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INFORMATION ACCURATE AS OF 11/27/23.



Mission Statement

The mission of Washington Township Schools is to develop lifelong learners and globally-minded citizens by fostering the academic, creative, and social skills needed to achieve excellence in a multicultural environment.

**Metropolitan
School District of
Washington Township
North Central
High School
Indianapolis, Indiana**



High school is an exciting time in your life. It is a time filled with experiences and opportunities. As you begin preparing for your next year of high school it's important that you commit yourself to growing academically, socially, and emotionally. Growth happens on the cusp of uncomfortability. When you think about the courses you select, it is important that you are not afraid to challenge yourself. North Central offers a number of high academic rigor courses including IB (International Baccalaureate) courses, AP (advanced placement) courses, and ACP (dual credit) courses that allow you to earn both high school and college credit.

As you take time to think through your selections of courses and the academic pathway you would like to pursue, remember that the staff here at North Central High School is here to support and guide you on your journey. It is also important to realize that your current circumstances don't have to dictate your outcomes. Your effort, your choices, and passion will dictate your path. We look forward to helping you along your journey.

Sincerely,

Dr. Danny Mendez
Principal
North Central High School
"Whatever It Takes!"

Academic Planning & General Information

24-25 Course Catalogue

GENERAL INFORMATION

North Central High School offers a rich array of academic and elective courses which, when planned carefully over the four-year period of high school, will qualify a student for at least one of several diplomas offered and will prepare the student for many post-secondary opportunities.

Counselors meet with all students to assist in selecting courses for the next school year. It is important for students to make careful course selections by considering their post high school plans and selecting classes that will fulfill these goals. Making a 4-year plan will help students stay guided towards diploma goals. (see page 7)

A confirmation of the courses selected will be provided to students in May for the purpose of checking accuracy; changes in course selections may be made at that time.

TRANSFER STUDENTS

North Central High School personnel will evaluate and determine whether or not to accept credit from other institutions. Only credits from accredited institutions will be accepted and a minimum course grade is required.

PANTHER EXPLORATION PROJECT

All 10th graders will undertake an independent personal exploration project. The project will allow students to investigate, plan, design and create a project of their choice. The project encourages students to use their voice, their creativity, and their imagination. Students will be able to use the skills they have learned both in and out of class and apply them in a real world situation. During the second semester, the projects may be showcased at the Panther Exploration Project Exhibition. Successful completion of the project will meet box 2 of the Graduation Pathway Requirement. See page 6.

STANDARD FOR PARTICIPATION

Students enrolled at North Central High School must be passing in at least five subjects each grading period to be eligible for participation in any school-sponsored extracurricular or co-curricular activity.

Beginning first semester of the 9th grade year, students will be considered eligible at the time of enrollment at North Central. A student's second semester 8th grade eligibility will not determine eligibility at the beginning of the 9th grade.

This standard for participation applies to all extracurricular or co-curricular activities and field trips. It does not prevent individual groups or organizations from establishing additional requirements that exceed those identified above.

CREDITS EARNED OUTSIDE OF NORTH CENTRAL

Courses taken through online, or university programs must be pre-approved by North Central personnel before credit is given. The approval process starts with the student's counselor. A permission letter is needed before a student enrolls in a course outside of North Central for which a student wishes to earn credit. North Central department chairs determine course work eligibility for credit. A maximum of ten outside credits may be counted towards a diploma. Students should see their counselor to gain pre-approval of any courses taken outside of the North Central curriculum.

North Central Graduation Requirements

GRADUATION

All students must satisfy the Graduation Pathways requirements by completing one of the associated Pathway Options. Students must complete one item in each box (please see checklist on page 6) Students will 1) Meet requirements to earn a diploma, 2) Learn and demonstrate employability skills, 3) Show Post-secondary ready competencies.

In addition to meeting the Pathway requirements, students will also take the SAT test which is now the state mandated school accountability exam. Students will take this assessment in the spring of the junior year.

QUANTITATIVE REASONING COURSES

QR Courses do not count toward the mathematics requirements unless they are a math course.

- AP/IB Biology
- ACP/IB Calculus
- AP/IB Calculus BC
- AP/IB Chemistry
- AP/IB Computer Science
- AP/IB Environ. Science
- AP Computer Science Principles
- AP/IB Macroeconomics
- AP/IB Microeconomics
- AP/IB Physics I
- AP/IB Physics C
- Advanced Accounting
- Business Math
- Economics
- Chemistry
- Chemistry X
- Finite Math
- Physics
- Integrated Chem-Phys
- Personal Fin. Responsibility
- Advanced Manufacturing II
- PLTW — Principles of Engineering
- PLTW-Digital Electronics

REQUIREMENTS

Students must complete the following minimum requirements in order to be eligible to graduate from North Central High School.

SUBJECT	REQUIRED CREDITS
English	8
• Must include a senior composition course.	
Mathematics	6
• Must include Algebra I, Geometry and 2 credits in a course with Algebra I as a prerequisite. Courses below Algebra do not count for high school credit.	
• 2 Credits in a math or quantitative reasoning course during the junior or senior year.*	
Social Studies	6
• Must include World History or Geography & the History of the World; U.S. History, Government and Economics.	
Science	6
• Must include 2 credits in Biology, 2 credits in a physical science and 2 credits in a third science.	
Physical Education	2
Health	1
College and Career Pathway Courses**	6
Electives	11
Total Credits	46

* A Quantitative Reasoning Course is a high school course that advances a student's ability to apply mathematics in real world situations.

** College and Career Pathway Courses are electives chosen in a deliberate manner to explore college and career opportunities.

CORE 40 DIPLOMA

All students will begin on this track. There is a formal opt-out provision for parents who demonstrate that their student would be better served by earning a general diploma.

1. Required Courses

- **English**—8 credits (must include a senior composition course)
- **Mathematics**—6 credits in Algebra I, Geometry, and Algebra II. *Six math credits must be earned between grades 9-12.*

Core 40 students must take a math or quantitative reasoning course each year in high school.

Science — 6 credits in science:

- 2 credits Biology and
 - 2 credits Chemistry OR Physics, OR Integrated Chem-Physics
 - 2 additional credits from any Core 40 science
- Social Studies** — 6 credits distributed as follows:

- 2 credits U.S. History
 - 1 credit U.S. Government
 - 1 credit Economics
 - 2 credits World History OR Geography & the History of the World
- Physical Education** — 2 credits required
- Health** — 1 credit

2. Choose elective courses to explore career and college opportunities from the preceding list or the following to total 46 credits:

World Language — French, German, Japanese, Chinese, Latin or Spanish

Fine Arts — Performing and/or Visual Arts

Career Areas — At least 6 credits in a logical sequence from Business, Family and Consumer Sciences, or a Technical Education area

3. Meet criteria for Graduation Pathway and take SAT exam.

CORE 40 DIPLOMA WITH ACADEMIC HONORS

To be eligible for the Core 40 with Academic Honors Diploma students must:

1. Satisfy all requirements for Core 40 Diploma PLUS:
 - a. Complete an additional year of math (beyond Algebra II)
 - b. Complete two Fine Arts credits (either visual or performing arts)
 - c. Earn 6-8 World Language credits (6 credits in one language or 4 credits each in two languages)
2. Earn a cumulative 3.0 or higher grade point average
3. Earn a minimum of 48 credits in courses on the transcript
4. Earn a grade of "C-" or above in courses that will count toward the diploma
5. Meet criteria for a graduation pathway and take the state approved college entrance exam.
6. Complete ONE of the following:
 - a. Earn 4 credits in 2 or more AP courses and take corresponding AP exams.
 - b. Earn 6 verifiable, transcribed college credits in dual credit courses from the dual credit approved list.
 - c. Earn 2 of the following:
 1. Minimum of 3 verifiable, transcribed college credits from the approved dual credit list.
 2. 2 credits in AP courses and corresponding AP exams
 3. 2 credits in IB standard level courses and corresponding IB exams.
- d. Earn a combined score of 1250 or higher on SAT and a

CORE 40 DIPLOMA WITH TECHNICAL HONORS

For the Core 40 with Technical Honors Diploma students must complete all requirements for Core 40 PLUS:

1. Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 - a. Pathway-designated, industry-based certification or credential, or
 - b. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
2. Earn a grade of "C-" or above in courses that will count toward the diploma
3. Earn a cumulative 3.0 or higher grade point average
4. Complete one of the following:
 - a. Any one of the options A-F of the Core 40 with Academic Honors Diploma
 - b. Earn designated scores on WorkKeys Assessment
 - c. Earn designated scores on Accuplacer Assessment
 - d. Earn designated scores on Compass Assessment

- e. Earn an ACT composite score of 26 or higher and complete writing section.
- f. Earn 4 credits in IB courses and take corresponding IB exams.

DISTRIBUTION OF REQUIREMENTS

English—Eight credits in literature and composition; Speech.

World Language—Six credits in one language or four credits each in two languages. Students who complete the first year of World Language in middle school may count the credits and grades toward this diploma. Two or three years of language in middle school is the equivalent to one year of high school language.

Mathematics—Eight credits to include Algebra I, Geometry, Algebra II and one upper level course. Students who complete Algebra I in middle school may count the credits and grades toward this diploma. Students must earn 6 credits in grades 9-12.

Science—Six credits to include two credits in Biology, two credits in Chemistry, Physics or Integrated Chemistry Physics and two additional credits in a Core 40 science.

Social Studies—Six credits to include U.S. History, Government, Economics, and World History OR Geography & the History of the World

Fine Arts—Two credits in visual or performing arts

NC ACADEMIC HONORS DIPLOMA

To be eligible for the North Central Academic Honors Diploma students must:

1. Satisfy all requirements of the Core 40 with Academic Honors Diploma PLUS:
2. Earn 2 credits in Pre-Calculus & Trigonometry
3. Take a full year of Chemistry or Physics
4. Earn a cumulative 3.0 or higher grade point average
5. Earn a grade of "C-" or above in courses that will count toward the diploma
6. Accumulate a minimum of 20 credits among the 48 required at the X, Advanced Placement, Dual Credit or International Baccalaureate Diploma Program level with a grade of "C-" or higher (see list on page 10)

All 20 credits must be weighted and must be grades of C- or higher.

DISTRIBUTION OF REQUIREMENTS

English—Eight credits in literature and composition

World Language—Six credits in one language or four credits in two languages. World language credits earned in a Washington Township middle school will automatically be added to the NC transcript.

Mathematics—Eight credits to include Pre-Calculus. If students complete Algebra I in middle school, they may count the credit and grades towards this diploma. Students must earn 6 credits in grades 9-12. High school credits earned in a Washington Township middle school will automatically be added to the NC transcript.

Science—Six credits to include two credits in Biology, two credits in Chemistry or Physics and two additional credits in a Core 40 science course

Social Studies—Six credits to include U.S. History, Government, Economics, and either World History or Geography and the History of the World

Fine Arts—Two credits in Visual Arts or Performing Arts courses (Marching Band and Pantherettes do not count).

North Central High School Graduation Pathways Checklist

24-25 Course Catalogue

Student Name _____ Grad Year _____

<p>1</p> <p>DIPLOMA</p> <p>Complete one</p>	<p>_____ General _____ Core 40 _____ Academic Honors</p> <p>_____ NC Honors _____ IB</p>
<p>2</p> <p>LEARN & DEMONSTRATE EMPLOYABILITY SKILLS</p> <p>Complete one</p>	<p>_____ Project Based Learning: working for an extended period of time to investigate and respond to an authentic and complex question, problem or challenge. Students engage in a process of asking questions, finding resources and applying information.</p> <p>Description: _____</p> <p>Verification product: _____</p> <p>_____ Service Based Learning: integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibilities and strengthen communities.</p> <p>Description: _____</p> <p>Verification product: _____</p> <p>_____ Work Based Learning: reinforces academic, technical and social skills learned in the classroom through collaborative activities with employer partners allowing students to apply classroom theories to practical problems, explore career options and pursue personal and professional goals.</p> <p>Description: _____</p> <p>Verification product: _____</p>
<p>3</p> <p>POST-SECONDARY-READY COMPETENCIES</p> <p>Complete one</p>	<p>_____ Honors Diploma AHD THD NCH IB</p> <p>_____ ACT benchmarks (18 in English or 22 in Reading and 22 in Math or 23 in Science) English ___ or Reading ___ and Math ___ or Science ___</p> <p>_____ SAT benchmarks (480 in EBRW, 530 in Math) EBRW ___ Math ___</p> <p>_____ ASVAB (minimum score of 31) ASVAB Score ___</p> <p>_____ Federally Recognized Apprenticeship</p> <p>_____ State/Industry Recognized Credential or Certification Certification _____</p> <p>_____ CTE Concentrator (earn C avg. in 2 separate advanced courses within a particular program) (attach transcript for verification)</p> <p>_____ AP/IB/DC Courses (C avg. in 3 courses, 1 must be in a core course)</p> <p>_____ Locally Created Pathway LCP: _____</p>

FOUR YEAR HIGH SCHOOL COURSE PLAN (CORE 40)

24-25 Course Catalogue

Student Name _____

Diploma Type _____

Year of Graduation _____

9th GRADE

First Semester	Grade	Second Semester	Grade
English 9		English 9	
Algebra		Algebra	
Biology		Biology	
P.E. 1		P.E. 1	
World Geography/World History		World Geography/World History	
Total Credits		Total Credits	

10th GRADE

First Semester	Grade	Second Semester	Grade
English 10		English 10	
Geometry		Geometry	
Science		Science	
U.S. History		U.S. History	
Health		Speech	
Total Credits		Total Credits	

11th GRADE

First Semester	Grade	Second Semester	Grade
English 11		English 11	
Algebra 3		Algebra 4	
Science		Science	
Total Credits		Total Credits	

12th GRADE

First Semester	Grade	Second Semester	Grade
English 12		English 12	
Government		Economics	
Math or QR		Math or QR	
Total Credits		Total Credits	

International Baccalaureate (IB) Diploma

24-25 Course Catalogue

The International Baccalaureate (IB) Diploma is a rigorous pre-university course of studies, leading to examinations, that meets the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of various national and international education systems, the diploma model is based on the pattern of no single country, but incorporates the best elements of many. The program offers special features in addition to the traditional strengths of a liberal arts curriculum.

Theory of Knowledge (TOK) is a required interdisciplinary course intended to stimulate critical reflection upon the knowledge and experience gained inside and outside the classroom. TOK challenges students to question assumptions about knowledge, to be aware of subjective and ideological biases, and to develop a personal mode of thought, using analysis of evidence expressed in rational argument. A key element in the IB's educational philosophy, TOK seeks to develop a coherent approach to learning, which transcends and unifies the academic subjects and encourages appreciation of other cultural perspectives.

Creativity, Action, Service (CAS) is a key requirement of the diploma curriculum. CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

Extended Essay is another requirement for diploma candidates who must undertake original research and write an essay of 4,000 words.

Curriculum

The IB Diploma Program exposes students to the two traditions of learning: the humanities and the sciences. During a two-year period of concurrent study, students study six academic areas surrounding a core subject. At least three and not more than four of these subject groups are taken at Higher Level (HL), the others at Standard Level (SL). HL courses represent 240 teaching hours; SL courses cover 150 hours. By arranging work in this fashion, students are able to explore some subjects in depth and some more broadly over the two-year period.

Evaluation

The IB Diploma Program uses a variety of assessment measures to evaluate the content and the process of academic achievement and to take into account different learning styles and cultural patterns. These include internal assessments by classroom teachers over a two year period, based upon oral and written work, and/or laboratory notebooks. Conventional external examinations are also given in each subject during the first three weeks of May. These exams last four hours and may include essays, short answer, multiple choice, etc. Classroom teachers along with more than 3,000 international examiners work in partnership to ensure that students have ample opportunity to demonstrate what they know. Each exam is graded on a scale of 1 (minimum) to 7 (maximum). The award of the diploma requires students to meet defined standards and conditions, including a minimum total of 24 points and satisfactory completion of the Extended Essay, TOK and CAS activities. In June the exams are graded; in July the diplomas are awarded. The maximum score of 45 points includes three bonus points for an exceptional Extended Essay and work in TOK.

Students are also able to participate in parts of the IB Diploma Program without pursuing the full diploma. These Certificate Students can earn IB certificates by completing the required assessments and achieving qualifying results. We currently offer four IB courses that would qualify as both full diploma and certificate courses: IB Social Cultural Anthropology, IB Environmental Systems and Societies, IB Film and IB World Languages at levels IV [SL] and V [HL]

COURSE OF STUDY FOR FULL IB DIPLOMA PROGRAM

The following list of courses represents the best preparation for the Diploma Program leading to completion of all requirements.

