing to initiate and participate in discussions concerning these cultures. Students are also able to: respond to factual and interpretive questions and interact in a variety of social situations; read for comprehension from a variety of authentic materials; 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 foreign language where appropriate; and seek help in a crisis situation and participate appropriately at special family occasions, such as birthdays, weddings, funerals, and anniversaries.

**PREREQUISITE:** Spanish I and II

**A Core 40 and Academic Honors Diploma course**

**Spanish IV** 27278 (2727-2728)

27278M Magnet at Washington

Level IV Spanish enables students to participate in classroom and extracurricular activities related to the language studied, such as presentations to the student body and to parent groups and taking leadership roles in language clubs. Students are willing to participate in conversations with native and advanced non-native speakers, either in their community or in the school. This course also enables students to: respond to factual and interpretive questions, interact in complex social situations, express opinions and make judgments; give presentations on cultural topics; paraphrase or restate what someone else has said; read for comprehension from a variety of longer authentic materials; write well-organized compositions on a given topic; and begin using the language creatively in writing simple poetry and prose.

**PREREQUISITE:** Spanish I, II, and III

**A Core 40 and Academic Honors Diploma course**

**Spanish V** 27290 (2729-2730)

Level V Spanish enables students to participate in activities beyond the classroom that could include concerts, theater performances, and community activities. Students are willing to participate in conversations with native speakers in the community and to promote among their peers and others, the benefits of foreign language study. In addition, students are able to: initiate and participate in conversations on current or past events; develop and propose solutions to issues and problems of concern to both the English speaking culture and the Spanish speaking culture; demonstrate an understanding of the principal elements of nonfiction; analyze the main plot, subplot, characters, etc. in authentic literary texts; create stories and poems, short plays, and skits based on personal experience; and summarize the content of an article intended for native speakers.

**PREREQUISITE:** Spanish I, II, III, and IV

**A Core 40 and Academic Honors Diploma course**

**INTERNATIONAL BACCALAUREATE WORLD LANGUAGE COURSES AT ADAMS**

**World Language B Standard Level, International Baccalaureate – French**

20278I (2027I-2028I)

20290I (2029I-2030I)

**World Language B Standard Level, International Baccalaureate – Spanish**

27278S (2727S-2728S)

27290S (2729S-2730S)

World Language B Standard Level, International Baccalaureate is a world language course for students with two to five years previous experience in learning the target language and prepares students to be successful on the International Baccalaureate exam for the target language. This course prepares students to use the target language appropriately in a range of situations and contexts and for a variety of purposes, and also focuses on language acquisition and development in the four primary language skills of listening, speaking, reading, and writing. Language skills are developed through the study and use of a range of written and spoken material, which extends from everyday oral exchanges to literary texts related to the target cultures. The course is further designed to promote an awareness of, and sensitivity to, the cultures related to the language studied.

Credits: 4 semester course, 1 credit per semester

**A Core 40 and Academic Honors Diploma Course**
SPECIAL EDUCATION

All students eligible for special education services must have the opportunity to participate in the general education curriculum and to achieve state and local academic standards. Most will be able to progress through the general education curriculum with accommodations and/or other support. Some will need significant modifications in the curriculum.

Special education students may receive either a general education diploma (which could also be a Core 40 diploma or Academic Honors Diploma) or a certificate of achievement.

Students working toward a general education diploma need to follow all state requirements and take all required courses. These courses can either be taught in the special education department or in the subject-related departments. Students also need to take the GQE at least once each year until both sections are passed. If, during the spring of their senior year, the GQE has not been passed, students may be eligible for a waiver. Special education students must follow the same procedures in the waiver process as a general education students and must also have the recommendation of their case conference committee. There is a separate form that must be filled out for this requirement. In cases where a special education student is unable to obtain the waiver, they will receive a certificate of completion.

A certificate of achievement is an option for all special education students, particularly those with significant disabilities. Four years of course work has been developed within the special education department for students to achieve this certificate. These students do not need to take the GQE, but will need to be assessed yearly on the iStar by their teacher of record.

A case conference committee will determine whether a student should work toward the general education diploma or the certificate of completion; this decision must be clearly communicated to the student’s parents.

The following is a listing of courses for students as determined by their IEP.

**English 9 (diploma) 69201 (6920-6921)**
Students will read and analyze literature through writing. Vocabulary development will be stressed and grammar and usage reviewed. Oral book reports, discussions of literature, and short writings make up the main activities for the course.

**PREREQUISITE:** None

**Grade 9**

**English 10 (diploma) 69223 (6922-6923)**
This course emphasizes composition, literature, and speech. The student will develop skills in writing narration, description, and exposition, emphasizing correct usage and mechanics. Literature will include short stories, novels, poetry, and drama. A speech unit will allow the students to acquire self-confidence and poise in oral communication.

**PREREQUISITE:** None

**Grade 10**

**English 11 (diploma) 69245 (6924-6925)**
Students will read and analyze literature through writing. Essentials in mechanics of grammar, writing, and usage are expected to be mastered by the students. Composition will focus on theme, organizing an introduction, body and conclusion. Literature study and composition will emphasize American literature.

**PREREQUISITE:** None

**Grade 11**

**English 12 (diploma) 69267 (6926-6927)**
Students will be expected to analyze literature and write critically about literature. Emphasis on world literature will provide a core for reading, speaking and composition.

**PREREQUISITE:** None

**Grade 12**

**Reading (diploma) 6928 & 6988**
This course is recommended for students who have scored below standard on the ISTEP exam, and is geared for students reading below grade level. Extra reviews and practice of basic reading/writing skills in preparation for the standardized tests and for personal growth is emphasized.