English (Language A)

Grade 9	English 9X
Grade 10	English 10X
Grade 11	AP/IB English Literature/Composition
Grade 12	AP/IB English Language/Composition

World Language (Language B)

Grade 7-8	French I, Heritage Spanish I, Spanish I
Grade 9	Chinese I, French II X, German I, Heritage Spanish II X, Japanese I, Latin I, Spanish II X
Grade 10	Chinese II X, French III X, German II X, Heritage Spanish III X, Japanese II X, Latin II X, Spanish III X
Grade 11	Chinese III X, French IV X, German III X, Japanese III X, Latin III X, Spanish IV X
Grade 12	AP/IB French, AP/IB Latin, AP/IB Chinese, AP/IB German, AP/IB Japanese, AP/IB Spanish Language and Culture, AP Spanish Literature

Social Studies (Individuals and Society)

Grade 9	AP World History
Grade 10	AP U.S. History
Grade 11	AP/IB European History, IB Environmental Systems and Societies SL, or IB Cultural Anthropology SL
Grade 12	AP/IB Government and IB International Relations, IB Environmental Systems and Societies SL, or IB Cultural Anthropology SL

Experimental Sciences

Grade 9	Biology X
Grade 10	Chemistry or X
Grade 11	Physics I or AP/IB Adv Chemistry, IB Environmental Systems and Societies
Grade 12	AP/IB Adv Bio, AP/IB Adv Physics C, or AP/IB Chemistry, or IB Environmental Systems and Societies
IB Sci Options:	SL/HL Physics, SL Chemistry, HL Biology, IB SL Environmental Systems & Societies

Mathematics

Option 1	Mathematics Studies (SL)
Grade 9	Geometry X or Geometry
Grade 10	Algebra II X or Algebra II
Grade 11	Pre-Calculus X or Pre-Calculus
Grade 12	AP/IB Statistics/Probability 1/2 AND ACP/IB Calculus (Students may also fulfill the Calculus requirement by attending one session of summer school. Prior approval by the mathematics department chair is required before enrolling in a Calculus course that will be completed outside of North Central High School.)
Option 2 Mathematics (SL)	
Grade 9	Geometry X
Grade 10	Algebra II X
Grade 11 P	Pre-Calculus X
Grade 12	ACP/IB Calculus, or AP/IB Calculus BC

Visual Arts

Intro to Art, 2-D or 3-D Art, Art History, Beginning Drawing, Advanced Drawing, Art (SL & HL)

Music

Piano Lab, Music Theory, Instr/Vocal Tutorial, Music (SL & HL)

Advanced Placement (AP) Program

24-25 Course Catalogue

The Advanced Placement (AP) Program is a cooperative educational endeavor of secondary schools, colleges, and the College Board. AP courses are offered in more than 10,000 high schools in every state in the United States, every province and territory in Canada, and in 63 other countries. They are recognized in nearly 3,000 U.S. and foreign colleges and universities which grant credit, appropriate placement, or both, to students who have performed satisfactorily on AP examinations. Approximately 1,200 institutions will grant sophomore college standing to students who have demonstrated their competence in three or more of these examinations.

The following exams are offered at North Central High School for Advanced Placement: Biology, Chemistry, Physics I and C, Environmental Science, Macro Economics, English Language and Composition, English Literature and Composition, Chinese Language, French Language, German Language, Japanese Language, Latin Vergil, Spanish Language, Spanish Literature, European History, U.S. Government and Politics, Human Geography, U.S. History, World

History, Calculus BC, Statistics, Computer Science, Psychology, 2-D and 3-D Art, Art History and Music Theory.

Advanced Placement has specific course descriptions and examinations for each AP course. The examination in most of these subjects covers the equivalent of a full-year college course. Students may take one or many AP classes, and they are expected to sit for exams. Courses are independent of one another; however, students who take AP exams are enrolled in an accelerated program in order to receive appropriate preparation for later honors and AP classes.

Advanced Placement examinations are offered each May. AP exams contain a section that is a free response, either essay or problem solving, and a section of multiple-choice questions. In June, the examinations are graded; in July, the grades are reported to students. AP Scholar Awards are granted for college-level performance (grades of 3 or better on a 1-5 scale) on 3 or more exams.

Advance College Project (ACP)

The Advance College Project (ACP) is an opportunity to begin college work while still in high school. ACP allows high school students to take college classes taught by carefully selected and specially trained secondary teachers affiliated with Indiana University (Bloomington) academic departments. ACP credit is transferable to many post-secondary institutions; however, transfer policies do vary. ACP recommends the following criteria for participation: should be on

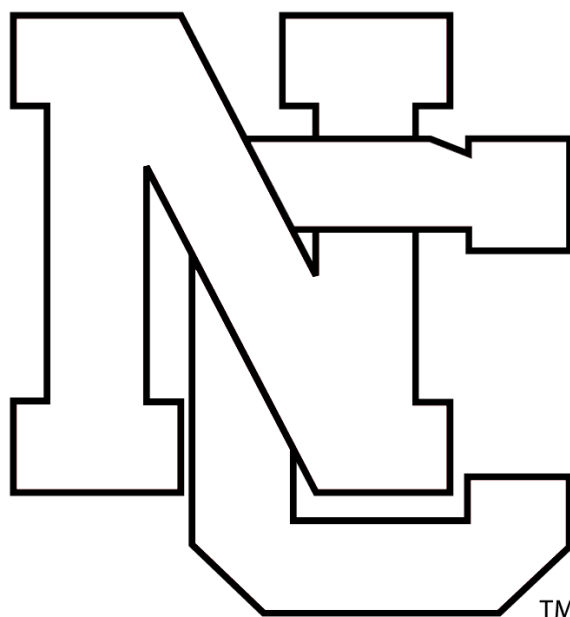
college preparatory track, a GPA of 2.7 or higher, and have appropriate high school endorsements. Currently North Central offers ACP in Calculus, Advanced Composition, Finite Mathematics, Genres of Literature, Spanish, Public Speaking and Psychology. Please note that regardless of grading, late work, or other policy changes at the district level, IU requires that ACP courses follow the syllabus guidelines as established by IU Bloomington.

Frequently Used Terms

ACP	Advance College Project
AP	Advanced Placement
AVID	Advancement Via Individual Determination
CCR	Cadet Command Regulation
CP	College Preparatory
ELL	English Language Learners
ENL	English as a New Language
GPA	Grade Point Average
HDE CEC	H Dean Evans Community & Education Center
HL	Higher Level (IB)
IB	International Baccalaureate
IC	Information Center
JEL/JELCC	J. Everett Light Career Center
JROTC	Junior Reserve Officers Training Corp
LET	Leadership Education and Training
PBL	Project Based Learning
PC	Performance Classroom
PEP	Panther Exploration Project
PRC	Post Secondary Ready Competencies
SBL	Service Based Learning
QR	Quantitative Reasoning
SL	Standard Level (IB)
TOK	Theory of Knowledge
WBL	Work Based Learning
X	Honors

DUAL CREDIT JEL COURSES

In addition to the Advanced College Project, students who are enrolled in J. Everett Light Courses may also earn college credit through Ivy Tech and Vincennes University. Students will work with their JEL instructor. Please see page 22 for a list of courses that are eligible for college credit.



Grading

GRADING SYSTEMS AND REPORTING PROCEDURES

North Central's weighting system is intended to recognize and reward academic work over a four year period in selected courses where student work is judged to be significantly above that present in the college preparatory program. In particular, this system of weighting will be part of determining students' grade point averages and class ranks. The GPA is established by totaling all earned points and dividing by the total number of credits attempted. North Central uses a 4 point grading scale that incorporates a plus and a minus where appropriate within each grade range.

For students taking weighted courses, the GPA is adjusted using the following formula:

- A weighting factor of .2 is multiplied by the total number of weighted courses taken and then divided by the number of high school semesters completed. The quotient is then added to the GPA established by the actual earned grades in all course work.

The following example shows how this system of weighting would be applied to a first semester freshman.

Course	Grade	Earned Points
Weighted Course 1	A	4
Weighted Course 2	B	3
Weighted Course 3	A	4
Non-weighted Course 1	A	4
Non-weighted Course 2	A	4
Non-weighted Course 3	B	3
22 (Divided by) 6 = 3.6 Earned GPA		

$$.2 \text{ (weighting factor)} \times 3 \text{ (# of weighted courses)} = .6$$

$$.6 \text{ (added weight) divided by 1 (semester)} = .6$$

$$3.6 \text{ (Earned GPA)} + .6 \text{ (added weight)} = 4.2$$

EARNING CREDITS BY ALTERNATE METHODS

State law IC 20-36-5-1 mandates that a student shall receive credits toward graduation by demonstrating the student's proficiency in a course or subject area required for graduation whether or not the student has completed course work in the subject area, by any one (1) or more of the following methods:

1. Receiving a score that demonstrates proficiency on a standardized assessment of academic or subject area competence that is accepted by accredited postsecondary educational institutions.
2. Receiving a high proficiency level score on an End of Course Assessment for a course without taking the course.
3. Successfully completing a similar course at an eligible institution under the postsecondary enrollment program under IC 21-43-4.
4. Receiving a score of three (3), four (4), or five (5) on an Advanced Placement examination for a course or subject area.
5. Other methods approved by the state board.

Please note courses earned by this method will not be weighted.

STUDENT REPORTING 9-WEEK GRADING PERIODS

North Central is on a nine-week grading period, allowing for four grading sections per year. Student performance in classes will be communicated in the following manner:

1. Early parent contact for all "D" and "F" grades
2. Grade reports issued digitally at the end of nine weeks
3. End of term grade reports issued digitally at the end of eighteen weeks
4. Skyward

WEIGHTED COURSES

English

- English X
- AP/IB English Language/Composition
- AP/IB English Literature/Composition
- Advanced Composition ACP
- Genres of Literature ACP
- Critical Thinking I, II
- Theory of Knowledge I, II

MATHEMATICS

- Geometry X
- Pre-Calculus X
- AP/IB Calculus BC
- AP/IB Stats/Probability
- ACP/Finite Mathematics
- AP/IB Computer Science Principles
- Algebra II X
- ACP/IB Calculus
- Advanced Math Topics
- Trigonometry X
- AP/IB Computer Science A

SOCIAL STUDIES

- AP U.S. History
- AP Psychology ACP
- AP Human Geography
- GAP/IB European History
- IB Environmental Systems and Societies
- IB Social Cultural Anthropology
- AP Economics
- AP World History
- AP Government
- International Relations

SCIENCE

- Biology X
- Chemistry X
- Anatomy & Physiology X
- AP/IB Advanced Physics C
- AP Environmental Science
- IB Environmental Systems and Societies
- AP Physics X
- Adv.Life Science-Zoology X
- AP/IB Advanced Biology
- AP/IB Advanced Chemistry
- Geology/Astronomy

WORLD LANGUAGE

- French II X, III X, IV X
- *German II X, III X, IV X
- *Chinese II X, III X, IV X, *Latin II X, III X, IV X
- AP/IB Chinese
- AP/Spanish Literature
- AP/IB German
- AP/IB Latin
- Spanish II X, III X, IV X
- *Japanese II X, III X, IV X
- AP/IB French
- AP/IB Spanish Language
- AP/IB Japanese
- Heritage Spanish II X, III X

FINE ARTS

- AP/IB Advanced 2D Art
- AP Art History AP/IB Advanced 3D Art
- AP/IB Music Theory
- Honors Jazz Ensemble
- Honors Descants
- Honors Repertory Theatre
- Honors Wind Ensemble
- Honors Counterpoints
- Honors Symphony Orchestra

CAREER TECHNICAL EDUCATION

- PLTW- Introduction to Engineering and Design
- PLTW-Principles of Engineering
- PLTW-Digital Electronics

***Grades earned in these courses will be weighted if during previous year the student met the criteria for enrollment in a weighted course (see criteria #2 in Academic Guidelines: Criteria to Guide Enrollment in Weighted Courses).**

4-POINT PLUS/MINUS GRADING SCALE

The following point values per credit are associated with each letter grade:

A = 4.0000
 A- = 3.6667
 B+ = 3.3333
 B = 3.0000
 B- = 2.6667
 C+ = 2.3333
 C = 2.0000
 C- = 1.6667
 D+ = 1.3333
 D = 1.0000
 D- = .6667
 F = 0.0000

REPEATING A COURSE

Students must repeat failed courses that are required for graduation. Students may repeat courses in which they earn a grade of D+ or lower. The following rules apply when repeating a course.

When repeating a course, the highest grade earned will appear on the transcript and factor into the cumulative G.P.A. The lower grade will be changed to "R" (Retake) and will not factor into the G.P.A.

Students may repeat a non-weighted course in the classroom (depending on space), or via an online program. (e.g. Edmentum, Indiana Online) Online courses require prior approval. (see your counselor)

Students may replace weighted grades by repeating the course in the classroom. (depending on space)

Weighted grades may be replaced by their non-weighted equivalents. The grade replacement will not be weighted. Students may not repeat the same course more than once.

ACADEMIC GUIDELINES: CRITERIA TO GUIDE ENROLLMENT IN WEIGHTED COURSES

The following are used to guide student eligibility for enrollment in weighted classes.

1. For a student currently in a weighted class, that student should meet two of the following guidelines to continue in weighted classes in that subject area.
 - a. Earn an average grade of "C-" or better on both semester grades.
 - b. Obtain a written recommendation from his or her current teacher in that subject area.
 - c. Earn an average grade of "C-" or better on both semester examinations or meet the required standard established for a departmental qualifying examination.
2. For a student currently in a college preparatory class that student should meet two of the following to move into a weighted class in that subject area.
 - a. Earn an average grade of "B-" or better on both semester grades.
 - b. Obtain a written recommendation from his or her current teacher in that subject area.
 - c. Earn an average grade of "B-" or better on both semester examinations or meet the required standard established for a departmental qualifying examination.

EARLY DISMISSAL & LATE ARRIVAL REQUIREMENTS

Students who have accumulated 26 credits prior to the start of their junior year or 38 credits prior to the start of their senior year may be released from attending a full student day (seven classes) under the following conditions:

1. Juniors must have a cumulative grade point average of 2.5 or higher at the end of their first 3 semesters of high school. Seniors must have a cumulative grade point average of 2.5 or higher at the end of their first 5 semesters in high school.
2. Students must carry a minimum course load of five credits each semester and attend at least five full class periods.
3. Students must meet one of the following criteria:
 - a. Participate in volunteer or community service
 - b. Provide for family needs that relate to child or homecare
 - c. Attend continuing education program(s)
 - d. Work on a part-time basis
4. Students must not be in arrears.
5. Students must have completed the Personal Project.

Students' requests for early dismissal or late arrival need to be approved and verified by parents/guardians along with supervisors or employers.

Students with Early Dismissal must have transportation from school and will leave the building at the end of period 9. Students who do not leave the building prior to the ringing of the tardy bell for period 10 will lose their early dismissal privilege and be assigned to a study hall during period 10. Students who have Late Arrival need to be on campus in time to park and be in class for the start of period 2. Students who are tardy to period 2 will lose their Late Arrival privilege and be assigned to a study hall period 1.

During scheduling, if a conflict arises between a 1st period or 10th period class and Late Arrival/Early Release, the class will be given priority.

COHORT PROGRAM

The Cohort Program is an academic program designed to identify high achieving, under-represented students who have not previously enrolled in Honors level courses and to encourage them to pursue a rigorous high school curriculum. The program provides students with additional opportunities for academic support. Students are recommended in eighth grade by teachers and counselors. Students are required to take at least one honors course per semester. In addition, students are assigned to a Cohort Homeroom that meets weekly in order to provide another resource. Students will be assessed after the first 9 weeks of the 9th grade year based on grades in academic courses. Students who remain in the program will be exposed to other opportunities and colleges and career programs. Cohort students must have a desire to achieve academically, be self-motivated, have a high level of commitment and a strong work ethic.

THE AVID PROGRAM

AVID (Advancement Via Individual Determination) is offered as an academic class that prepares students for entrance into four-year colleges. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking and research.

AVID meets five hours per week. Students receive two hours of instruction per week in college entry skills, two hours per week in tutor-led study groups, and one hour per week in motivational activities and academic skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their growth academically. Students also participate in motivational activities including college and career research, college and career outreach speakers, field trips to colleges, businesses, and other educational opportunities in their communities, and service learning experiences. These provide students with the resources they need to learn about many positive opportunities available to them in the community that will impact their future.