**PREREQUISITE:** Recommendation of case conference committee.

**Mathematics Lab (diploma) 69312 (6931-6932)**
This course is recommended for students who have scored below standard on the ISTEP exam, and is geared for students reading below grade level. The goal of this course is to develop each student’s ability to solve problems in order to become a productive citizen in a technological society. Real-world applications must be the focus. Activities emphasize the integration of all mathematical skills into real-world problem-solving situations. Students work on many different types of problems, including those that have no readily available solutions. The process used to solve a problem may require one class period, or several weeks of class periods. This course is taught with an activity-orientated basis (lab approach) involving the use of manipulatives, projects, and cooperative learning. Technology such as scientific calculators, graphing calculators, computers, and other technology-based equipment must be an integral part of instructional and assessment activities.

**PREREQUISITE:** None

**Grades 9-10**

**English 1 through 8 (certificate) 69801 (6980-6981)**
69801B BEST at Clay
69823 (6982-6983)
69823B BEST at Clay
69845 (6984-6985)
69867 (6986-6987)

These courses are designed to provide students with functional instruction in using written and verbal communication skills in everyday situations. Course content is individualized according to each student’s needs as identified in the Individual Educational Plan. Areas covered include: basic word analysis and sight word recognition, vocabulary development, comprehension of written material, grammar and sentence structure, reading for survival, reading for pleasure, filling out forms and oral communication skills.

**PREREQUISITE:** Recommendation of case conference committee.

**Grades 9-12**

**SPECIAL EDUCATION**
Pre-Algebra/Algebra (diploma) 69356 (6935-6936)
69378 (6937-6938)
This is a two-year algebra course. Successful completion of the sequence 6935-6936-6937-6938 provides the four mathematics credits needed for graduation and satisfies the algebra requirement. Pre-algebra provides the mathematical background, skills, and thinking processes necessary for the successful completion of Algebra. Topics include: (1) whole numbers, (2) integers, (3) rationals, (4) decimals and their applications, (5) number theory, (6) ratios, (7) proportions, (8) percents, (9) equations, (10) graphing, (11) square roots, and (12) appropriate geometric concepts. The instructional program of this course provides for the understanding and use of the concepts as well as their application through appropriate problem-solving situations.

Mathematics 1 through 8 (certificate) 69890 (6989-6990)
69890B BEST at Clay
69912 (6991-6992)
69912B BEST at Clay
69934 (6993-6994)
69956 (6995-6996)
These courses are designed to provide students with functional instruction in using addition, subtraction, multiplication, division and fractions to solve everyday problems. Course content is individualized according to each student’s needs as identified in the Individual Educational Plan. Areas covered include: computation skills, problem solving, measurements, graphs, proportions, statistics, money management skills, time management skills and budgeting.

PREREQUISITE: Recommendation of case conference committee.

United States History (diploma) 69423 (6942-6943)
The two semester course begins with a brief review of the early development of the nation. The major part of the course emphasizes the analysis of historical events and geographic, social and economic influences on the national development in the late nineteenth and the twentieth century. This course is required for graduation.

PREREQUISITE: None

World Geography (diploma) 69445 (6944-6945)
World Geography provides an opportunity to study the interaction of humans and their environment in space and time. This course helps students understand global patterns of physical and cultural characteristics including: (1) Earth-sun relationships, (2) atmospheric and oceanic circulation, (3) land forms, (4) climate, (5) population, (6) transportation, (7) communication, (8) economic linkages, and (9) cultural diffusion. The study of cultural settings should also include political structures, ways of life, customs, and past events that have influenced or have been influenced by the environment. World Geography provides the opportunity to study the five basic geographic themes of: (1) location, (2) place, (3) relationships within places, (4) movement, and (5) regions as they apply to selected areas of the world. Regions selected for study will vary but should include examples from each continent. These studies focus upon the relationships among regions and exemplify important geographic concepts and problems.

United States Government (diploma) 6946
This is a one semester course which provides a frame work for understanding the nature and importance of responsible civic participation and for learning the rights and responsibilities of individuals in a constitutional democracy. It covers the structure, principles and operation of our federal system and the individual’s role in it. Students will examine data from primary and secondary resources and use current technology to support learning projects. This course is required for graduation.

PREREQUISITE: None

Law Education (diploma) 6947
Law Education is a one-semester course providing an understanding of the American legal system with emphasis on criminal law, civil law, juvenile law, and individual rights. The course develops conflict resolution skills and uses mock trials.

PREREQUISITE: None

U.S. History (certificate) 7000
U.S. Government (certificate) 7001
The focus of this course is to explore the basic concepts and major events in United States history and how they impacted on the American character. This course also covers the roots of our federal system, the basic principles of government and the individual citizen’s role in it.

PREREQUISITE: Recommendation of case conference committee.

Current Problems/Street Law (certificate) 70056 (7005-7006)
This course provides students with an opportunity to explore and identify current world issues and the affects on their day-to-day living. This course also provides students with an understanding of the American legal system with emphasis on criminal law, civil law, juvenile law, and individual rights.

PREREQUISITE: Recommendation of case conference committee.

Geography (certificate) 69401 (6940-6941)
69401B BEST at Clay
This course provides an opportunity to study the geography of the United States and the world. The student will study geographic themes (location, place, relationships within places, movement, and regions) as they apply to selected areas of the world.

PREREQUISITE: Recommendation of case conference committee.

Biography I (diploma) 69512 (6951-6952)
Biology I is the study of living creatures and the interdependence of all life. The course should help students understand the environment in which they live and how to relate themselves to the environment. Students will become involved with the scientific process and the major concepts of biology. The course stresses the nature, growth and function of scientific theories.

PREREQUISITE: None
Grades 9-12

Basic Skills Development 9-12 (diploma) 70256 (7025-7026)
70278 (7027-7028)
70290 (7029-7030)
and 70401 (7040-7041)

Interpersonal Skills 1 & 2 (diploma) 69567 (6956-6957)
69567B BEST at Clay

Interpersonal Skills 3 & 4 (diploma) 69989 (6998-6999)

INTER Program 11-12 (diploma) 68012 (6801-6802)
68034 (6803-6804)

The Intern Program is designed to help SBCSC students with disabilities stay in school, find a way to make a living, then obtain jobs in their chosen field. The students spend a half day in school and half day on the job site. They are not paid, but receive school credit for their work. Students can spend up to one semester at each INTERN training site. The program adds an additional option for students and supports current literature trends indicating that vocational assessment and training should take place in integrated community environments within actual work settings. Students can earn up to three (3) credits per semester.