Grades: 9 - 12

Length: 4 years

Prerequisite: Middle School AVID and/or interview-application process

BRIDGE

The Bridge program is a four-year program at North Central High School offering academic support for non-native English speakers to succeed in high school. Students have common classes and homerooms. The purpose is to improve graduation rates for North Central's ELL (English Language Learner) students and to create an academic support group.

Incoming ninth grade students are recommended by their eighth grade teachers and counselors to participate in Bridge.

JAG

Jobs for Americas Graduates is a national, state-based program dedicated to helping students succeed. It is a 2 year program taken in grades 11 and 12. JAG students will receive mentoring, develop leadership skills and pursue post-secondary education or career opportunities. There is an application process which begins with the student's counselor. Students must be eligible to work in the United States.

MODERN APPRENTICESHIP PROGRAM

The Modern Apprenticeship program (MAP) was developed by EmployIndy to address the need for skilled employees in various industries. From advanced manufacturing to technology to healthcare, some of the top employers in Indiana are taking a vested interest in developing talent at a high school level. This three-year program begins in the Junior year, with increasing hours and responsibility as the student grows. The final year is completed after graduation, with many apprenticeships converting to full-time jobs with benefits. Students can receive high school credit for participating in the MAP program, and will also work toward valuable industry credentials, including certificates and credits toward a degree program. Applications and recruitment begin during sophomore year, so reach out to your 10th grade counselor for more information.

WORK-BASED LEARNING (WBL)

Juniors and Seniors who are in good standing academically and have room in their schedules may participate in work-based learning opportunities, including internships and part-time jobs, that will help fulfill the the Graduation Pathways (see pages 4 & 6). Dedicated Work-Based Learning Coordinators within North Central work closely with the counselors, J. Everett Light Center (JEL), and local employers to provide a pipeline of opportunities to match with eligible students. Students may use Early Dismissal or Late Arrival privileges (see page 10) to work off-campus during part of the school day. Depending on your career interests, you may explore career pathways and specific coursework at JEL leading to work-based learning, or you can apply for internships or student jobs that will pave the way to future career opportunities.

SCHOOL COUNSELING

The Counseling Department staff of North Central High School is dedicated to helping students make good decisions throughout their high school years. Twelve licensed Counselors, a coordinator of college and career counseling, scholarship coordinator/college secretary, two social workers and two assistants work together to deliver a variety of services. Counseling programs are generally divided into the areas of academic planning, career and post-secondary planning and student support services.

Academic Planning, the process by which students choose their four-year course of study at North Central, involves the following:

- Group presentations of curriculum information
- Explanation and distribution of the yearly North Central Course Catalogue
- Course selection process involving teachers, students, parents, and counselors
- Individual conferences
- Explanation of graduation and special diploma requirements
- Administration of graduation assessment
- Completion of 4-year career & academic plan

Career Planning

- Career interest inventory
- Use of computer software for career interest determination

- Job Fair at JEL Career Center
- Identification of career goals
- Exploration of career interest through selected coursework
- Career search website information
- College Fair

Student Support Services

- Study skills activities
- Support resources: grief/loss, divorce, pregnancy/parenting
- Freshman conferences
- Senior conferences
- Grade 8 to 9 transition activities

College Admission Planning

- College admission process presentations
- College search/website information available
- Processing of college applications and NCAA Eligibility
- College representatives visiting North Central High School campus
- College entrance testing guidelines: PSAT, ACT, SAT, Career Assessments
- Advanced Placement and International Baccalaureate exams
- Guidelines for college essays, resumes, campus visits, interviews
- Financial aid/scholarship information, newsletters and applications

LEARNING CENTER

The Learning Center is an academic support center open to all North Central High School students during their study halls. The Learning Center is open to students periods 1-3 and 5-10. Located in upper A hall, the Learning Center is the size of five classrooms. This area is supported by 10-15 tutors, daily, providing academic support in English, mathematics, humanities and science, across all academic levels.

Among the 32 professionals and multilingual tutors in the Learning Center, there are multiple tutors who hold teaching licenses, master's degrees, doctorate degrees, and medical degrees. Students must bring a pass from one of their academic teachers, along with their school ID, to gain entrance into the Learning Center.

LIBRARY

Designed to serve as the "heart" of North Central, the library occupies two floors north of the auditorium, providing print and electronic resources to enhance students' education.

During the school day, teacher-librarians are available to collaborate with classroom teachers and to guide students in research and book selection. Attention is given to national Information Literacy standards as well as the Indiana Academic Standards when creating research assignments with teachers. Students have access to quality resources: approximately 25,000 print and digital books are accessible through North Central's Destiny library manager. Equipment check-out may be allowed with parent permission.

The North Central library has been the beneficiary of grants from the Indianapolis Foundation for the purchase of books and technology. Student access to electronic databases is enhanced by grants and cooperative efforts with the Indianapolis Public Library. A complete list of electronic databases with home access information is available in the NC Library Canvas course. These online resources include numerous research databases accessed through our website: www.nchslib.info. Students can also access the databases anytime from

home with a school-specific login found in the Library Canvas Course or with their Indianapolis Public Library card number. North Central teacher-librarians can assist all students and faculty, even those living outside Marion County, in acquiring an Indianapolis Public Library card.

The North Central Library is open Monday through Friday from 8 a.m. to 3:30 p.m. Students are encouraged to visit the library before school and during lunch. If students need to visit the NC Library during study hall, they are required to get a pass from one of their academic teachers. A North Central student ID is required for all visits to the NC Library.

The After School Learning Center (ASLC) operates in the upper Library from 3:30 to 4:45 p.m. Monday through Thursday.

Licensed teachers and tutors are available to assist students. Teacher-librarians are also available during their student support hours in the library. Students only need their student ID to enter before 3:50 p.m. After 3:50 p.m. students will need a pass from their coach, teacher or club sponsor.

Business Management/Technology

24-25 Course Catalogue

COURSE OFFERINGS	GR	PREREQUISITE(S)
Advanced Accounting	11-12	Introduction to Accounting
Introduction to Business	9-12	None
Digital Applications and Responsibility	9-12	None
Introduction to Accounting	10-12	None
Personal Financial Responsibility	10-12	None
Principles of Business Management	9-11	None
Preparing for College and Careers	9-12	None
Principles of Entrepreneurship	9-12	None
Principles of Marketing	10-12	None

■ ADVANCED ACCOUNTING

- 4522 F/S
- One credit per semester, year long course

Advanced Accounting expands on the Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting covered in Introduction to Accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making. Students are required to take Introduction to Accounting prior to enrollment in this course.

■ DIGITAL APPLICATIONS AND RESPONSIBILITY

- 4528 F or S
- One credit

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

■ INTRODUCTION TO ACCOUNTING

- 4524 F/S
- One credit per semester, year-long course

Introduction to Accounting introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making. Learning the rules of Debit/Credit, the journalizing and posting process, and creating financial statements will be the focus of the year. The fall semester must be completed to enroll in the spring semester.

■ INTRODUCTION TO BUSINESS

- 4518 F OR S
- Recommended Grade(s): 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

Introduction to Business introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business

ethics and law. The course develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

■ PERSONAL FINANCIAL RESPONSIBILITY

- 4540 F OR S
- One credit

Personal Financial Responsibility is a business course that focuses on personal financial planning. The content includes financial planning, income and money management, savings and investing, and spending and credit management. Students will learn the financial concepts and principles that provide a basis for avoiding a financial pitfall. This course prepares students for the roles and responsibilities of consumers, producers, entrepreneurs, and citizens. Students will learn how to make tough decisions on how to manage their money. Additional topics include taxes, paychecks, credit cards, large purchases, and decision making skills needed as an independent young adult.

■ PREPARING FOR COLLEGE AND CAREERS

- 5394 F OR S
- One credit

Students will address the knowledge, skills, and behaviors all students need to be prepared for success in college, a career, and in life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics include: exploration of personal aptitudes, interests, values, and goals; examining life roles and responsibilities, learning employability skills, and transferring school skills to college and career. This course is one of the courses specified in the sequence of courses for all Career Clusters and all of Indiana's College and Career Pathway Plans.

■ PRINCIPLES OF BUSINESS MANAGEMENT

- 4562 F/S
- One credit per semester, year long course

Principles of Business Management focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free enterprise system. Students will attain an understanding of management, team building, leadership, problem solving steps and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized.

■ PRINCIPLES OF ENTREPRENEURSHIP

- 7154 F/S
- One credit per semester, year-long course

This course is for students who desire to own their own business. Students will gain experience in solving problems faced by all businesses. Included in the class will be an awareness of responsibilities, duties, and problems incurred by owners, the free enterprise system, personal and customer relations, finance, inventory, marketing techniques, and record keeping. Each student will complete a business plan for his or her own proposed business using resources from the course and community.

■ PRINCIPLES OF MARKETING

• 5914 F/S

• One credit per semester, year-long course

Marketing provides an introduction to the scope and importance of marketing in the global economy. Curriculum is based on the National Marketing Education framework which includes economics, marketing and business, and human relationship foundations. Emphasis is placed on communications skills, math applications, problem solving--and critical thinking skills as they relate to selling, promoting, pricing, purchasing, marketing information management, product/service planning, distribution, financing, and risk management. Various classroom strategies are used which apply marketing principles to real and simulated projects.



J. Everett Light Career Center

24-25 Course Catalogue

The J. Everett Light Career Center (JELCC) is administered by the Metropolitan School District of Washington Township and serves high school students from 11 school corporations in Marion, Boone and Hamilton counties. JELCC students have the opportunity to earn dual credits and industry recognized certifications.

Who can take our classes?

Our classes are available to students from our sending high schools.

Typically, students are juniors or seniors. See your Counselor for specific grade level requirements.

What's different about Career Center classes?

Career Center classes relate academic subjects to the "real world of work."

Students learn in a classroom specifically designed to resemble the related work atmosphere. The Career Center uses state-of-the-art equipment, computer programs and teaching techniques to give students the "hands on" experiences that students usually do not experience until they enroll in post-secondary institutions. Most JELCC

programs offer dual credits and opportunities to earn industry-recognized certifications.

How many credits can I earn?

Our students can earn elective high school credits for our courses. Upon passing a course for the semester, a student can earn three credits for a three-hour course and two credits for a two-hour course. The student's high school will add these credits to the transcript.

What else can I earn?

Upon recommendation by your teacher, the Career Center Director will provide a Governor's Work Ethic Certificate (GWEC) that you, the graduate, can perform the GWEC requirements.

How do I enroll in a class?

Students may obtain an enrollment form for our classes from their counselors or online at jelcc.com. Typically, counselors will meet with students to plan a schedule of classes for the next school year. Many of our classes fill up quickly, so it is important that the student complete and return the enrollment form to his/her counselor as soon as possible.

COLLEGE CREDIT AGREEMENTS FOR J. EVERETT LIGHT COURSES

It is possible to earn college credits while enrolled in our classes. The classes listed below offer this opportunity. Dual credit is dependent upon successful completion of the course. It is important that students check with our teachers at the beginning of the school year for specific course credit. Students must enroll and register for dual credit classes by the deadline set with each dual credit institution.

Animation & Film Production
Auto Collision Repair & Refinishing
Auto Maintenance & Detailing
Auto Service Technology
Cosmetology
Culinary Arts
Digital Designs and Advertising
Education Careers Professions
Emergency Medical Technician (EMT)
Health Careers, CNA Prep
IT Pathways: Cyber Security, Coding & Networking
Medical Assisting
Music/Sound Production
Project Lead the Way (PLTW)
Veterinary Careers
Welding

Career Technical Education

24-25 Course Catalogue

COURSE OFFERINGS

Animation & Film Production (1st Year)
Animation & Film Production (2nd Year)
Automotive Collision Repair & Refinishing (1st Year)
Automotive Collision Repair & Refinishing (2nd Year)
Automotive Maintenance/Detailing (1st Year)
Automotive Maintenance/Detailing (2nd Year)
Automotive Service Technology (1st Year)
Automotive Service Technology (2nd Year)
Building & Facilities Maintenance
Cosmetology (1st Year)
Cosmetology (2nd Year)
Culinary Arts (1st Year)
Culinary Arts (2nd Year)
Dental Careers (1st Year)
Dental Careers (2nd Year)
Digital Designs & Advertising (1st year)
Digital Designs & Advertising (2nd year)
Education Professions (1st Year)
Education Professions (2nd Year)
Emergency Medical Technician (EMT) (1st year)
Emergency Medical Technician (EMT) (2nd year)
Health Care Careers, CNA (1st year)
Health Care Careers, CNA (2nd year)
Introduction to Culinary Arts & Hospitality
IT Pathways: Cyber-security, Coding & Networking (1st Year)

IT Pathways: Cyber-security, Coding & Networking (2nd Year)

Medical Assisting (1st year)
Medical Assisting (2nd year)
Music/Sound Production (1st Year)
Music/Sound Production (2nd Year)
PLTW: Digital Electronics (DE)
PLTW: Introduction to Engineering and Design (IED)
PLTW: Principles of Engineering (POE)
Robotics & Industrial Automation
Veterinary Careers (1st Year)
Veterinary Careers (2nd Year)

Welding (1st Year)
Welding (2nd Year)

PREREQUISITE(S)

None
Animation & Film Production (1st Year) & Teacher Permission
None
Automotive Col. Rep. & Ref. (1st Year) & Teacher Permission
None
Automotive Maintenance & Detailing (1st Year) or Teacher Perm.
None
Automotive Maintenance & Detailing (1st Year) or Teacher Perm.
None
Cosmetology (1st Year) & Teacher Permission
None
Culinary Arts (1st Year) & Teacher Permission
None
Dental Careers (1st Year) & Teacher Permission
None
Digital Designs & Advertising (1st year) & Teacher Permission
None
Education Professions (1st Year) & Teacher Permission
None
Emergency Medical Technician (EMT) (1st year) & Teacher Perm.
None
Health Care Careers, CNA (1st year) & Teacher Permission
None
None
IT Pathways: Cyber-security, Coding, Networking (1st Year)
& Teacher Permission
None
Medical Assisting (1st year) & Teacher Permission
None
Music/Sound Production (1st Year) and Teacher Permission
PLTW: IED & POE
None
PLTW: Introduction to Engineering and Design
None
None
Vet. Careers (1st Year) & Teacher Permission
& Personal transportation to clinic site
None
Welding (1st Year) & Teacher Permission

■ ANIMATION & FILM PRODUCTION

- 1st year in pathway (3 hour): 7139A, 7306A, 7307A
- 1st year in pathway (2 hour): 7139A, 7306A
- 2nd year in pathway (3 hour): 7308A
- 2nd year in pathway (2 hour): 7307A, 7308A
- One or two year program (2nd year by invitation), 2 or 3 hours per day
- Prerequisite: None
- Related College or Technical School Major: Film Studies, Telecommunications, Computer Animation
- Job Opportunities: Videographer, Editor, Producer, Writer, 2-D Animator
- Dual Credit Available – Potential of 12 Credits

Ever thought you might be the next Stephen Spielberg? Or maybe you dream of a career at Disney? If so, then signing up for this class is the right move for you! From script to screen, we'll cover all the skills you need to write, film, edit and debut your own short films. You'll also learn the basics of creating animations, from the principles to the process. After taking this class, you will have the skills you need to bring your creative ideas to life and prepare you for an entry-level job or college.

- Software used: Adobe Creative Cloud Suite (Premiere, After Effects, Photoshop, Animate) and Microsoft Word
- Projects: Stop Motion, computer created animations, short films, music videos and a "Feature" film or animation
- Supply cost to student: None

■ AUTOMOTIVE COLLISION REPAIR & REFINISHING

- 1st year in pathway (2 hour): 7215, 7204
- 1st year in pathway (3 hour): 7215, 7204, 72206
- 2nd year in pathway (2 hour): 7206, 7380
- 2nd year in pathway (3 hour) 7380
- One or two year program, 2 or 3 hours per day
- Prerequisite: None
- Related College or Technical School Major: Industrial Management, Design
- Job Opportunities: Body shop repair technician, automotive painter, boat repair, aviation painter
- Dual Credit Available - Up to 9 credits

Want to customize and paint your car, motorcycle or anything that rolls? Want to learn to earn big money in a thriving industry of professionals? Want to earn college credits while earning high school credit at the same time? This class is designed to prepare you for an entry level position in a high demand field in the collision repair industry. You will be trained in the varied areas of the repair process including dent repair, structural analysis, painting processes including custom paint. Welding processes are also central to the curriculum.