PREREQUISITE: None

Grades 9-12

Work Experience 9-12 (diploma) 75112 (7511-7512)
75134 (7513-7514)
75156 (7515-7516)
75178 (7517-7518)

Students receive on-the-job training at a community work site. Credit will be given on the basis of one (1) credit for each hour worked daily up to a maximum of three (3) credits per semester. The student’s performance on the job is evaluated jointly by the employer and school staff.

PREREQUISITE: None

Grades 11-12

Career Awareness/Job Shadowing (certificate) 69589 (6958-6959)

Work Experience 11-12 (diploma) 70512 (7051-7052)
70534 (7053-7054)

The INTER Program is designed to help SBCSC students with disabilities stay in school, find a way to make a living, then obtain jobs in their chosen field of interest. Students spend a half day in school and a half day on the job site. These are not paid positions. Students can spend up to one semester at each INTERN training site. The program adds an additional option for students and supports current literature trends indicating that vocational assessment and training should take place in integrated community settings.

PREREQUISITE: Recommendation of case conference committee.

Grades 11-12

Career Preparation/Training (certificate) 71045 (7104-7105)
71045B BEST at Clay

This course is designed to help the student investigate local occupational and training opportunities. The student will focus on the skills needed to search, apply and interview for a job. The student will have the opportunity to participate in a variety of short term job training opportunities in the community.

PREREQUISITE: Recommendation of case conference committee.

Grade 10
The following courses are offered to special education students who are on a non-diploma track (Typically students with moderate and severe disabilities)

### Vocational Activities 1 & 2
69001 (6900-6901)
69001B BEST at Clay
These courses are designed to provide students with information about various jobs/tasks and skills needed for these jobs/tasks. It will stress problem solving, endurance, time on task, rate of completion of task, accuracy of task, materials management and appropriate interactions with supervisor and other workers.

### Community Based Training 1 & 2
69023 (6902-6903)
Students in these courses will apply skills learned in the classroom to practical applications in the community. Community based experiences will involve shopping, banking, safe mobility and access to recreation and leisure opportunities that are priority community activities noted in each student’s individual education plan.

### INTERN Program 1 through 4
70512 (7051-7052)
70534 (7053-7054)
The INTERN program is designed to help South Bend Community School Corporation students with disabilities stay in school, find a way to make a living, then obtain jobs in their chosen fields. The students spend a half day in school and a half day on the job site. Students can spend up to one semester at each INTERN training site. The program adds an additional option for students and supports current literature and trends indicating that vocational assessment and training should take place in integrated community environments within actual work settings.

#### PREREQUISITE: None

### Recreation and Leisure Skills 1 & 2
69045 (6904-6905)
Students will sample a variety of sports and leisure skills, learning simple rules, use of equipment, accessing these activities in the community, safety strategies and working cooperatively with peers. Students will also develop specific independent leisure time skills (i.e., hobbies, crafts and art activities) that are priorities note in each student’s individual education plan.

### Health and Safety 1 & 2 (certificate)
69490 (6949-6950)
69490B BEST at Clay
This course includes topics on fitness, first aid, communicable and non-communicable diseases, sex education, mental health and family living, drugs and alcohol and community health services.

### PREREQUISITE: Recommendation of case conference committee.

### Child Development (certificate)
7007
Parenting (certificate)
7008
7007B-7008B BEST at Clay
This course is offered to help students understand how to prepare for roles as parents and care givers. Students will focus on effective parenting practices and nurturing strategies that maximize the growth and development of children. Topics include human sexuality, prenatal development, preparation in the community, safety strategies and working cooperatively with peers. Students will also develop specific independent leisure time skills (i.e., hobbies, crafts and art activities) that are priorities note in each student’s individual education plan.

### Work Experience 1 & 2
69089 (6908-6909)
Students involved in these courses will sample a variety of jobs both as training sites and for pay. These work experiences will lead to the transition to sheltered, supported or competitive work settings once their public school experiences are completed.

### Adapted Physical Education 1 & 2
69101 (6910-6911)
Students will participate in adapted physical education activities involving gross motor activities, endurance competitive group games, weight training and/or swimming. Specific skills will be identified in each student’s individual education plan.

### Adaptive Home Economics
69145 (6914-6915)
These courses are designed for students in the Life Skills program on a non-diploma track. Activities are offered to assist in learning functional skills such as in food preparation, eating, nutrition, shopping, purchasing, and eating in restaurants, and skills relating to health and safety and human awareness.

### Functional Math
69067 (6906-6907)
These courses are designed to provide students with functional money, time and math skills. Priority skills will be identified in each student’s individual education plan.

### Functional Language Arts
69123 (6912-6913)
These courses are designed to provide students with functional reading, writing, and communication skills. Priority skills will be identified in each student’s individual education plan.