A sample of activities:

- Opportunity to work on and paint your own car
- Custom Painting (Airbrushing, Chameleon, Marbleizing, Flames)
- Dent Repair (Hail damage, minor and major damage)
- Motorcycle tank and fender painting
- Wrecked customer car repair and frame straightening

■ AUTOMOTIVE MAINTENANCE/DETAILING

- 1st year in pathway, 2 hour: 7213D, 7205D
- 1st year in pathway, 3 hour: 7213D, 7205D, 7212D
- 2nd year in pathway, 2 hour: 7212D, 7375D
- 2nd year in pathway, 3 hour: 7375D
- One or two year program, 2 or 3 hours per day building Robo
- Prerequisite: none
- Related College or Technical School Majors: Auto Service Technician, Detailer, Porter, Sales, Service Writing, Parts Person
- Job Opportunities: Auto Dealerships, Independent and Franchised repair facilities, Quick Lube Shops, Automotive Custom Shops, Automotive and Parts Manufacturing, Electronic Stores
- Dual Credit Available - Up to 12 credits

Students will learn basic automotive repair, professional detailing and customization in order to prepare for automotive industry jobs

available in the area. This course covers basic auto repairs including brakes, engine performance, tires, electrical systems and more. Students will explore customizing, including sound systems, window tinting and bolt-on performance parts. In addition, students will learn how to professionally detail a car using current industry techniques, equipment, tools and chemicals. This course is great for car enthusiasts who like cars as a hobby, wish to advance their knowledge by attending an automotive technical school, after graduation, or enthusiasts who wish to make a living in auto repair, customizing or manufacturing.

■ AUTOMOTIVE SERVICE TECHNOLOGY

- 1st year in pathway: 7213T, 7205T, 7212T
- 2nd year in pathway: 7375T
- One or two year program, 3 hours per day
- Prerequisite: none
- Related College or Technical School Majors: Auto Service Technician, Industrial Management, Engineering
- Job Opportunities: Automotive dealership (service, parts), Independent Repair Garages, aftermarket companies specializing in part production and marketing
- Dual Credit Available - Up to 12 credits

The Automotive Service Technology Program is certified by the National Automotive Technical Education Foundation (NATEF). Instructors are Certified Master Technicians (ASE). Classroom and Lab activities include instruction in the basics of modern automotive construction and operation, service, and maintenance. Unit information and practical hands-on experience start at beginner skill levels and progress to entry-level employment. The first units include the necessary basics of shop safety, tool usage, parts identification and the principles of component operation. Subsequent units progress to more involved assignments and "hands-on" experience in: starters and alternators, wheel alignment, brakes, engines, automatic and manual transmissions, engine diagnostics, and heating and air conditioning.

A sample of first year activities/topics:

- Instruction in hands-on repair for:
- The basics of tune-up
- Brake system fundamentals
- Principles of vehicle alignment and suspension
- Automotive electrical and computer systems
- Maintenance Services

A sample of second year activities/topics:

- Diagnosis and repair of air-conditioning and heating systems
- Trouble shooting techniques for electrical and computer systems
- Air-conditioning repair and/or conversion

Supply costs to student: Work uniform, protective shoes, safety glasses. Tools are provided, however, students are encouraged to consider starting to purchase tools for their own use. Cost for all supplies is approximately \$45. Safety glasses provided.

■ BUILDING & FACILITIES MAINTENANCE

- 1st year: 7130, 7285, 7286
- Prerequisite: none
- Dual Credit Available
- Related Post-Secondary Majors and Career Fields: Construction Trades, Building Maintenance, HVAC, Plumbing, Mechanical, Appliance Repair

Building & Facilities Maintenance prepares students with the basic skills needed to continue in a construction trade field. Topics will include an introduction to the types and uses for common hand and power tools, learn the types and basic terminology associated with construction drawings, and basic safety. Additionally students will study the roles of individuals and companies within the construction industry and reinforce mathematical and communication skills necessary to be successful in the construction field.

Sample Activities:

- Explore facilities maintenance and construction trades
- Develop basic skills needed in carpentry, plumbing, and electrical
- Perform repairs & maintenance using power tools, building materials, & blue prints

■ **COSMETOLOGY**

- **1st year: 7330, 7331, 7332**
- **2nd year: 7334**
- **Two year program, 4 hours per day**
- **Prerequisite: none**
- **Dual Credit Available - Up to 12 credits**
- **Junior and Senior year (Freshman and Sophomores students see Intro to Cosmetology)**

The Cosmetology program is designed to qualify students for the State Board of Beauty Culture Examination, thereby providing them with the knowledge and skills to practice as hairstylists in the state of Indiana. Activities include the theory and practice of facial massage, makeup, skin care, manicuring, pedicuring, sanitation, hairstyling, cutting and coloring/texturizing.

To meet the requirements of 1,500 hours of instruction set by the Board, students attend class a minimum of 20 hours per week. Students must also be able to schedule four hours of class-time into their regular school schedule. There is a requirement of 150 hours of Job Shadowing required between the first and second years of the program.

Kit cost approximately \$600 to be paid in full by the first day of school. Students must also have their own black uniform consisting of all black clothes and black or white shoes.

State license exam prior to graduation: \$52

State board application fee: \$40

■ **CULINARY ARTS CAREERS**

- **1st year: 7173, 7171, 7169**
- **2nd year: 7233**
- **One or two year program, 3 hours per day**
- **Prerequisite: none**
- **Related College or Technical School Majors: Culinary Arts, Food service Management, Hospitality Management, Hotel Management, Entrepreneurship**
- **Job Opportunities: Executive Chef, Pastry Chef, Sous Chef, Kitchen Manager, Line Cook, Cake Designer, General Manager, Restaurant Manager, Assistant Manager, Food and Beverage Manager, Catering, Dietician, Event Planner, and many more**
- **Dual Credit Available - Up to 6 credits**

Students will spend the first year at the career center learning all of the basics of cooking. They will also have the opportunity to become ServSafe certified, which is a national certification. Second year students will concentrate on such areas as menu development, nutrition, advanced baking and pastry, and management essentials. These are college level courses and we use the same textbooks that Ivy Tech uses. We teach everything from measurements, recipe conversion, equipment, stocks/sauces, cooking techniques, baking and pastry, customer service, management, and much more. All students will gain hands-on experience working in our own student run Light Café. The Café is open to the public for breakfast and lunch two days a week. Students will train and perform in all positions of front and back of the house. Our institutional kitchen has all the equipment and tools used in our industry today and will give the students the knowledge of how to use them properly. Students will have the opportunity to earn dual credits for the post-secondary level as well. First year students can earn 8 credits and second year students can earn an additional 3 credits. Community service is available through different charity events that Culinary is involved with. Career Organizations are available to join as well, offering competitions at the regional, state and national levels.

Approximate Supply/Activity Cost to Students: \$100 for lab fees. Field trips or joining in the Career Student Organizations may cost extra.

A sample of first year topics/activities:

- Cooking meats, preparing salads, side dishes and desserts.
- Sanitation and workplace safety; food service tools and equipment.
- Work experience in the Light Café.

A sample of second year topics/activities:

- Bread dough, meat fabrication and planting.
- Restaurant concept and menu development.
- Management positions in the Light Café.

■ **DENTAL CAREERS**

- **(1st year): 7315, 7316, 7317**
- **f3/s3 (2nd year): 7318**
- **One or two year program, 3 hours per day**
- **Prerequisite: none for 1st year, 2nd year: successfully complete 1st year and have own transportation**
- **Related College or Technical School Majors: Dental Assisting, Dental Laboratory Technician, Dental Hygiene, Dental School**
- **Job Opportunities: Dental Assistant, Office Assistant, Dental Lab Assistant**

A Dental Assisting career will give you something to smile about. It is challenging and the job outlook is excellent. Dental Assistants have one of the most diverse and interesting of all positions in a dental office. The JEL Dental Clinic is a part of the education and experience. The JELCC Dental Careers radiology program is accredited through the Indiana State Health Department. Second year students may work in dental offices as they assist local dentists in providing dental care. Students must provide their own transportation to clinical sites. When a student successfully completes one year of this program, they will have the knowledge and skills to take the Dental Assisting National Board (DANB) for their National Entry Level Dental Assistant (NELDA) certification.

A sample of first year topics/activities:

- Basic skills of chair-side assisting.
- Study dental theory.
- CPR Certification.
- Hands-on experience.

A sample of second year topics-activities:

for Dental Lab Career Path

- Explore specialty areas in dental laboratory.
- Shadowing experience in commercial labs in a variety of areas.
- Develop skill in inventory systems using computer programs.

Supply cost to student: Approximately \$45 for uniforms and other supplies. Students must also get a Hepatitis B vaccination.

■ **DIGITAL DESIGNS & ADVERTISING**

- **1st year, 2 hour: 7140, 7141**
- **1st year, 3 hour: 7140, 7141, 5550**
- **2nd year, 2 hour: 5550, 7246**
- **2nd year, 3 hour: 7246**
- **One year program, two or three hours per day**
- **Prerequisite: none (Beneficial to have had high school level art classes)**
- **Related College or Technical School Majors: Advertising, Animation, Art, Fashion Design, Illustration, Interior Design, Graphic Design, Print Media, Screen Printing, Web Design, and Visual Communications**
- **Job Opportunities: Graphic Designer, Advertising, Freelance Artist, Illustrator, Art Director, Vinyl Artist, Web Designer, Web Developer**
- **Dual credit available - Up to 9 credits**

ATTENTION, seeking creative students who want to learn hands on how to combine their love of art into a well paying career. Digital Designs & Advertising is the place to start. Many companies seek designers that not only possess graphic design skills but who are versatile in many other areas as well. This class offers a unique blend of so many projects from traditional design to the latest trends like memes, emojis and gifs. Whether a beginner or experienced in

computer design, students who enjoy drawing or creating computer art will find this class rewarding.

- Design graphics for logos, t-shirts, advertising, and promotional items
- Participate in design competitions and work with real clients
- Develop an exciting and creative portfolio to advance your college and career opportunities.
- Incorporate a variety of visual art techniques while learning state-of-the-art computer software .
- Get informed by many guest speakers both in industry & post secondary education

No previous computer design experience is necessary!

Supply cost to student: NONE!!!! An art kit will be provided containing all the supplies needed for the class, including a student membership in the National SkillsUSA youth organization, and also our class shirt that the students design, vote on, and work with a screen printer to produce.

Certifications: Precision Exams:

- Commercial Advertising & Art
- PrintEd/SkillsUSA Competencies
- Pathways: Advertising Designer
- Illustrator
- Vinyl Artist
- 3D Animator
- Graphic Designers
- Multimedia Animators
- Desktop Publishers
- Art Directors
- Advertising & Promotion
- Marketing Managers
- Printers

■ EDUCATION PROFESSIONS

- 1st year: 7161, 7157, 7162
- 2nd year: 7267
- One or two year program, 3 hours per day
- Related College or Technical School Majors: Early Childhood Education, Elementary Education, Child Development Associate certificate, Secondary Education, Special Education
- Job Opportunities: Teaching Assistants, In-home Childcare, Preschool Teacher, Elementary Teacher, Middle School Teacher, High School Teacher, Special Education Teacher
- Dual Credit Available - Up to 9 credits

Students will explore educational careers, teaching preparation and theories of child and adolescent development. This course is an introduction to teaching at all grade levels. They will have the opportunity to participate in authentic field experiences in classroom settings and acquire hands-on, real-life experiences. Students will develop engaging activities by integrating best practices, technology, and instructional strategies to classroom activities and lesson plans.

A sample of first year topics/activities:

- Become familiar with certifications and licensing requirements for teachers in Indiana.
- 20-hour classroom observation experiences through various grade levels
- Develop and teach activities and lesson plans

A sample of second year topics/activities:

- Be employed as a teaching assistant in a preschool or elementary classroom a minimum of two days a week.
- Volunteer as a teaching assistant in a preschool or elementary classroom, or special education classroom a minimum of two days a week.
- Assist teachers and tutor students.
- Create materials for learning centers.

- Develop unit plans.
- Write and teach lesson plans.

■ EMERGENCY MEDICAL TECHNICIAN (EMT)

- 1st year in pathway: 7168E, 5274E, 7165E
- 2nd year in pathway: 7255E
- One year program, 3 hours per day
- Prerequisite: None
- Related College or Technical School Majors: Pre-Medicine, Nursing, Paramedicine other medical opportunities
- Job Opportunities: EMT, hospitals, fire departments, Ambulance service
- Dual Credit Available - Up to 12 credits

Anatomy and physiology of the human body will be covered in great detail. Clinical experiences include ride out on ambulances and in an emergency department. A variety of rescue techniques, ambulance operations and hazardous material awareness will also be taught. Upon successful completion of this course, students will be qualified to take the National Registry Exam. There is a mandatory criminal background check, drug screen and TB testing. Students may be 17 years of age to take the National Registry Exam. Students must be 18 years of age to obtain certification once passed.

Supply cost to student: Approximately \$100 for uniform and other items.

■ HEALTH CARE CAREERS, CNA

- 1st year in pathway: 7168C, 5274C, 7166
- 2nd year in pathway: 7255C
- One year program, 3 hours per day
- Prerequisite: none, but students must have a TB test, criminal background check. Social Security number needed for CNA certification
- Related College or Technical School Majors: Nursing, LPN, various other medical opportunities
- Job Opportunities: Nursing homes, Hospitals, Medical Clinics
- Dual Credit Available - Up to 9 credits

The Health Care Careers Program has a two-fold objective; it prepares students for entry-level certified nursing assistant (CNA) positions in health care facilities. The students will learn 72 patient care skills along with classroom and clinical hours required to sit for the Indiana State Certified Nurses Aide exam. The class will also provide an exploration of the various careers in the health care industry. In addition, this course provides an academic foundation in anatomy and physiology, medical terminology, infection control, human growth and development, and communication. Upon successful completion of this course, students will be qualified to take the state certification test.

A sample of first year topics/activities:

- Participate in occupational/professional organization (HOSA).
- Understand concept of health care team.
- Clinical experience in CNA field.
- Describe the structure & function of each body system.
- Define, pronounce, spell medical terms.
- Determining a patient's vital signs.
- First aid practices.
- Assisting patients with activities of daily living.
- Field trips to health care facilities, local post-secondary campuses.
- Internships.
- CPR certification.

Supplies needed by student:

- Physical Exam and immunization record
- 2 step TB testing
- Indiana State Police Criminal history check
- Uniforms required, approximately \$60

■ INFORMATION TECHNOLOGY (IT) PATHWAYS: CODING, NETWORKING & CYBER SECURITY

- 1st year: 7183, 7180, 7181
- 2nd year: 7245
- One or two year program, 3 hours per day
- Related College or Technical School Major Computer Networking, Cyber Security, Information Technology, Computer Science
- Job Opportunities: IT Technician, Computer Programmer, Cyber Security Associate, Network Associate, Database Developer
- Dual credit available - Up to 12 credits

The IT Pathways program is designed to provide the foundational knowledge and skills necessary to enter the ever-growing field of IT. During the first year, students will explore the world of IT, how computers work, and the programming logic needed to develop software. Students who progress to the second year, will have the opportunity to specialize in Coding or Networking & Cyber Security. Jumpstart your college and career goals by earning dual credits and prepare for industry-recognized certifications. Cost to student: \$50

■ INTRODUCTION TO COSMETOLOGY

- 7175
- One Credit Each Semester, Fall & Spring Semesters, 2 credit max
- Prepares students for the Advanced Cosmetology Program
- Recommended for Freshman and Sophomore students

Do you want to explore the field of Cosmetology before you commit to our Advanced Cosmetology program? Have you ever been curious about hair, skin and nail care? If you answered yes, then this class is for you! In Intro to Cosmetology you will do a lot of hands-on projects and learn every facet of the beauty industry. This class is 2 semesters long for 1 period a day.

■ INTRODUCTION TO CULINARY ARTS & HOSPITALITY

- 5438
- One Credit Each Semester, Fall & Spring Semesters, 2 credit max

Discover your inner chef! Gain hands-on cooking and baking experiences. Establish understanding of nutrition, recipe development, uniform knife cuts, basic cooking techniques, table service, and career possibilities. Learn skills and techniques necessary to succeed in a professional kitchen. Build your resume by working towards earning a Culinary Arts Pre-PAC certification.

■ MEDICAL ASSISTING

- 1st year in pathway: 7168M, 5274M, 7164
- 2nd year in pathway: 7255M
- One year program
- 3 hours per day, includes Medical Assisting curriculum plus Anatomy/ Physiology and Medical Terminology and Introduction to Health Care topics
- Prerequisites: Junior or Senior
- Job opportunities: Medical offices, Clinics, Pharmacies and Outpatient facilities
- Dual Credit Available - Up to 9 credits
- Certifications: CCMA (Certified Clinical Medical Assistant), National certification through the NHA (National Healthcare Association), CPR (Cardiopulmonary Resuscitation) through the American Heart Association, National Healthcare Foundation Skills Assessment (NCHSE)

The Medical Assisting curriculum offers students a challenging introduction to the allied health field. This college level course will explore a number of health related disciplines and prepare the student for associated entry level skills. Students will learn to assist in the performance of diagnostic procedures and physical exams. Students will also learn to assist with patient education and the business of medical practices. Varied instructional strategies are used to learn medical terminology, anatomy/physiology,

pharmacology, and health maintenance and disease prevention. Successful completion of the course will result in the ability to take the certification exam for Certified Clinical Medical Assistant. The students must obtain their high school diploma within 12 months of passing the exam to be awarded the credentials.

• **Supply cost to students: approximately \$40 for in class certifications and scrubs. The National Certified Clinical Medical Assisting exam will cost \$160.00.**

■ MUSIC-SOUND PRODUCTION

- 1st year in pathway (2 Hour): 7139S, 7306S
- 1st year in pathway (3 Hour): 7139S, 7306S, 7307S
- 2nd year in pathway (2 Hour): 7307S, 7308S
- 2nd year in pathway (3 Hour): 7308S
- One or two year program, 2 hours per day
- First year Prerequisite: None
- Second year prerequisite: Instructor Permission
- Related College or Technical School Major: Recording Arts, Audio Engineering, Music Production & Engineering
- Job Opportunities: Audio Studio Engineer, Music Producer, Audio Production, Singer/Songwriter, Sound Designer, Sound Crew Technician
- Dual Credit Available - Up to 12 credits

Any successful career in the Music Industry starts with a passion for music and a solid foundation of digital audio recording and music producing skills. If you have dreams of being a music mogul like Jay Z or Taylor Swift, or working behind the scenes in the music industry, then this class is for you! In Music/Sound Production, you will learn the art of recording, mixing and mastering music in the studios at JEL using the same professional gear and software used in the music business. Through class projects, you will develop skills in songwriting, producing, recording, engineering, sound editing, sound processing and movie soundtrack creation. You will even have the opportunity to participate in the organization, production and marketing of a live concert each semester. Or maybe your dream is being a performer? You will also have an opportunity to participate in live concerts each semester as a performer or on the sound and light crew Your talents can also be showcased on our in-house radio station (WJEL 89.3). The Music Sound Production class will provide you with the essential skills to give you a head start on your future! Software learned: Pro Tools, Ableton Live, Native Instruments, Garage Band.

■ PLTW: DIGITAL ELECTRONICS (DE)

- 5538
- Prerequisite: PLTW: IED
- Recommended: POE

Digital Electronics is at the heart of our society right now. Digital electronics is the internal anatomy of all the technology we love; phones, TVs, Smart Cars, game consoles, drones. In the Digital Electronics course you will explore the foundations of this branch of engineering as you design, build and test circuits to perform countless different activities. The course will provide a solid background for any engineer interested in pursuing either Electrical Engineering, Computer Engineering or Computer Science.

■ PLTW: INTRODUCTION TO ENGINEERING AND DESIGN (IED)

- 4802
- Grade level 9-12, 1 hour per day
- One credit each semester, year course
- Dual credit available - Up to 6 credits
- Prerequisite: Enrolled in Algebra; Recommended: B- or higher in previous math course

This is an introductory class where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook.

■ **PLTW: PRINCIPLES OF ENGINEERING (POE)**

- 5644
- Grade level 10-12, 1 hour per day
- One credit each semester, year course
- Prerequisite: PLTW: Intro to Engineering and Design (IED)

Principles of Engineering is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems.

■ **ROBOTICS & INDUSTRIAL AUTOMATION**

- 5610
- Grade level 10-12, 1 hour per day
- One credit each semester, year course
- Recommended Prerequisite: Introduction to Engineering and Design

A course to introduce students to design and programming concepts in basic robots that use sensors and actuators to solve specific problems and complete specific tasks. This will include introductory programming autonomous mode. Students will learn to program a humanoid robot, tethered and in autonomous mode, able to react to specific circumstances and perform human-like tasks when programming is complete. This course will provide fundamentals in industrial robotics basic programming and operations. This course will provide fundamental knowledge and skills in basic lasers, pneumatics, hydraulics, mechanics, basic electronics, and programmable logic controllers along with an understanding of career pathways in this sector. Students will want experience in using the engineering design process before enrolling in the course.

■ **VETERINARY CAREERS**

- (1st year) 7280, 7281, 5070
- f/s (2nd year) 7282
- One or two year program, 3 hours per day
- Personal transportation to clinical site required for clinical assignment.
- Related College or Technical School Majors: Veterinary Science, Veterinary Technician
- Job Opportunities: Veterinary Assistant
- Dual Credit Available - Up to 6 credits

This program offers the opportunity of a one-hour academic credit in Advanced Life Science: Animal Science for each semester. Students also will be offered an introduction to the science and art of providing professional support to veterinarians. Advanced Veterinary Assisting is offered the second year to give the students greater depth into veterinary nursing. Students will also be introduced to post-secondary opportunities in Veterinary Science. Hands-on experiences will be provided via extended laboratory opportunities in veterinary offices, hospitals, local shelters and stables. Students will also be given the opportunity to join the professional youth organization of HOSA: Future Health Professionals. They will elect officers, hold meetings, fund raise and do community service projects. These activities are included in the classroom curriculum. They may also qualify to participate in the State Leadership Conference and Competition held in April. In August 2017, JEL celebrated the opening of our onsite Veterinary Clinic for real world experiences.

A sample of first year topics/activities:

- Restraint Techniques
- Fecal Collection and Flotation
- Admitting and Discharge
- Wound Management
- CPR/First Aid
- Topical Application of Medication
- Bathing Dogs and Cats

A sample of second year topics-activities:

- Surgical Gowning and Gloving
- Preparation of Surgical Packs
- Positioning and Prepping for Surgery
- Venous Blood Draw
- Subcutaneous Injections
- Physical Exam
- Restraint and Grooming of Horses
- Physical Exam of Birds

Supply cost to student: Scrubs: one set \$42.00 and White Leather Shoes: \$30.

■ **WELDING**

- 1st year, 2 hour: 7110, 7111
- 1st year, 3 hour: 7110, 7111, 7101
- 2nd year, 2 hour: 7101, 7226
- 2nd year, 3 hour: 7226
- One or two year program, 2 or 3 hours per day
- Prerequisite: none
- Related College or Technical School Majors: Industrial Management, further Welding Certifications
- Job Opportunities: Heavy construction, racing industry, oil industry, self-employed contractor, aircraft maintenance, fabricator
- Dual Credit Available - Up to 9 credits

This program is designed to prepare students to join the workforce or continue their education. The main emphasis is placed on theory and practice of shielded metal arc welding, gas metal arc welding, gas tungsten arc welding, oxy-fuel cutting. Students are also instructed on general shop safety and how to set up and use various hand and power tools safely. The welding program follows the American Welding Society (AWS) guidelines, which offers students the opportunity to earn an AWS certification. This certification will be recognized throughout the United States, Canada, and much of the world. A trained welder has many opportunities for a rewarding career in the industry or he/she can become self-employed. The experienced welder makes excellent wages, but must be willing to work under conditions that often require strenuous physical activity.

A sample of first year topics/activities:

- First year welding will learn how to use oxy-fuel torches.
- Shielded metal arc welders.
- Gas metal arc welders.
- Students will also learn basic shop math and blue print reading.

A sample of second year topics-activities:

- Learn how to flux core arc weld.
- Gas tungsten arc weld.
- Various leadership skills needed to use in the weld shop.
- Basic fabrication.

Supply cost to student: Cost of gloves, safety glasses, work boots.

COURSE OPTIONS

All courses are full year unless otherwise noted.
*denotes weighted class

9

English 9
English 9X*

10

English 10
English 10X*

11

English 11
Ethnic Literature
Film Literature
AP English Literature and Composition*

12

English 12
AP English Language and Composition* (AP English Literature and Composition required)

- OR -

select **two** one-semester courses—one course from **each** column:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Expository Writing • Creative Writing • Advanced Composition ACP* (W131) (fall semester only) | <ul style="list-style-type: none"> • Genres of Literature • World Literature (Film) • Critical Thinking and Argumentation • Public Speaking ACP* (P155/S121) • Genres of Literature ACP* (L202) (spring semester only; Advanced Composition ACP (W131) required) |
|---|---|

Electives

(do not count towards required
8 English credits)

IB Film* (Grade 11, 12 / two-year sequence)
Etymology (Grade 10, 11, 12)
Dramatic Literature (Grade 10, 11, 12)
Speech
Journalism
Digital Media (Print and Online Media)
Student Media (Yearbook)

ENGLISH DEPARTMENT POLICIES

1. Students may proceed from one course level to the next as long as they are doing passing work in the course.
2. Students who fail both semesters of one level of English will not proceed to the next level until at least one credit is earned at the level of failure.
3. Repeater sections are not offered during the school year; therefore, students who fail a course must repeat the course during summer school or take two required courses simultaneously (as long as they maintain passing grades in both courses).
4. Students who are not maintaining passing grades when taking multiple English classes will be withdrawn with grade penalty from the failing class after the first nine weeks. If a student is failing both English classes, the student will be withdrawn from the highest level English class, or the student will be withdrawn from the class that may be repeated in summer school.
5. Students may not substitute an elective course for a required failed course.
6. All seniors must take a composition course or a literature/composition combined course.
7. The department chairperson must approve all changes.

■ **ENGLISH 9**

• 1002 F/S

■ ***ENGLISH 9X**

• 1002X F/S

English 9 or 9X, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information. English 9X receives a weighted (*) grade. English 9X students must meet the "Academic Guidelines: Criteria to Guide Enrollment in Weighted Courses" outlined in the NCHS Course Catalog. Summer reading may be required in English 9X.

■ **ENGLISH 10**

• 1004 F/S

■ ***ENGLISH 10X**

• 1004X F/S

English 10 or 10X, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9- 10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information. English 10X receives a weighted (*) grade. English 10X students must meet the "Academic Guidelines: Criteria to Guide Enrollment in Weighted Courses" outlined in the NCHS Course Catalog. Summer reading is required in English 10X.

■ **ENGLISH 11**

• 1006 F/S

English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information. English 11 is a two-semester course.

■ **ETHNIC LITERATURE**

• Grade 11

• 1032 F/S

Ethnic Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of literature focusing on specific multicultural issues produced by writers representing various ethnic cultures. Students examine works exploring ethnic experiences and ideas as well as the contributions of authors to multicultural themes. Students analyze the expressions of cultural identities within ethnic literature and how problems or issues of interest to a given group interconnect with national issues and history. Ethnic Literature is a two-semester course. Students taking this course should be capable of maintaining a C average in English courses.

■ **FILM LITERATURE**

• Grade 11

• 1034 F/S

Film Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. Film Literature is a two-semester course. Students taking this course should be capable of maintaining a C average in English courses.

■ ***AP ENGLISH LITERATURE AND COMPOSITION**

• Grade 11

• 1058 F/S

AP English Literature and Composition engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. This two-semester course will prepare students for the first year of the International Baccalaureate English A1 program as well as the English Literature and Composition Advanced Placement exam. This two-semester course receives a weighted (*) grade. AP English Literature and Composition students must meet the "Academic Guidelines: Criteria to Guide Enrollment in Weighted Courses" outlined in the NCHS Course Catalog. Summer reading is required.

■ **ENGLISH 12**

• 1008 F/S

English 12, an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grades 11- 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information. English 12 is a two-semester course.

■ ***AP ENGLISH LANGUAGE AND COMPOSITION**

• Grade 12

• 1056 F/S

AP English Language and Composition focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. This course will prepare students for the second year of the International Baccalaureate English A1 program as well as the English Language and Composition Advanced Placement exam. This two-semester course receives a weighted (*) grade. AP English Language and Composition students must meet

the “Academic Guidelines: Criteria to Guide Enrollment in Weighted Courses” outlined in the NCHS Course Catalog. Summer reading is required. Prerequisite: To be eligible for this course, students must have earned a minimum grade of C- in AP English Literature and Composition or receive department chair approval.

■ ***ADVANCED COMPOSITION ACP (W131)**

- Grade 12
- 1098 F

Advanced Composition ACP (W131) is a dual-credit course designed to practice the reading, writing, and critical thinking skills required in college. Emphasis is placed on written assignments that require synthesis, analysis, and argument based on sources. This one-semester Fall course receives a weighted (*) grade. Any Grade 12 student taking Advanced Composition ACP (W131) must also enroll in Genres of Literature: Literary Interpretation ACP (L202), Genres of Literature, World Literature (Film), Public Speaking ACP (P155/S121), or Critical Thinking and Argumentation to fulfill the Grade 12 English requirement. Students in Advanced Composition ACP (W131) must meet the Advance College Project requirements outlined in the NCHS Course Catalog. Please note that regardless of grading, late work, or other policy changes at the district level, IU requires that ACP courses follow the syllabus guidelines as established by IU Bloomington. Students who scored 710 or better on the SAT, 32 or better on the ACT, or 4 or 5 on the AP Literature exam qualify for an exemption from basic composition at IU Bloomington.

■ **EXPOSITORY WRITING**

- Grade 12
- 1094 F or S

Expository Writing, a course based on the Indiana Academic Standards for English/ Language Arts, is a study and application of the various types of informational writing intended for a variety of different audiences. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Expository Writing is a one-semester course. Any Grade 12 student taking Expository Writing must also enroll in Genres of Literature, World Literature (Film), Public Speaking ACP (P155/S121), or Critical Thinking and Argumentation to fulfill the Grade 12 English requirement. Students taking this course should be capable of maintaining a C average in English courses.

■ **CREATIVE WRITING**

- Grade 12
- 1092 F or S

Creative Writing, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. Creative Writing is a one-semester course. Any Grade 12 student taking Creative Writing must also enroll in Genres of Literature, World Literature (Film), Public Speaking ACP (P155/S121), or Critical Thinking and Argumentation to fulfill the Grade 12 English requirement. Students taking this course should be capable of maintaining a C average in English courses.

■ ***GENRES OF LITERATURE: LITERARY INTERPRETATION ACP (L202)**

- Grade 12
- 1036 SA

Genres of Literature: Literary Interpretation (L202) is a dual-credit course designed to develop critical skills essential to participation in the interpretive process. Through course discussion and focused writing assignments, students are introduced to the premises and motives of literary analysis and critical methods associated with historical, generic, and/or cultural concerns. This one-semester Spring course receives a weighted (*) grade. Students must meet the Advance College Project requirements outlined in the NCHS Course Catalog. Please note that regardless of grading, late work, or other policy changes at the district level, IU requires that ACP courses

follow the syllabus guidelines as established by IU Bloomington. Prerequisite: students must take Advanced Composition ACP (W131) in the Fall semester to qualify for Genres of Literature: Literary Interpretation ACP (L202) in the Spring semester.

■ **GENRES OF LITERATURE**

- Grade 12
- 1036 F or S

Genres of Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of various literary genres, such as poetry, dramas, novels, short stories, biographies, journals, diaries, essays, and others. Students examine a set or sets of literary works written in different genres that address similar topics or themes. Students analyze how each genre shapes literary understanding or experiences differently, how different genres enable or constrain the expression of ideas, how certain genres have had a stronger impact on the culture than others in different historical time periods, and what the most influential genres are in contemporary times. Genres of Literature is a one-semester course. Any Grade 12 student taking Genres of Literature must also enroll in Expository Writing, Creative Writing, or W131 to fulfill the Grade 12 English requirement. Students taking this course should be capable of maintaining a C average in English courses.

■ ***PUBLIC SPEAKING ACP (P155/S121)**

- Grade 12
- 1078 F or S

Public Speaking ACP (P155/S121) is a dual-credit course that prepares students in the liberal arts to communicate effectively with public audiences. This one-semester course emphasizes oral communication as practiced in public contexts: how to advance reasoned claims in public; how to adapt public oral presentations to particular audiences; how to listen to, interpret, and evaluate public discourse; and how to formulate a clear response. This one-semester course receives a weighted (*) grade. Any Grade 12 student taking Public Speaking ACP (P155/S121) must also enroll in Expository Writing, Creative Writing, or Advanced Composition ACP (W131) to fulfill the Grade 12 English requirement. Students must meet the Advance College Project requirements outlined in the NCHS Course Catalog. Please note that regardless of grading, late work, or other policy changes at the district level, IU requires that ACP courses follow the syllabus guidelines as established by IU Bloomington.