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**SPECIAL EDUCATION COURSES FOR STUDENTS WHO ARE IN THE LIFE SKILLS PROGRAM AS DETERMINED BY IEP**

The following courses are offered to special education students who are on a non-diploma track (Typically students with moderate and severe disabilities)
TECHNOLOGY EDUCATION PROGRAMS

Design Processes (CAD 1&2) 70190 (7019-7020)
Computer-Aided Drafting is a high tech program for students interested in drafting, architectural drafting or engineering. The student will become familiar with the drafting software Auto CAD 2006. This course meets the computer literacy requirement.
A CORE 40, CORE 40 with Academic Honors, and CORE 40 with Technical Honors diploma elective and directed elective course

Computers in Design (CAD 3&4) 70234 (7023-7024)
This course focuses on using computer systems in producing drawings and related documentation for products and structures and in controlling automated production systems. The emphasis is placed on using modern computer applications to finalize solutions to design problems.
PREREQUISITE: Design Processes 1 & 2

Construction Processes 1&2 72612 (7261-7262)
This course provides students with an introduction to the use of tools and materials used in the construction field. Students use problem-solving skills to explore the many solutions to construction problems. Hands on experiences will allow students to produce products, use hand tools, and operate power equipment.
A CORE 40, CORE 40 with Academic Honors, and CORE 40 with Technical Honors diploma elective and directed elective course

Construction Processes 3&4 72634 (7263-7264)
This course is a continuation of construction experience gained in Construction Processes 1&2. Students will use problem-solving skills to explore many solutions to construction problems. Hands on experiences will allow students to build projects, use hand tools, operate power equipment and design functional structures.
PREREQUISITE: Construction Processes 1&2

Manufacturing Processes 7435
This course explores the technological processes used to obtain resources and change them into industrial materials and finished industrial and consumer products. Students will design and produce projects through mass production techniques with the tools, materials and machines in the lab.
(A one credit course)
A CORE 40, CORE 40 with Academic Honors, and CORE 40 with Technical Honors diploma elective and directed elective course

Transportation Processes 1 & 2 76634 (7663-7664)
This course studies the processes used to move people and cargo in vehicles and by other means on land and in water, air and space. Students will work with automotive service equipment to do minor maintenance and to perform electrical troubleshooting on autos.
PREREQUISITE: Transportation Processes 1 & 2

Transportation Processes 3&4 76712 (7671-7672)
This course is for the student who has demonstrated good mechanical skills and desires to learn more about the automotive service field. A variety of repair and maintenance tasks will be required. A lab fee will be charged.
PREREQUISITE: Transportation Processes 1 & 2

Communication Processes 1&2 74378 (7437-7438)
This course provides students with an overview of the graphic and electronic communication industry. Emphasis is placed on the processes used to produce printed and photographic products. Activities may include producing, sending, receiving, and editing information using printing, drawings, video, audio recording, digital and computerized graphics. Robotics and computer theory and applications may be covered.
A CORE 40, CORE 40 with Academic Honors, and CORE 40 with Technical Honors diploma elective and directed elective course

Trade & Industrial Cooperative Education (Related Instruction/On-The-Job Training) 79212 (7921-7922)
See description under Career and Technical Education Cooperative Education Programs on page 58.
ENGINEERING AND TECHNOLOGY MAGNET COURSES AT RILEY

**ENGINEERING MAGNET COURSES**

*Introduction to Engineering Design 47012T (4701T-4702T) (9th grade)*

Introduction to Engineering Design is the first course in the Pre-Engineering and Architecture component of the Informational Technology Magnet Program. This course was developed as part of the national Project Lead the Way program. It is a course that develops student problem-solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem-solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design.

A **CORE 40, CORE 40 WITH ACADEMIC HONORS, AND CORE 40 WITH TECHNICAL HONORS DIPLOMA ELECTIVE AND DIRECTED ELECTIVE COURSE**

*Principles of Engineering 47034T (4703T - 4704T) (10th grade)*

Principles of Engineering is the second course in the Pre-Engineering and Architecture component of the Informational Technology Magnet Program. This course was developed as part of the national Project Lead the Way program. It is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem-solving skills that are involved in post-secondary education programs and engineering careers. They will also learn how engineers and architects address concerns about the social and political consequences of technological change.

**PREREQUISITE:** Introduction to Engineering Design

A **CORE 40, CORE 40 WITH ACADEMIC HONORS, AND CORE 40 WITH TECHNICAL HONORS DIPLOMA ELECTIVE AND DIRECTED ELECTIVE COURSE**

*Civil Engineering and Architecture  47056T (4705T-4706T) (11th grade)*

This course should introduce 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.

Only those schools having a signed agreement with the national Project Lead The Way organization can use this course title.

**PREREQUISITE:** Principles of Engineering

A **CORE 40, CORE 40 WITH ACADEMIC HONORS, AND CORE 40 WITH TECHNICAL HONORS DIPLOMA ELECTIVE AND DIRECTED ELECTIVE COURSE**

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**Digital Electronics 47256T (4725T - 4726T) (11th grade)**

Digital Electronics is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices. Students will be introduced to digital circuits found in video games, watches, calculators, digital cameras, and thousands of other devices. This course is similar to a first semester college course and is an important course of study for a student exploring a career in engineering or engineering technology.

**PREREQUISITE:** Principles of Engineering

A **CORE 40, CORE 40 WITH ACADEMIC HONORS, AND CORE 40 WITH TECHNICAL HONORS DIPLOMA ELECTIVE AND DIRECTED ELECTIVE COURSE**

*Engineering Design and Development  47278T (4727T-4728T) (12th grade)*

This is an engineering research course in which students work in teams to research, design, and construct a solution to an open-ended problem. Students apply principles developed in the preceding courses and are guided by a community mentor. They must present progress reports, submit a final written report and defend their solutions to a panel of outside reviewers at the end of the school year. The completed portfolio will be invaluable as students apply to college.

**PREREQUISITE:** Digital Electronics

A **CORE 40, CORE 40 WITH ACADEMIC HONORS, AND CORE 40 WITH TECHNICAL HONORS DIPLOMA ELECTIVE AND DIRECTED ELECTIVE COURSE**

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**TECHNOLOGY MAGNET COURSES**

*Digital Communication Tools  5521T (9th Grade)*

Digital Communication Tools is a one-semester business course that prepares students to use computerized devices and software programs needed for personal and professional activities after graduation. This hands-on class will provide an opportunity for students to learn the capabilities and operation of high-tech hardware and software and become proficient users of input and output technologies including touch keyboarding, speech recognition and handwriting recognition. Students will be engaged in projects requiring problem solving and critical thinking while enhancing their math, reading, listening, writing, speaking, and information presentation skills.

A **CORE 40, CORE 40 WITH ACADEMIC HONORS, AND CORE 40 WITH TECHNICAL HONORS DIPLOMA ELECTIVE AND DIRECTED ELECTIVE COURSE**

*Computer Applications  5760T (9th Grade)*

Computer Applications is a one-semester course designed to provide students with fundamental computer concepts and in-depth Windows-based professional software knowledge. Students will receive hands-on training on state-of-the-art software, computer hardware and peripherals such as digital cameras, scanners, storage devices, and a variety of input devices. Computer software taught in the class will reflect that used by the employing community and will include word
processing, database, spreadsheet, desktop publishing, and presentation software applications. Additional concepts and applications dealing with software integration, internet use, and information about future technology trends will be included. Students planning to attend college or pursue careers in business or technology should enroll in this course.

**PREREQUISITE:** Digital Communication Tools

A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

*(Dual credit is available)*

**Computer Applications, Advanced** 57623T (5762T - 5763T) (10th grade)

This is a business applications course that is designed to integrate computer technology, decision-making, and problem-solving skills. Areas of instruction may include multimedia, hypermedia, on-line searching, desktop publishing, layout and design techniques, web design, software integration, voice recognition software, other advanced applications, and future technology trends. Instructional strategies may include computer/technology applications, teacher demonstrations, collaborative instruction, peer teaching, in-baskets, mini-baskets, LAPS, school and community projects, and a school-based enterprise. Students should be given the opportunity to seek business/industry certification, such as Microsoft Office User Specialist (MOUS) certification.

**PREREQUISITE:** Computer Applications

This course can fulfill the two credits for graduation in technology.

A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

**Communication Processes 1&2** 74378 (7437-7438) (11th Grade)

This course provides students with an overview of the graphic and electronic communication industry. Emphasis is placed on the processes used to produce printed and photographic products. Activities may include producing, sending, receiving, and editing information using printing, drawings, video, audio recording, digital and computerized graphics. Robotics and computer theory and applications may be covered.

A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

**Information Technology: Interactive Media** 71301T (7130T-7131T) (12th Grade)

Information Technology: Interactive Media is a career and technical education business and information technology course that will prepare students for careers in business and industry working with interactive media. Students will become competent in creating, designing, and producing secure interactive media products and services for business and industry. This program of study emphasizes the development of digitally-generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of IT professionalism including the importance of ethics, communication skills, and knowledge of the “virtual workplace.” Skills needed to acquire related certifications will be an integral part of this program; e.g., CIW (Certified Internet Webmaster) Foundations, Application Development, ECommerce, Enterprise Development; Microsoft MCSD, Visual Basic, C/C++, Java, etc. Essential skill areas include, but are not limited to: Animation; Media Design; Interactive Digital Media; GUI Interfaces; Instructional Application; Application Design; Authoring Languages; Audio/Visual Production; and Digital Imaging.

**PREREQUISITES:** Algebra I, Computer Applications

A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
CAREER AND TECHNICAL EDUCATION
LABORATORY PROGRAMS

NOTE: The Career and Technical Education - Laboratory Programs are open to students attending all SBCSC high schools in the 11th and 12th grade levels. Transportation may be available for students to programs outside their home school. Transportation forms are available in the Career and Technical Education office at the Bendix Building and in the guidance department of each high school. Forms must be returned to the Career and Technical Education office at the Bendix Building at least 10 days prior to the opening of school. Applications are required for all programs on pages 48-50.

Building Trades Technology 1 & 2 73212 (7321-7322)
Students in this course develop skills and experience in home building. Along with carpentry skills, all related areas of home construction will be experienced to prepare students to complete a finished house. Student responsibilities are stressed in addition to pride in work and willingness to work with others. Students are required to provide leather work boots and other basic tools. The list is available from the instructor.

COURSE GUIDE

Building Trades Technology 3 & 4 73234 (7323-7324) at Site Building Trades is a program for students who have a strong interest in the construction trades. Emphasis is placed on both the skills and the theories in building construction. Students, under the leadership of a qualified instructor, will build a house. This course gives a student basic skills needed to enter some phase of the building trades, continuing study of construction in an apprentice program, 2 year or 4 year post-secondary or technical school. Students are required to provide leather work boots and other basic tools. The list is available from the instructor.

PREREQUISITE: Building Trades Technology 1 & 2.

A Core 40, Core 40 with Technical Honors, and Core 40 with Technical Honors diploma elective and directed elective course
(3 credits each semester).

Welding Technology 1 & 2 76112 (7611-7612)
This course provides the student with a technical understanding of arc welding, gas welding, welding safety, and metallurgy. It provides training to develop manual skills necessary to produce high quality welds, plasma and flame cutting, weld symbol interpretation and welding fabrication. Skills are developed using welding machines and tools used in industry.

Compass test required in reading.

A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
(3 credits each semester)
(Dual credit is available)

Welding Technology 3&4 76134 (7613-7614)
This course is designed for advanced students who have a desire to enter the welding industry after graduation. There will be special welding tasks and projects assigned to the student.

The latest developments in welding, welding repair, robotics and fabrication will be presented. This course will prepare students to enter industry with skills that employers need that may lead into an apprenticeship, further training in a technical school or 2 year or 4 year post-secondary program.

PREREQUISITES: Welding Technology 1 & 2

Grade 12

A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
(3 credits each semester)
(Dual credit is available)

Radio/TV Broadcasting/Telecommunications

at Riley High School 77112 (7711-7712) - first year
77134 (7713-7714) - second year

This one or two year course provides an introduction to various communication, marketing, media, production, and technical functions and tasks performed by employees and management personnel in radio/TV broadcasting and telecommunications occupations. Emphasis is placed on career opportunities, production, programming, promotion, sales, announcing, broadcast equipment operation, news and sportscasting, broadcast regulations and laws, station organization technical oral/written communication, and listening skills. Radio station WETL, 91.7 and the TV studio will be used as laboratories for this three-hour class.