■ **WORLD LITERATURE (FILM)**

- Grade 12
- 1052 F or S

World Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of ancient and modern representative works by major authors from six continents: Africa, Asia, Australia, Europe, North America, and South America. Students examine a wide variety of literary genres and themes. Students analyze how the ideas and concepts presented in the works are both interconnected and reflective of the cultures and historical periods of the countries represented by the authors. World Literature (Film) is a one-semester course. Any Grade 12 student taking World Literature (Film) must also enroll in Expository Writing, Creative Writing, or Advanced Composition ACP (W131) to fulfill the Grade 12 English requirement. Students taking this course should be capable of maintaining a C average in English courses.

■ **CRITICAL THINKING AND ARGUMENTATION**

- Grade 12
- 1074 F or S

Critical Thinking and Argumentation, a course based on the Indiana Academic Standards for English/Language Arts, is a study of deductive and inductive logic, including logical fallacies, and should challenge students to think critically, analytically, and philosophically. Students learn to formulate thoughtful inquiry questions, connect ideas or concepts, challenge ideas and concepts, and rephrase ideas when appropriate. Active class participation is essential, including persistent questioning, rational discussion, and reasoned argumentation. Students make comments that reflect the development of logic (a line of reasoning), represent a clear point of

view, and involve evidence of support (data, examples, anecdotes, documents, information from a variety of sources). Students use the same Standard English conventions for oral speech that they use in their writing. Critical Thinking and Argumentation is a one-semester course. Any Grade 12 student taking World Literature (Film) must also enroll in Expository Writing, Creative Writing, or Advanced Composition ACP (W131) to fulfill the Grade 12 English requirement. Students taking this course should be capable of maintaining a C average in English courses.

ENGLISH ELECTIVES

■ *IB FILM, STANDARD LEVEL

- Elective
- 4272 F/S

The two-year DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical and global perspectives in film. They examine concepts, theories, practices and ideas from multiple perspectives, challenging their own views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis through practical engagement in the art, craft and study of film. This two-semester course is weighted (*) and satisfies a fine arts credit requirement. IB Film does not count towards a student's required 8 English credits. IB Film is a two-year course sequence. Prerequisite: Students must be in grades 11 or 12.

■ ETYMOLOGY

- Elective
- 1060 F or S

Etymology, a language studies course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (Latin, Greek, Germanic, and Romance Languages). Students analyze meanings of English words by examining roots, prefixes, and suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation. This one-semester course is a general elective that does not count towards a student's required 8 English credits. Students taking this course should be capable of maintaining a C average in English courses. Prerequisite: Etymology is open to students in grades 10, 11 and 12.

■ SPEECH

- Elective
- 1076 F or S

Speech, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multimedia presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing. This one-semester course is a general elective that does not count towards a student's required 8 English credits.

■ DRAMATIC LITERATURE

- Elective
- 1028 F or S

Dramatic Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of plays and literary art as different from other literary genres. Students view live, televised, or filmed productions and stage scenes from plays or scripts. Students examine tragedies, comedies, melodramas, musicals or operas created by important playwrights and screenwriters representing the literary movements in dramatic literature. Students analyze how live performance alters interpretation from text and

how developments in acting and production have altered the way we interpret plays or scripts. Students analyze the relationship between the development of dramatic literature as entertainment and as a reflection of or influence on the culture. Students will examine and appreciate theatrical storytelling via writing, analyzing, acting, critiquing, speaking, listening, viewing, staging, and working collaboratively. This one-semester dramatic literature survey course is a general elective that does not count towards a student's required 8 English credits. Prerequisite: Students must be in grades 10, 11 or 12.

■ JOURNALISM (BEGINNING JOURNALISM)

- Elective
- 1080 F or S

Journalism, a course based on the Indiana Academic Standards for English/Language Arts and the Indiana High School Journalism Standards, is a study of news elements, journalism history, First Amendment law, ethics, fact, and opinion, copy editing, news, and features as they apply to print and digital media products. It includes a comparison study of journalistic writing to other types of English writing with practical application of news, features, editorials, reviews, columns, and digital media writing forms. For the second credit: Students continue to develop journalistic writing skills in addition to studying graphic design, advertising, public relations, photojournalism and emerging media development and design. By the end of the semester, students write, shoot, and design stories for print and digital media products. This beginning journalism course is designed for students who wish to be part of student publications. It is not recommended as a senior year elective. This course is a general elective that does not count towards a student's required 8 English credits.

■ DIGITAL MEDIA (PRINT AND ONLINE MEDIA)

- Elective
- 1084 F/S

Digital Media, a course based on the Indiana Academic Standards for English/Language Arts and Media Literacy Standards, is a study of media literacy and production skills. This course examines the impact of informational, narrative, and persuasive media on everyday life. This course will focus on changes in media and includes practice in broadcast journalism, audio/visual storytelling, multimedia storytelling, as well as different platforms such as online and social media. Students will analyze local, national, and global media through the lens of law, ethics, and social responsibility. Students use course content to become knowledgeable consumers and producers of media. For the second credit: Students continue to develop media production skills in addition to continuing critical media analysis. By the end of the semester, students write and produce media projects. Prerequisites: Students must complete Journalism (1080) or Beginning Photography and/or have permission from the instructor. This course is co-curricular, requires students to maintain a 2.0 GPA, and satisfies a fine arts credit requirement. This course does not count towards a student's required 8 English credits.

■ STUDENT MEDIA (YEARBOOK)

- Elective
- 1086 F/S

Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of Journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers, yearbooks, and a variety of other media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields. Prerequisites: Students must complete Journalism (1080) or Beginning Photography and/or have permission from the instructor. This course is co-curricular, requires students to maintain a 2.0 GPA, and satisfies a fine arts credit requirement. This course does not count towards a student's required 8 English credits.

English as a New Language (ENL)

COURSE OFFERINGS	GR	TARGETED LEARNER	WIDA SCORE
ENGLISH AS A NEW LANGUAGE COURSES			
English as a New Language Newcomer	9-11	Students in their first 18 months of English-speaking schooling	1.0-2.0
English as a New Language 9	9-11	Students in their 1st or 2nd year of English-speaking schooling; Long-Term English Language Learners (LTELL); students with WIDA reading scores at or below 2.6	2.1-2.6
English as a New Language 10	9-12	Students in their 2nd or 3rd year of English-speaking schooling; Long-Term English Language Learners (LTELL); students with WIDA reading scores at or below 2.6	2.7-3.7
English as a New Language 11	9-12	Students in their 3rd or 4th year of English-speaking schooling; Long-Term English Language Learners (LTELL); students with WIDA reading scores at or below 2.6	2.7-3.7
ENL MATHEMATICS COURSES			
ENL Basic Math	9-11	Students in their first 18 months of English-speaking schooling or students with interrupted or limited exposure to math education	1.0-2.6
ENL Algebra 1	9-11	Students in their 1st or 2nd year of English-speaking schooling	1.0-2.6
ENL Geometry	10-12	Students in their 1st, 2nd or 3rd year of English-speaking schooling	1.0-2.6
ENL ENGLISH LANGUAGE ARTS (ELA) COURSES			
ENL English Newcomer	9-11	Students in their first 18 months of English-speaking schooling	1.0-2.0
ENL English 9	9-10	Students in their 1st or 2nd year of English-speaking schooling	1.0-2.6
ENL English 10	10-11	Students in their 2nd or 3rd year of English-speaking schooling	1.0-2.6
ENL English 11	11-12	Students in their 3rd or 4th year of English-speaking schooling	1.0-2.6
ENL English 12	12	Students in their 4th year of English-speaking schooling	1.0-2.6
ENL SCIENCE COURSES			
ENL Earth and Space Science	9-10	Students in their 1st or 2nd year of English-speaking schooling	1.0-2.6
ENL Biology	10-12	Students in their 2nd or 3rd year of English-speaking schooling	1.0-2.6
ENL Integrated Chemistry-Physics	11-12	Students in their 2nd through 4th year of English-speaking schooling	1.0-2.6
ENL SOCIAL STUDIES COURSES			
ENL Geography and History of the World	9-11	Students in their 1st or 2nd year of English-speaking schooling	1.0-2.6
ENL US History	11-12	Students in their 2nd through 4th year of English-speaking schooling	1.0-2.6

ENGLISH AS A NEW LANGUAGE DEPARTMENT POLICIES

The ENL department at North Central High School creates fluent English speakers of all students learning English as a new language while simultaneously providing language development, growth, and support to all general education content area courses that are required for graduation in the state of Indiana and are of interest to the student.

MSDWT honors English language learners' current proficiency in order to place students in appropriate classes that meet the needs of the student and increase the likelihood of on-time graduation.

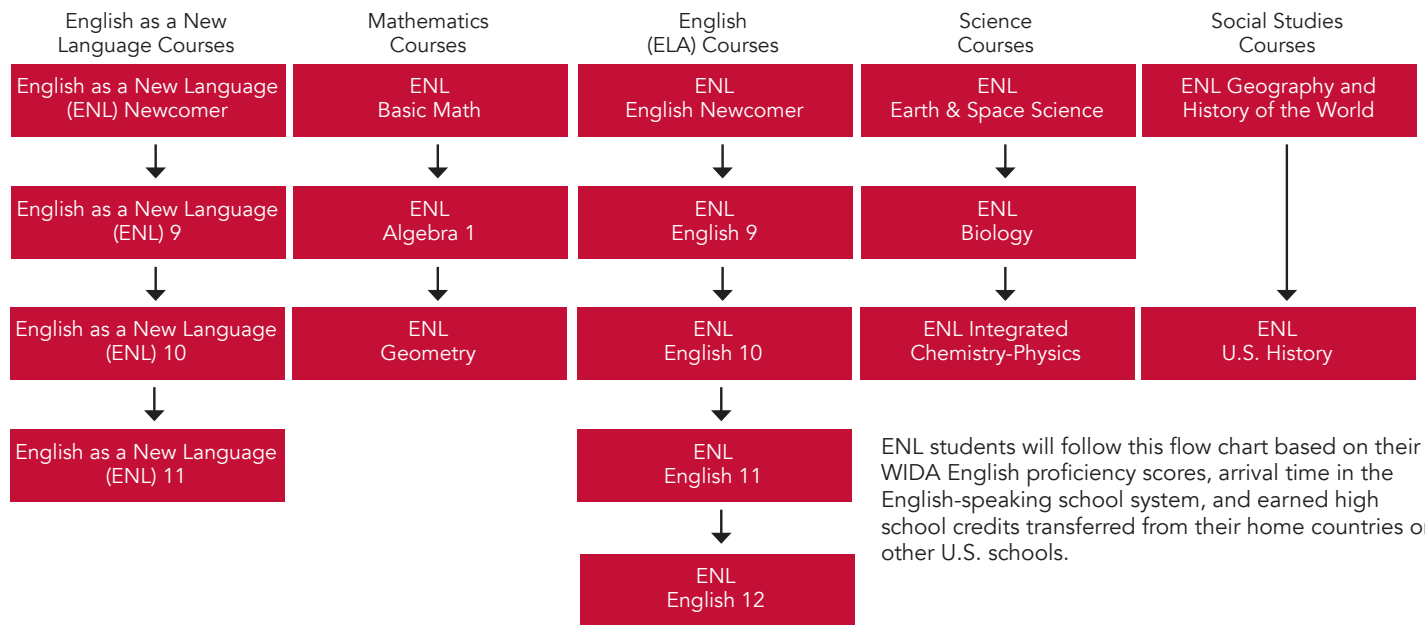
Most students will be able to demonstrate proficiency in order to receive credit. For instance, students transferring from another country will often speak another language and can receive credits for native language skills by utilizing the world language approved course titles, including the other world language course title for the description of low incidence languages. North Central utilizes the

Certificate of Multilingual Proficiency Assessments for students to demonstrate proficiency.

Students who are able to demonstrate literacy skills in English and a world language may qualify for Indiana's Certificate of Multilingual Proficiency, per IC-20-30-14.5. The Certificate of Multilingual Proficiency:

- Encourages students to study languages.
- Provides employers with a method of identifying students with bilingual proficiency.
- Provides postsecondary institutions with an additional method to recognize applicants for admission.
- Prepares students with twenty-first century skills.
- Provides up to six credits in the language awarded without having to take coursework for ELs and heritage speakers.

ENGLISH AS A NEW LANGUAGE DEPARTMENT COURSE FLOW CHART



ENGLISH AS A NEW LANGUAGE COURSES

ENGLISH AS A NEW LANGUAGE (ENL) NEWCOMER

- 2188 NF and NS
- One WORLD LANGUAGE ARTS or ELECTIVE each semester
- Prerequisite: WIDA English proficiency placement scores between 1.0 and 2.0

English as a New Language (ENL) Newcomer, an integrated English course based on the WIDA English Language Development Standards, is the study of language, literature, composition and oral communication for English learners (ELs) so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency. The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.

ENGLISH AS A NEW LANGUAGE (ENL) 9

- 2188 BF and BS
- One WORLD LANGUAGE ARTS or ELECTIVE each semester
- Prerequisite: WIDA English proficiency placement scores between 2.1 and 2.6

English as a New Language (ENL) 9, an integrated English course based on the WIDA English Language Development Standards, is the study of language, literature, composition and oral communication for English learners (ELs) so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency. The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.

ENGLISH AS A NEW LANGUAGE (ENL) 10

- 2188 TF and TS
- One WORLD LANGUAGE ARTS or ELECTIVE each semester
- Prerequisite: WIDA English proficiency placement scores between 2.7 and 3.7

English as a New Language (ENL) 10, an integrated English course based on the WIDA English Language Development Standards, is the study of language, literature, composition and oral communication for English learners (ELs) so that they improve their proficiency in listening, speaking, reading, writing, comprehension, and fluency of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency. The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.

ENGLISH AS A NEW LANGUAGE (ENL) 11

- 2188 IF and IS
- One WORLD LANGUAGE ARTS or ELECTIVE each semester

- Prerequisite: WIDA English proficiency placement scores between 2.7 and 3.7

English as a New Language (ENL) 11, an integrated English course based on the WIDA English Language Development Standards, is the study of language, literature, composition and oral communication for English learners (ELs) so that they improve their proficiency in listening, speaking, reading, writing, comprehension, and fluency of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency. The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.

ENL MATHEMATICS COURSES

ENL BASIC MATH

- 0500 FS and SS
- One ELECTIVE credit each semester
- Prerequisite: WIDA English proficiency placement scores between 1.0 and 2.0 and/or ENL Department Math Placement Exam

ENL Basic Math is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, which are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana's standards, North Central's ENL Department general curriculum plans, and the student's WIDA English proficiency placement scores. ENL Basic Math builds math language, math skills, and readiness for Algebra I by combining content standards with the WIDA English Language Development Standards. This course provides students with additional time to build the foundations and language necessary for high school math courses. The eight critical areas of ENL Basic Math align with the critical areas of pre-algebra—Whole Numbers; Fractions; Decimals; Geometry; Percentages; Integers; and Equations—combining standards from high school courses with foundational standards from the middle grades and WIDA English Language Development Standards.

ENL ALGEBRA I

- 2520 FS and SS
- One MATH credit each semester
- Prerequisite: WIDA English proficiency placement scores between 2.1 and 2.6; ENL Basic Math or Pre-Algebra (Grade 8)

ENL Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of six strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards and the WIDA English Language Development Standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

■ ENL GEOMETRY

- 2532 FS and SS • One MATH credit each semester
- Prerequisite: WIDA English proficiency placement scores between 2.1 and 2.6; Algebra I

ENL Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Seven critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; 121 Indiana Department of Education High School Course Titles and Descriptions: 2023-2024 Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards and the WIDA English Language Development Standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

ENL ENGLISH LANGUAGE ARTS COURSES

■ ENL ENGLISH NEWCOMER

- 1012 NF and NS • One ELA credit each semester
- Prerequisite: WIDA English proficiency placement scores between 1.0 and 2.0

English as a New Language, an integrated English course based on the WIDA English Language Development Standards, is the study of language, literature, composition and oral communication for English learners (ELs) so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

■ ENL ENGLISH 9

- 1002 FS and SS • One ELA credit each semester
- Prerequisite: WIDA English proficiency placement scores between 2.1 and 2.6

ENL English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10 and the WIDA English Language Development Standards, is an adapted study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

■ ENL ENGLISH 10

- 1004 FS and SS • One ELA credit each semester
- Prerequisite: WIDA English proficiency placement scores between 2.1 and 2.6; English 9

ENL English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10 and the WIDA English Language Development Standards, is an adapted study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

■ ENL ENGLISH 11

- 1006 FS and SS • One ELA credit each semester
- Prerequisite: WIDA English proficiency placement scores between 2.1 and 2.6; English 9, and 10

ENL English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12 and the WIDA English Language Development Standards, is an adapted study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

■ ENL ENGLISH 12

- 1008 FS and SS • One ELA credit each semester
- Prerequisite: WIDA English proficiency placement scores between 2.1 and 2.6; English 9, 10, and 11

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

interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

ENGLISH SCIENCE COURSES

■ ENL EARTH AND SPACE SCIENCE

- 3044 FS and SS • One SCI credit each semester
- Prerequisite: WIDA English proficiency placement scores between 2.1 and 2.6

ENL Earth and Space Science incorporates adapted high school Disciplinary Core Ideas, Science and Engineering Practices, Crosscutting Concepts, and WIDA English Language Development Standards to help students gain a three dimensional understanding of Earth and Space Science topics. Disciplinary Core Ideas for this course include Earth's Place in the Universe, Earth's Systems, and Human Interaction with Earth's Systems. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

■ ENL BIOLOGY

- 3024 FS and SS • One SCI credit each semester
- Prerequisite: WIDA English proficiency placement scores between 2.1 and 2.6

ENL Biology incorporates adapted high school Disciplinary Core Ideas, Science and Engineering Practices, Crosscutting Concepts, and WIDA English Language Development Standards to help students gain a three dimensional understanding of Biology topics. Disciplinary Core Ideas for this course include From Molecules to Organisms, Ecosystems, Heredity and Biological Evolution. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

■ ENL INTEGRATED CHEMISTRY-PHYSICS

- 3108 FS and SS • One SCI credit each semester
- Prerequisite: WIDA English proficiency placement scores between 2.1 and 2.6; Algebra I

ENL Integrated Chemistry and Physics incorporates adapted high school Disciplinary Core Ideas, Science and Engineering Practices, Crosscutting Concepts, and WIDA English Language Development Standards to help students gain a three-dimensional understanding of Chemistry and Physics topics. Disciplinary Core Ideas for this course include Matter and its Interactions, Forces, Energy, and Waves and their Applications in Technologies for Information Transfer. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

ENL SOCIAL STUDIES COURSES

■ ENL GEOGRAPHY AND HISTORY OF THE WORLD

- 1546 FS and SS • One SS credit each semester
- Prerequisite: WIDA English proficiency placement scores between 2.1 and 2.6

ENL Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The adapted historical geography concepts used to explore global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships. Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. Facilitated by the WIDA English Language Development Standards, this course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills, English language skills, and lifelong learning, and to help prepare Indiana students for the 21st Century.

■ ENL US HISTORY

- 1542 FS and SS • One SS credit each semester
- Prerequisite: WIDA English proficiency placement scores between 2.1 and 2.6

ENL United States History is an adapted two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Facilitated by the WIDA English Language Development Standards, students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

Family & Consumer Science

24-25 Course Catalogue

COURSE OFFERINGS	GR	PREREQUISITE(S)
Adult Roles and Responsibilities	9-12	None
Advanced Child Development (Semester 2 — Spring)	9-12	Child Development suggested
Child Development	9-12	None
Interpersonal Relationships (Semester 1 — Fall)	9-12	None
Introduction to Cosmetology	9-10	None
Introduction to Culinary Arts & Hospitality (Fall-Spring)	9-12	None
Introduction to Fashion and Textiles 1 (Semester 1 — Fall)	9-12	None
Introduction to Fashion and Textiles 2 (Semester 2 — Spring)	9-12	Introduction to Fashion and Textiles 1
Preparing for College and Careers (Fall-Spring)	9-12	None

■ ADULT ROLES AND RESPONSIBILITIES

- 5330 F or S
- One credit

Students will address and build knowledge, skills, and behaviors necessary as they prepare to become adults. The focus of this course is on becoming independent and responsible participants in family, community, and career settings. Topics include: getting along with others in the home and workplace, career awareness, budgeting, and making wise consumer choices in the areas of nutrition, housing, and transportation.

■ ADVANCED CHILD DEVELOPMENT

- 5360 S
- One credit; Spring semester
- Suggested prerequisite: Successful completion of Child Development.

Students will address more complex issues of child development and early childhood education. The emphasis will be on guiding physical, social, emotional, moral and intellectual development of young children. Topics include: positive parenting and nurturing techniques, age-appropriate toys and activities, and guidance strategies. The course also focuses on health and first aid for children.

■ CHILD DEVELOPMENT

- 5362 F or S
- One credit

Students will address the knowledge, skills, attitudes, and behaviors needed to support and promote the growth and development of infants and children. Topics include: responsibilities and challenges of parenthood, human sexuality, teen pregnancy, prenatal development, preparation for birth and the birth process. Parent challenges in meeting the physical, social, emotional, moral and intellectual needs of infants and young children will be studied. Experiences include the observation of the children enrolled in the JELCC Child Care Center located at the Hilltop School. Students, who qualify, may participate in caring for an infant simulator baby during an overnight assignment to experience parenting first hand.

■ INTERPERSONAL RELATIONSHIPS (ELECTIVE)

- 5364 F or S
- One credit, Fall Semester

Students will address the skills, attitudes, and behaviors needed to participate in positive, caring, and respectful relationships. The focus of this course is on maintaining relationships with families and with others. Topics include: fostering self-esteem, positive attitude, effective communication, decision-making, stress management, conflict reduction, and identifying violence and abuse in relationships.

■ INTRODUCTION TO COSMETOLOGY

- 5239 F/S
- One Credit Each Semester, Fall & Spring Semesters

- Prepares students for the Advanced Cosmetology Program

- Recommended for Freshman and Sophomore students

Do you want to explore the field of Cosmetology before you commit to our Advanced Cosmetology program? Have you ever been curious about hair, skin and nail care? If you answered yes, then this class is for you! In Intro to Cosmetology you will do a lot of hands-on projects and learn every facet of the beauty industry. This class is 2 semesters long for 1 period a day.

■ INTRODUCTION TO CULINARY ARTS & HOSPITALITY (ELECTIVE)

- 5348 F/S
- One Credit Each Semester, Fall & Spring semesters

Discover your inner chef! Students will gain hands-on cooking and baking experiences. Establish understanding of nutrition, recipe development, uniform knife cuts, basic cooking techniques, table service, and career possibilities. Learn skills and techniques necessary to succeed in a professional kitchen. Build your resume by working towards earning a Culinary Arts Pre-PAC certification. Build your resume by working towards earning a Culinary Arts Food Handlers certification. This class is recommended for Sophomores, Juniors, and Seniors.

■ INTRODUCTION TO FASHION AND TEXTILES 1/2 (ELECTIVE)

- 5380 F/S
- One credit each semester, Fall & Spring semesters

Students will address the knowledge and skills related to design, production, and purchasing of clothing and textiles. The social and cultural influences on clothing selections and the consumers' available choices in fashion and textiles will be topics covered. The equipment, tools, and terminology used in clothing and accessory creation will also be included. There is a lab fee for this course. Students will be responsible for purchasing their sewing project materials.

■ PREPARING FOR COLLEGE AND CAREERS (ELECTIVE)

- 5394 F or S
- One credit; Fall and Spring semester

Students will address the knowledge, skills, and behaviors all students need to be prepared for success in college, a career, and in life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics include: exploration of personal aptitudes, interests, values, and goals; examining life roles and responsibilities, learning employability skills, and transferring school skills to college and career.

Health, Physical Education & JROTC

24-25 Course Catalogue

COURSE OFFERINGS

Physical Education

Health

Junior Reserve Officer Training Corps, LET I

Junior Reserve Officer Training Corps, LET II

Junior Reserve Officer Training Corps, LET III

Junior Reserve Officer Training Corps, LET IV

GR

9

9

9-12

10

11

12

PREREQUISITE(S)

None

None

None

JROTC LET I (in good standing per CCR 145-2)

JROTC LET II (in good standing per CCR 145-2)

JROTC LET III (in good standing per CCR 145-2)

ELECTIVE OFFERINGS

Introduction to Dance**

Fitness

Weight Training

Athletic Weights

GR

10-12

10-12

10-12

10-12

PREREQUISITE(S)

None (See Health/JROTC Listing)

2 Semesters of required Physical Education

2 Semesters of required Physical Education

2 Semesters of required Physical Education

** Intro to Dance meets the fine arts requirement for an honors diploma.

*** Waiver for Physical Education: One semester of the Physical Education requirement may be earned by taking JROTC, Marching Band or IHSAA Athletics (including Cheerleading, Boys Volleyball, Lacrosse, and Rugby).

NOTE: If a student finishes his/her 2 credit requirement in PE by the end of semester 1, he/she may then take a PE elective during semester 2.

All advanced classes may be repeated with a minimum grade of B-.

■ PHYSICAL EDUCATION

• 3542 F or S

• One credit each semester. Two Semesters Required.

ONLY ONE SEMESTER'S CREDIT MAY BE EARNED DURING SUMMER SCHOOL.

Receive a waiver for Physical Education: One credit may be earned by taking JROTC, Marching Band, or participating in an IHSAA sponsored Athletic Sport or a school sponsored team such as Cheerleading, Lacrosse, Rugby, or Boys Volleyball.

Students enrolled in basic PE must wear appropriate workout apparel, along with athletic socks and tennis shoes. Additionally, students are required to wear athletic socks and soft soled tennis shoes (UGG boots and flip flops are not allowed). Students who fail to dress appropriately uniform five times, will receive a withdrawal with failure from the class.

Students beginning the Physical Education program will find a heavy emphasis on personal conditioning and fitness testing. Running, sit-ups, push-ups, and stretching receive daily attention as warm-up activities. Team sports include soccer, volleyball, softball, and basketball. Individual sports activities include tennis and track. Optional games may be used periodically at the discretion of the teacher. Students receive instruction covering the rules and basic skills necessary to play the games effectively and safely. Students will also receive instruction in all levels of swimming. Incoming freshmen are expected to complete the two semester Physical Education requirement within the first two years of high school.

■ HEALTH (ONE SEMESTER REQUIRED)

• 3506 F or S

• One credit

The basic objectives of this course are to provide the student with sufficient knowledge of anatomy and physiology to understand the structure of his/her body and its functions, to provide practical information relating to infectious diseases and modern methods of

their treatment and prevention, to motivate the student in pursuing and improving his/her own health, and to introduce the student to some of the public health and environmental problems of today. Included in the class are units of study concerning alcohol, emotions and development of personality, the body systems, physical fitness and safety, human reproduction, public health problems, personal hygiene, healthy foundations, mental and emotional health, nutrition, substance abuse, diseases and disorders.

■ ONLINE HEALTH (ONE SEMESTER REQUIRED)

• Fall or Semester

• One credit

For juniors or seniors needing the required health credit. Scheduling options include having late arrival or early dismissal, adding another elective class or required course, or adding a study hall. Coursework will be released weekly and must be completed on student's own time and due by the end of the semester.

The basic objectives of this course are to provide the student with sufficient knowledge of anatomy and physiology to understand the structure of his/her body and its functions, to provide practical information relating to infectious diseases and modern methods of their treatment and prevention, to motivate the student in pursuing and improving his/her own health, and to introduce the student to some of the public health and environmental problems of today. Included in the class are units of study: healthy foundations, mental and emotional health, nutrition, substance abuse, diseases and disorders, and human development.

■ JR. RESERVE OFFICERS TRAINING CORPS 1-8

• 0516

• One credit each semester

JROTC courses are taken sequentially with the following exceptions: a student may enter JROTC 3 without the completion of JROTC 2 if he or she has the permission of the instructor; JROTC 5-8 may be taken concurrently to permit students to complete the four-year course during senior year. There is no service obligation associated with the course; however, Advanced Placement in college ROTC or

enlistment in an advanced rank in an Armed Force is permissible as a result of JROTC. A nominal student fee is charged each semester, but uniforms and books are loaned by the school. Parental statement of a student's liability for their student's physical fitness is also required. The standards of fitness similar to those for Physical Education courses will be used. Specific course descriptions are as follows:

■ **JROTC I**

• 0516 F/S

This course emphasizes instruction in the following areas: introduction to JROTC and the Army, hygiene and first-aid, map reading, weapons, weapon safety and marksmanship, leadership development and drill, and methods of instruction.

■ **JROTC II**

• 0516 F3/F4

Instruction is at the intermediate level of map reading, marksmanship, leadership development, and drills methods of instruction. Also leadership theory and the history of United States conflicts and battalion organization are presented.

■ **JROTC III**

• 0516 F5/F6

This course emphasizes the applied level of map reading, marksmanship, leadership development, and drills methods of instruction. Leadership psychology, management, and Army development are presented. Students are oriented in military advanced skills such as ballistics, automotive principles, mountaineering, and field crafts.

■ **JROTC IV**

• 0516 F7/F8

The advanced level requires the student to serve in leadership and staff positions wherein all learned skills and training are used to aid in the functioning of the cadet battalion.

ELECTIVES-----

Required physical education courses (2 credits) must be completed before enrolling in an elective class. May take more than one semester.

If enrollment is not sufficient, elective classes will be canceled.

■ **FITNESS (ELECTIVE)**

• 3560 FF or FS

• **One credit**

This class is designed to have students use techniques associated with improving cardiovascular conditioning, weight training techniques, and flexibility. Each student must complete the PE requirement prior to enrolling in the class.

■ **INTRODUCTION TO DANCE (ELECTIVE)**

• 4146 F or S

• **One credit**

This course is designed to create enthusiasm and confidence in stage movement and performing by introducing basic technique in selected disciplines of dance: ballet, jazz, tap, modern, clogging, ethnic, interpretive and musical theatre. Students will need to provide appropriate attire.

■ **WEIGHT TRAINING (ELECTIVE)**

• 3560 WF or WS

• **One credit**

This class involves instruction in weight training techniques, flexibility, and cardiovascular conditioning. Each student must complete the PE requirement prior to enrolling in this class.

■ **ATHLETIC WEIGHT TRAINING (ELECTIVE)**

• 3560 AF or AS

• **One credit**

Advanced level of weight training. See description above. Must be an athlete.