Grades 11-12

A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
(3 credits each semester)

Education & Early Childhood Careers 77212 (7721-7722)
This full year course is designed for high school seniors interested in exploring careers in preschool, elementary, or intermediate school education and provides a foundation for study in higher education that leads to education and related careers. This course provides a hands-on, project-based approach that utilizes higher order thinking, communication, leadership, and management skills. The course of study will include planning and guiding of appropriate lesson plans for children, developmentally appropriate and ethical practices of guidance and discipline, application of basic health and safety principles, and employability skills. Students are placed in preschool, elementary, and/or intermediate classrooms to gain practical teaching experience. Applicants should be motivated toward exploring a career in education or related careers. Applicants must have a good attendance record and be willing to accept numerous responsibilities associated with working in a
preschool, elementary or intermediate level classroom.

**PREREQUISITE:** Program Application with teacher recommendations, Child Development & Parenting I and II

(2 credits each semester)  
**Grades 11-12**

**A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course**

**Precision Machine Technology 1 & 2**  74712 (7471-7472)  
This course is an introduction to the metals area and includes experience in shop safety, semi-precision measurement, blueprint reading, precision measurement, sawing, drilling, tool grinding and machining on the lathe. Emphasis will be on the production of assigned projects.  

**Grades 11-12**

**A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course**

(3 credits each semester)  
(Dual credit is available)

**Precision Machine Technology 3 & 4**  74734 (7473-7474)  
This course includes continued experience in areas covered in Precision Machine Technology 1 & 2 plus these additional areas: metallurgy, heat treatment, milling, turning, drilling, surface grinding and fitting of multiple pieces. There will be assigned projects as well as opportunities for students to choose their own projects. Job opportunities will be investigated with an emphasis on local industry.

**PREREQUISITE:** Precision Machine Technology 1 & 2  
**Grade 12**

**A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course**

(3 credits each semester)  
(Dual credit is available)

**Plastics Technology 1 & 2**  71812 (7181-7182)  
This course includes experiences in working with plastics using various machines and tools in injection molding, blow molding, vacuum forming and rotational casting. Projects will be designed, developed and finished in the laboratory. Identification and advantages of modern plastics will be covered.

**PREREQUISITE:** Student Application  
**Grades 11-12**

**A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course**

(3 credits each semester)  
(Dual credit may be available)

**Plastics Technology 3 & 4**  71834 (7183-7184)  
This course is designed for the advanced plastics student who has done well in Plastics Technology 1 & 2 and desires an internship experience with a local plastics employer. Students will receive on-the-job training through an internship agreement with the employer and plastics instructor to further develop skills needed in that workplace. Post secondary education and training through the employer will be emphasized.

**PREREQUISITE:** Plastics 1&2  
**Grades 11-12**

**A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course**

(3 credits each semester. Students need to provide their own transportation for internship)  
(Dual credit may be available)

**Automotive Services Technology 1 & 2**  77478 (7747-7748)  
Automotive Services Technology 1 & 2 is intended for those students who desire to enter the field of automotive services after graduation. Students are expected to master job-entry level skills and knowledge of the automobile upon completion of this course, however, post-secondary training at a NATEF certified institution is highly recommended. Students are expected to meet industry-acceptable dress and grooming standards, comparable to new car dealer expectations.

**Compass test required in reading.**

The course will include instruction in the following areas:

1. Brakes & Suspension  
2. Automotive Electrical/Electronics  
3. Engine Performance  
4. Power Train  

Safety and generally acceptable working procedures will be stressed in each area of instruction.

**Students need to provide the necessary tools required by the instructor.**  
**Grades 11-12**

**Automotive Services Technology 3 & 4**  77490 (7749-7750)  
Automotive Services Technology 3 & 4 is intended for those students who desire to enter the field of automotive services after graduation. Students are expected to master job-entry level skills and knowledge of the automobile upon completion of this course, however, continued post-secondary training at a NATEF certified institution is highly recommended. Students are expected to meet industry-acceptable dress and grooming standards, comparable to new car dealer expectations. Students should have a minimum reading ability of 8th grade.
The course will include instruction in the following areas:
1. Brakes & Suspension
2. Automotive Electrical/Electronics
3. Engine Performance
4. Power Train
Safety and generally acceptable working procedures will be stressed in each area of instruction.

**Students need to provide the necessary tools required by the instructor.**

**PREREQUISITE:** Automotive Services Technology 1 & 2

**A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course**

(3 credits each semester)

(Dual credit is available)

**Health Careers I** 78190 (7819-7820)

Health Careers I is a full year program which involves classroom and lab instruction the first semester and off site extended lab added the second semester. This course is designed to prepare students for careers in the health field. Students participate in the classroom instruction for an a.m. or p.m. block of 2.5 hours everyday during the first semester. During the second semester the student will be in two, 2.5 hour classroom sessions either in the a.m. or p.m., and the other three mornings or afternoons they will be at an off site extended lab facility related to their area of health care interest. Topics covered in the classroom include human anatomy, medical terminology, CPR, basic nursing skills, community service, ethics, and employability skills with a primary focus on occupations such as nursing, dental, medical-clerical, pharmacy, veterinary, and other supporting health services. Students will develop leadership skills through participation in HOSA (Health Occupations Students of America).

**PREREQUISITES:** A life science or approval from instructor. Students will need to provide transportation to their extended lab site second semester.

**Grades** 11-12

**A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course**

(3 credits each semester)

(Dual credit is available)

(Certified nursing assistant (CNA) certification is available)

**Health Careers II** 78234 (7823-7824)

This is a second year course for students who have successfully completed Health Careers I and wish to continue advancement in the health care field. Course work is on an advanced and more independent level and includes the extended lab both semesters, also research and community health projects in a specific health care area. Leadership skills developed through Health Occupations Students of America participation is also included.

**PREREQUISITE:** Health Careers I. Students will need to provide transportation to their extended lab site all year.

**Grade** 12

**A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course**

(3 credits each semester)

(Dual credit is available)

**Cosmetology** 72312 (7231-7232) - first year

72334 (7233-7234) - second year

Cosmetology is a two-year, hands-on training program held at Vogue Beauty School in Mishawaka, IN. This program provides an individual an opportunity to become a licensed cosmetologist upon high school graduation. Students spend approximately four months in intensive training and are then allowed to perform client services that include haircutting, styling & coloring; and manicures, massages, etc. The two-year course requires 1,500 hours or 20 hours per week of training. Students must provide their own transportation in order to participate in the Tuesday through Saturday training program.

Class size is limited; therefore an application is required for enrollment.

**Grades:** 11-12

**A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course**

(3 credits each semester; 2 year program)

**Business Technology Lab** 58712 (5871-5872)

The Business Technology Lab duplicates real office and computer technology situations. Students will learn how to use several types of computers, many software packages, computer peripherals (such as digital cameras, multimedia projectors, and scanners), as well as other office equipment. Students who complete this program will be prepared for the Business Cooperative Experiences program, gainful employment upon
graduation from high school, or for further post-secondary business or computer education. Through simulated business projects developed with the help of local businesses, students will have opportunities to develop the skills needed for future employment in business or computer technology. Area employers and universities are consulted and surveyed on an on-going basis in order to make sure that software and hardware taught in the lab are current and relevant. At the beginning of this course, students participate in group-related training activities. After that, students rotate to different stations based upon their career interests. Such areas include computer technology, desktop publishing, word processing, multimedia, computer graphics, programming, accounting, digital video, computer animation, 3D rendering, web design, office management, quicktime virtual reality, morphing, and digital photography. Students will prepare a print and electronic portfolio at the end of the course.

**PREREQUISITE:** Computer Applications, Computer Applications Advanced.

**Grades 11-12**

**A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course**  
(2 credits each semester)

**HEALTH CAREER MAGNET COURSES AT WASHINGTON**

The Health and Wellness credit requirement for graduation may be waived if the student’s program includes two (2) credits from Integrated Health Sciences I.

**Integrated Health Sciences I**  
78412H (7841H - 7842H)  
(9th grade)

Integrated Health Sciences I is designed to integrate biology concepts with those of health and health careers. It provides for the study and functions of living organisms and their interactions with the environment through regular laboratory and field experiences. Course content includes a study of the function and processes of cells, tissues, organs, and systems of various species of living organisms. The interaction of the communities and ecosystems is also emphasized. Supporting health-related materials and activities for the course are selected to emphasize: an understanding of the history and development of medical and biological knowledge, the development of a healthy lifestyle, the integration of anatomy/physiology and medical terminology, and professional behavior. The student has the opportunity to earn certification in First Aid and CPR. Students are also introduced to the health-specific career and technical youth organization, Health Occupations Students of America (HOSA).

**A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course**

**Integrated Health Sciences II**  
78434H (7843H - 7844H)  
(10th grade)

Integrated Health Sciences II integrates chemistry with health careers education. Course content includes: properties of matter, atomic structure, bonding, stoichiometry, acid-base chemistry, oxidation reduction, reactions and biochemistry. Supporting health-related materials and activities for this course are selected to emphasize an understanding of disease processes within the body systems. Anatomy/physiology and medical terminology will be integrated as it applies to body structure, function, and the disease process. The relationship between chemical processes and human physiology will be emphasized, in addition to the relationship between chemical technologies and selected careers. The student has the opportunity to develop leadership skills and professionalism through participation in HOSA.

**PREREQUISITE:** Integrated Health Sciences I

**A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course**
Medical Terminology  78512M (7851M-7852M)
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 or written communication. Students have the opportunity to acquire skills in interpreting medical records and communications accurately and logically. Materials should invite students to enjoy and be curious about words in their work and personal lives, thus serving as a foundation for enlarging personal vocabularies. The HOSA organization provides students with the opportunity to compete in a wide variety of competitive events at both the state and national level.

Grade 10-12
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Health Careers I & II  78190M (7819M - 7820M)
(11th grade)
Students will explore various health careers such as community health services, emergency medical services, health care specialties, health care technology, medical assisting, pharmacy, physical therapy, and medical terminology. Instruction is integrated with core entry-level skills. The concept of coping with illness is also introduced. In addition, this course includes work ethics and job seeking skills such as job applications, resumes, and interviews. An in-school laboratory provides hands-on, simulated experiences. An extended laboratory experience may also be used as a method of providing clinical exposure to the actual health care work setting. In the extended laboratory, students have the opportunity to develop basic job skills in a clinical setting. It is an extension of the in-school laboratory. The instructor and the students should move from the local school to the actual health care clinical setting for pre-planned, educational experiences, which are to be coordinated and evaluated by the school. The activities provide an opportunity for the students to apply the knowledge, skills, and attitudes learned in the classroom. Actual instruction and supervision, usually provided on a one-to-one basis, is given by qualified health practitioners in the clinical setting, based on pre-determined specific learning competencies.

PREREQUISITES: Integrated Health Sciences I & II
RECOMMENDED PREREQUISITES: Biology I and Chemistry I
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
A two credit course

Introduction to Health Care Specialties  7861M
Introduction to Health Care Specialties is designed to help students gain further insight into the health care industry by introducing them to a number of different health disciplines. A variety of instructional strategies and technologies are used to teach the knowledge, attitudes, and skills related to: surgery, respiratory therapy, gerontology, rehabilitation/restorative care, and alternative treatment modalities. Students have the opportunity to gain additional competencies as they participate in simulated activities and practice in the classroom. On-site experiences will be used to supplement course content. Participation in HOSA gives the students the opportunity to compete in a variety of competitive events at both the state and national levels.

PREREQUISITES: Integrated Health Sciences I & II, Health Sciences I & II
Suggested grade level: 12
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course

Health Career Practicum  7871M
Health Career Practicum is a two-pronged course designed to provide students with the knowledge, attitudes, and skills needed to make the transition from school to work. Varied instructional strategies and technologies are used to emphasize the course content: (1) job seeking and job maintenance skills, (2) personal management skills, (3) self analysis to aid in career selection, and (4) completion of the application process for admission into a post-secondary program of their choice. A second prong of the course is an extended laboratory experience designed to provide students the opportunity to assume the role of a health care provider and practice technical skills previously learned in the classroom at the clinical site of their choice.

PREREQUISITES: Integrated Health Sciences I & II, Health Sciences I & II
RECOMMENDED: Biology, Chemistry, and Anatomy and Physiology
Suggested grade level: 12
A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
CAREER AND TECHNICAL EDUCATION
COOPERATIVE EDUCATION PROGRAMS

NOTE: The Career and Technical Education - Cooperative Education Programs are only open to students in grades 11 and 12. Students may enroll for one year only. A maximum of 6 credits may be earned in Cooperative Education Programs. Students must complete an application and return it to the appropriate cooperative education teacher. Applications are available in each high school guidance department or from any cooperative education teacher.

Business Cooperative Experiences (Related Instruction/On-The-Job Training) 58212 (5821-5822) 58612 (5861-5862) 1 Hour OJT 58634 (5863-5864) 2 Hour OJT 58656 (5865-5866) 3 Hour OJT

Business Cooperative Experience is a full year program for students with career objectives in business or office work. Students spend one period each day in the related training class under the direction of the teacher-coordinator and work a minimum of 15 hours each week gaining actual work experience in their desired career area at an approved business in the local community. Students participating in this program will follow class, school, state, and federal guidelines. Students will be paid in accordance with all state and federal laws pertaining to employment. Business Professionals of America (BPA) is the co-curricular organization associated with this course which will provide students with the opportunities to participate in leadership development, community service, and to compete in business-related activities. An application is required for acceptance into this program.

PREREQUISITE: Digital Communication Tools, Computer Applications and/or Business Technology Lab or 4 credits from other business courses Grade 11 or 12

A CORE 40, CORE 40 with Academic Honors, and CORE 40 with Technical Honors diploma elective and directed elective course (3 credits each semester)

Marketing Field Experience (Related Instruction/On-The-Job Training) 59212 (5921-5922) 59612 (5961-5962) 1 Hour OJT 59636 (5963-5964) 2 Hour OJT 59658 (5965-5966) 3 Hour OJT

Marketing Field Experience is a full year program for students with career objectives in marketing, management, sales, or becoming an entrepreneur. Students spend one period each day in the related training class and will study human relations, selling, promotions, marketing principles, and marketing related math (markups and markdowns). Students will operate a school store during school hours as part of their learning experience. Students will also work a minimum of 15 hours each week gaining actual work experience in their desired career area at an approved business in the local community. Students participating in this program will follow class, school, state, and federal guidelines. Students will be paid in accordance with all state and federal laws pertaining to employment. DECA, an association of marketing students, is the co-curricular organization associated with this course which will provide students with the opportunities to participate in leadership
development, community service, and to compete in marketing-related activities at the district, state, and national levels. An application is required for acceptance into this program.

PREREQUISITE: Marketing Foundations 1 & 2, Digital Communication Tools Grade 11 or 12

A CORE 40, CORE 40 with Academic Honors, and CORE 40 with Technical Honors diploma elective and directed elective course (3 credits each semester)

(Cooperative Occupational Family & Consumer Sciences)

COFACS: Cooperative Occupational Family & Consumer Sciences (Related Instruction/On-The-Job Training) 67112 (6711-6712) 67134 (6713-6714) 1 Hour OJT 67156 (6715-6716) 2 Hour OJT 67212 (6721-6722) 3 Hour OJT

COFACS is a full year program for students with career objectives in family & consumer sciences areas such as child care, fashion, food service, personal service, interior decorating, etc. Students spend one period each day in the related training class under the direction of the teacher-coordinator and work a minimum of 15 hours each week gaining actual work experience in their desired career area at an approved business in the local community. Students participating in this program will follow class, school, state, and federal guidelines. Students will be paid in accordance with all state and federal laws pertaining to employment. Family, Career & Community Leaders of America (FCCLA) is the co-curricular organization associated with this course which will provide students with the opportunities to participate in leadership development, community service, and to compete in business-related activities. An application is required for acceptance into this program.

PREREQUISITE: One successfully completed FACS course Grade 11 or 12

A CORE 40, CORE 40 with Academic Honors, and CORE 40 with Technical Honors diploma elective and directed elective course (3 credits each semester)

Trade & Industrial Cooperative Education (Related Instruction/On-The-Job Training) 79212 (7921-7922) 79512 (7951-7952) 1 Hour OJT 79534 (7953-7954) 2 Hour OJT 79556 (7955-7956) 3 Hour OJT

This is a full year program for students with career objectives in industrial occupations. Students spend one period each day in the related training class under the direction of the teacher-coordinator and work a minimum of 15 hours each week gaining actual work experience in their desired career
area at an approved business in the local community. Students participating in this program will follow class, school, state, and federal guidelines. Students will be paid in accordance with all state and federal laws pertaining to employment. Skills USA is the co-curricular organization associated with this course which will provide students with the opportunities to participate in leadership development, community service, and to compete in business-related activities. An application is required for acceptance into the ICT program.

**PREREQUISITE:** None  
**Grade 11 or 12**

A **Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course**

*(3 credits each semester)*
SOUTH BEND COMMUNITY SCHOOL CORPORATION

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