Mathematics

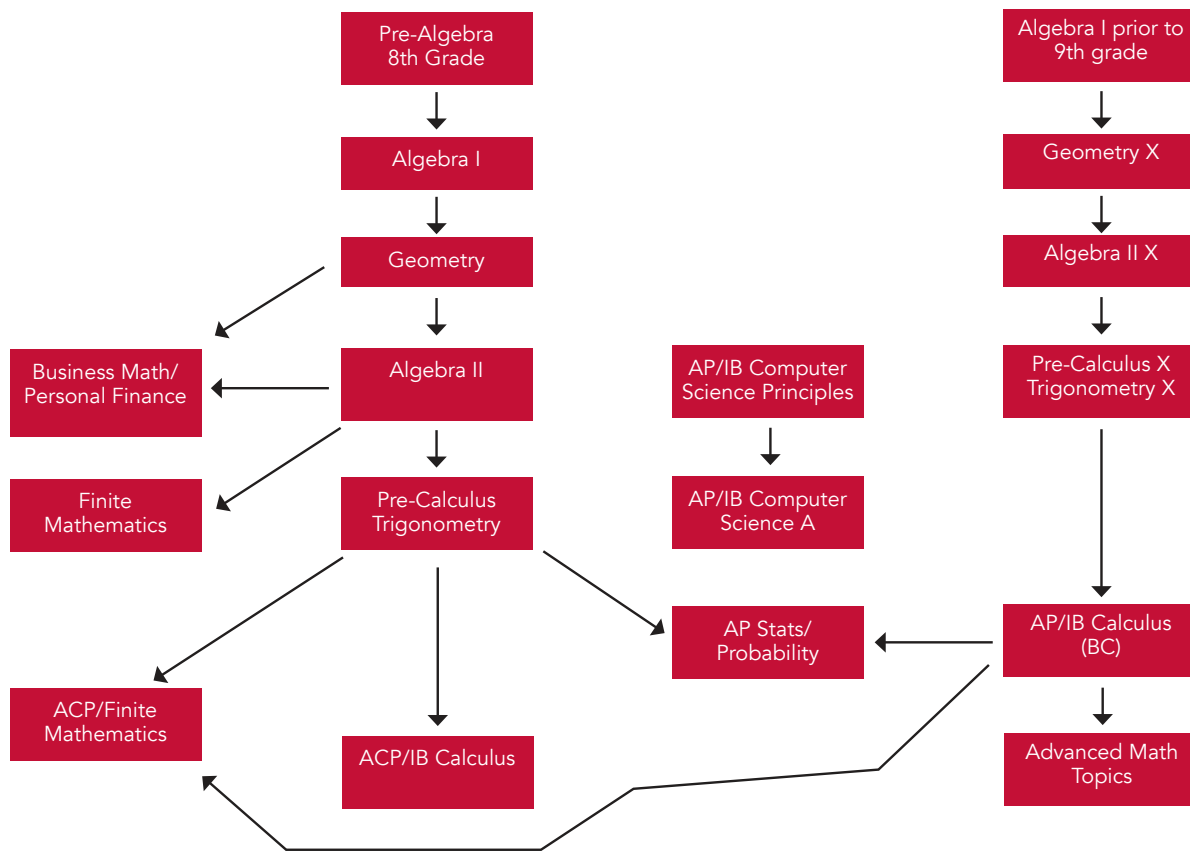
24-25 Course Catalogue

COURSE OFFERINGS	GR	PREREQUISITE(S)
Algebra I Fall	9	Pre-Algebra (Grade 8)
Algebra I Spring	9	Algebra I Fall
Algebra II Fall	11	Geometry or Geometry X
Algebra IIX Fall	10	Geometry X with Academic Qualification, p. 11; or Geometry with Academic Qualification, p. 11
Algebra II Spring	11	Algebra II Fall
Algebra IIX Spring	10	Algebra IIX Fall
ACP/IB Calculus Fall	12	Pre-Cal or Pre-Cal X with Academic Qualification, p.10 and Trigonometry or Trigonometry X
AP/IB Calculus BC Fall	12	Pre-Calculus IX with Academic Qualification, p. 11 & Trigonometry X
ACP/IB Calculus Spring	12	ACP/IB Calculus Fall
AP/IB Calculus BC Spring	12	AP/IB Calculus BC Fall
AP/IB Computer Science Principles Fall	10-12	Algebra I
AP/IB Computer Science Principles Spring	10-12	AP/IB Computer Science Principles Fall
AP Computer Science A	11-12	AP/IB Computer Science Principles Spring
Business Math/Personal Finance Fall	11-12	Algebra I Spring and Geometry and junior or senior status
Business Math/Personal Finance Spring	11-12	Algebra I and Geometry and junior or senior status
ACP/Finite Mathematics Fall and Spring	11-12	Algebra II or IIX
Geometry Fall	10	Algebra I (or Middle School Algebra with a C+ or higher)
Geometry X Fall	9	Middle School Algebra (with a B- or higher) or Algebra I (Spring) with Academic Qualification, p. 11
Geometry Spring	10	Geometry Fall
Geometry X Spring	10	Geometry X Fall
Advanced Math Topics Fall	12	AP/IB Calculus BC with Academic Qualification, p. 11
Advanced Math Topics Spring	12	Advanced Math Topics Fall
Pre-Calculus Fall	12	Algebra II or Algebra IIX Spring
Pre-Calculus X Fall	11	Algebra IIX with Academic Qualification, p. 11; or Algebra II with Academic Qualification, p. 11
Trigonometry Spring	12	Pre-Calculus Fall
Trigonometry X Spring	11	Pre-Calculus X Fall
AP/IB Statistics/Probability Fall	10-12	Trigonometry with Academic Qualification, p. 11 or Trigonometry X with Academic Qualification, p. 11; or concurrent enrollment in Pre-Calculus/ Trigonometry or Pre-Calculus X/Trigonometry X with the approval of the Mathematics Department Chair
AP/IB Statistics/Probability Spring	10-12	AP/IB Statistics/Probability Fall

MATHEMATICS DEPARTMENT POLICIES

1. Once the semester has begun, any change from an X to a CP section, or a CP to an X section must be approved by the department chairperson within the first two weeks of school.
2. Homework is an integral part of every mathematics class; the amount generally increases from year to year. Students can expect more homework in an X class than in a CP class.
3. Some college preparatory courses are available during summer school, affording students an opportunity to move a full year ahead. Students who have passed a course during an academic year may elect to "review" that course during summer school on a non-credit basis to build a better foundation, if room is available in the course. Students who receive an "F" in a first semester course may be required to repeat the course during the second semester.

MATHEMATICS DEPARTMENT FLOWCHART



■ ALGEBRA I

- 2520 F/S
- One credit each semester

This course is a first-year algebra course. Major topics of study include linear, absolute value, and quadratic equations; linear and absolute value inequalities; linear, quadratic, and exponential functions; systems of equations; data analysis and statistics; and polynomials. Scientific calculator is required.

■ ALGEBRA II

- 2522 F/S
- One credit each semester

This course is a second-year algebra course. Major topics of study include quadratic functions; systems of linear as well as quadratic equations; matrices, polynomial, radical, rational, logarithmic and exponential functions; sequences and series; and an introduction to statistics and probability. Throughout the course, students will use graphing calculators to find regression equations and to enhance discussion of the applications of functions. A TI-84 calculator is a requirement.

■ *ALGEBRA II X

- 2522 XF/XS
- One credit each semester

This course integrates geometry and discrete mathematics with the concepts of second-year algebra. Pure and applied mathematics are integrated throughout the course. Topics include linear, quadratic, rational, polynomial, exponential, and logarithmic functions; systems of equations; matrices; series and sequences; and an introduction to statistics and probability. A TI-84 calculator is a requirement. TI-84 calculators are available for rental each semester on a first come first serve basis. Placement in Algebra II X will be determined by grades in both Algebra I and Geometry I X (or Geometry I). For movement from the non-weighted Algebra I and Geometry I courses to the weighted Algebra II X class, the mathematics department highly recommends semester grade averages of "A" in both courses.

■ *ACP/IB CALCULUS

- 2562 F/S
- One credit each semester

Calculus involves the study of four main concepts: limits, derivatives, definite integrals, and indefinite integrals. Applications of the derivative and the integral to the sciences and humanities are included. A TI-84 calculator is a requirement. TI-84 calculators are available for rental each semester on a first come first serve basis. This course does not prepare students for the Calculus AB Advanced Placement exam. Dual credit is available for M211 through the Indiana University ACP program. This is a weighted course. Please note that regardless of grading, late work, or other policy changes at the district level, IU requires that ACP courses follow the syllabus guidelines as established by IU Bloomington.

■ *AP/IB CALCULUS BC

- 2572 F/S
- One credit each semester

This course covers all the topics of the ACP/IB Calculus I course with the addition or expansion of the following topics: Analysis of parametric, polar and vector functions, including velocity and acceleration; numerical solutions of differential equations using Euler's method; L'Hospital's Rule for finding limits; antiderivatives by substitution and use of partial fractions; improper integrals; solving logistic equations and using them in modeling. Also included are MacLaurin & Taylor series including LaGrange error bound, convergence tests, radius and interval of convergence. A TI-84 calculator is a requirement. TI-84 calculators are available for rental each semester on a first come first serve basis. This course prepares students for the Calculus BC Advanced Placement Exam. Dual credit is also available for M211 at Indiana University. This is a weighted course. Please note that regardless of grading, late work, or other policy changes at the district level, IU requires that ACP courses follow the syllabus guidelines as established by IU Bloomington.

■ ***AP/IB COMPUTER SCIENCE A**

• 4570 F/S

• **One credit each semester**

This is a one-year course using Java language and emphasizing procedural and object oriented programming methodology, algorithms and commonly known data structures. This course is designed for students with no programming background. Two-thirds of the class time is spent programming. This course prepares students for the AP Computer Science A exam. This is a weighted course. **This course counts as a science credit.**

■ ***AP/IB COMPUTER SCIENCE PRINCIPLES**

• 4568 F/S

• **One credit each semester**

This is a one-year course designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize and draw conclusions from trends. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems and will discuss and write about the impact these solutions could have on their community, society and the world. This course prepares students for the AP Computer Science Principles exam. **This course counts as a science credit.**

■ **BUSINESS MATH/PERSONAL FINANCE**

• 4512 F/S

• **One credit each semester--NON CORE 40 COURSE**

This course is designed for students with a year of algebra, a year of geometry and junior or senior status. This course applies mathematical and computer skills to business and consumer topics. Major topics include: paychecks, taxes, commissions, checking and savings accounts, loans, credit, discounts, insurance, utilities, mortgages, and investments. Students complete federal and state tax forms, and personal finance projects. A scientific calculator (TI 30X or similar) is also required.

■ ***ACP/FINITE MATHEMATICS**

• 2530 F/S

• **One credit each semester**

Major topics of study for this course include: sets, basic counting techniques, basic probability (including random variables and expected values), linear systems, matrices, Markov Chains, and linear programming. Mathematical modeling and real-world applications are emphasized. Finite Mathematics is particularly appropriate for students with interests in business and social sciences. Dual credit is also available for M118 at Indiana University if and only if a student has completed Trigonometry. As per I U policy, calculators are not allowed on tests or quizzes in Finite Mathematics. This is a weighted course.

■ **GEOMETRY**

• 2532 F/S

• **One credit each semester**

This course relates mathematical entities such as points, lines, planes, real numbers, angles, triangles, perpendicular and parallel lines, planes, circles, spheres, polygons and polyhedra. It applies both inductive reasoning for discovery of relationships and deductive reasoning for formal proof. Many algebra skills are also reviewed in the context of geometric problem solving. NOTE: Students who have completed Grade 8 Algebra must earn at least a "C+" in the course to be eligible for enrollment in Geometry.

■ ***GEOMETRY X**

• 2532 XF/XS

• **One credit each semester**

In this course, major emphasis is placed upon formal proof and the development of the deductive structure of geometry. Many algebra skills are also reviewed in the context of geometric problem solving. These approaches provide the students with important training in the

skill of reading mathematical and technical material. NOTE: Students who have completed Grade 7 or Grade 8 Algebra must earn at least a B- in the course to be eligible for enrollment in Geometry I X. This is a weighted course.

■ **ADVANCED MATHEMATICS TOPICS**

• 2544 F/S

• **One credit each semester**

This course is for students who have completed AP Calculus BC prior to their senior year. Course includes a review of techniques for differentiation and integration with an emphasis on the conceptual understanding. Partial derivatives, vector fields, divergence, gradient, and curl are introduced. Specialized integration techniques including surface integrals, line integrals, and integration with parametrics are introduced. Ordinary Differential Equations beyond separable equations are taught along with advanced techniques in Linear Algebra.

■ **PRE-CALCULUS**

• 2564 F

• **One credit**

This course extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus: Algebra is made up of five strands: Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Functions; Sequences and Series; and Conics.

■ ***PRE-CALCULUS X**

• 2564 XF

• **One credit**

The topics of pre-calculus are studied in greater depth and are joined by parametric equations and binomial theorem. As a result, the course is very fast-paced. A TI-84 calculator is a requirement. TI-84 calculators are available for rental each semester on a first come first serve basis. This is a weighted course.

■ ***AP/IB STATISTICS/PROBABILITY**

• 2570 F/S

• **One credit each semester**

This two semester course applies statistical techniques to decision-making. Topics include methods of collection and organization of data, graphical techniques for exhibiting data, measures of central tendency and variation, probability, sampling theory, hypothesis testing and inference-making. A TI-84 calculator is a requirement. TI-84 calculators are available for rental each semester on a first come first serve basis. This course prepares students for the Statistics Advanced Placement exam, and/or the Math Studies IB exam. This is a weighted course.

■ **TRIGONOMETRY**

• 2566 S

• **One credit**

In this one semester course, students will explore data from real world phenomena, but will also identify and analyze the corresponding trigonometric models. Major topics of study include: triangle trigonometry, trigonometric functions, trigonometric equations and identities, polar coordinates and complex numbers. A TI-84 calculator is a requirement.

■ ***TRIGONOMETRY X**

• 2566 XS

• **One credit**

The topics of trigonometry are studied in greater depth and are joined by parametric equations and binomial theorem. TI-84 calculators are available for rental each semester on a first come first serve basis. This is a weighted course.

PERFORMING ARTS DEPARTMENT POLICIES

1. All members of the performing groups in the department will be given a calendar of events and sign a performance guidelines statement. This is a performing arts department and the student accepts rehearsals and performances outside of the school day as part of the graded course work. Consistency of participation in any ensemble is taken into consideration during later auditions.
2. Students in organizations that require audition for membership may be asked to re-audition if their work falls below a "C" average. The director of the ensemble will make the final decision on all auditions and placements.
3. The department will promote professional standards of conduct and performance at all times and will expect such from its members.
4. All students enrolled in a Performing Arts ensemble or activity must submit a Performing Arts Department Code of Conduct, which details the expectations of student behavior in addition to those set forth in the "MSDWT Student Code of Conduct" supplement of the student/parent handbook. Higher standards of behavior are in place for Performing Arts students to promote good citizenship as these students represent North Central High School through local, state, and national competitions, meetings, and performances. Students who fail to meet expectations will have consequences assessed by the teacher/director of the activity, which may be in addition to consequences levied by school administration. Continued failure to meet these expectations may result in removal from the program.

BAND COURSE OFFERINGS

Wind Ensemble

Honors Wind Ensemble (weighted course)

Symphonic Winds

Symphonic Band

Concert Winds

Beginning Band/Orchestra

Jazz Ensemble

Honors Jazz Ensemble (weighted course)

Jazz Lab Band

Marching Panthers and Pantherettes

GR

9-12

11-12

10-12

10-12

9

9-11

9-12

9-12

9-12

9-12

PREREQUISITE(S)

Placement by audition (Advanced Concert Band)

Placement by audition (Advanced Concert Band)

Placement by audition (Advanced Concert Band)

Placement by audition (Intermediate Concert Band)

Placement by audition (Intermediate Concert Band)

Placement by audition (Beginning Concert Band)

Concurrent band enrollment — fulfills one PE credit

■ WIND ENSEMBLE (ELECTIVE - ADVANCED CONCERT BAND)

• 4170 FE/SE

• One credit each semester - Grades 9-12

The Wind Ensemble is the premiere group of the NCHS band program. Its roster consists of highly talented high school students and employs a curriculum based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Classroom activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines such as sight-reading and correct responses to a conductor's musical insight to the literature being studied and to be performed. Students study a variety of advanced repertoire of the highest caliber. The ensemble maintains a rigorous workout of developmentally appropriate concert band literature, technical studies, and has a high ability and artistry to convey a composer's intent in the performance of music. There is periodic classroom assessment to monitor student progress. Time outside of the school day is scheduled for rehearsals and performances. A number of public performances at formal concerts and/or band contests serve as a culmination of daily classroom instruction and musical goals. Out-of-school rehearsals, performances, and activities are part of the course grade. These activities are an integral element that support and extend learning in the classroom. Private lessons are required.

■ *HONORS WIND ENSEMBLE (ELECTIVE/WEIGHTED GRADE - ADVANCED CONCERT BAND)

• 4170 FX/SX

• One credit each semester - Grades 11-12

The Honor Ensemble option goes concurrently with the top NC

Performing Arts Ensembles. Students will participate fully in the assigned ensemble, meeting all the expectations of the non-weighted course. Students will have additional areas of study beyond that of the regular ensemble. This is a weighted course.

■ SYMPHONIC WINDS (ELECTIVE - ADVANCED CONCERT BAND)

• 4168 FW/SW

• One credit each semester - Grades 10-12

The Symphonic Winds is an outstanding ensemble consisting of highly talented high school students and employs a curriculum based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Classroom activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines such as sight-reading and correct responses to a conductor's musical insight to the literature being studied and to be performed. Students study a variety of advanced repertoire of developmentally appropriate concert band literature, technical studies, and develop the ability and artistry to convey a composer's intent in the performance of music. There is periodic classroom assessment to monitor student progress. Time outside of the school day is scheduled for rehearsals and performances. A number of public performances at formal concerts and/or band contests serve as a culmination of daily classroom instruction and musical goals. Out-of-school rehearsals, performances, and activities are part of the course grade. These activities are integral elements that support and extend learning in the classroom. Private lessons are strongly encouraged but not required. Practicing at home is expected and will vary with the individual.

■ **SYMPHONIC BAND (ELECTIVE-INTERMEDIATE CONCERT BAND)**

• 4168 FS/SS

• **One credit each semester - Grades 10-12**

The Symphonic Band curriculum is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Classroom activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines such as sight-reading and correct responses to a conductor's musical insight to the literature being studied and to be performed. Students study a varied repertoire of developmentally appropriate concert band literature, technical studies, and develop the ability and artistry to convey a composer's intent in the performance of music. There is periodic classroom assessment to monitor student progress. Time outside of the school day is scheduled for rehearsals and performances. A number of public performances at formal concerts and/or band contests serve as a culmination of daily classroom instruction and musical goals. Out-of-school rehearsals, performances, and activities are part of the course grade. These activities are an integral element that support and extend learning in the classroom. Private lessons are strongly encouraged but not required. Practicing at home is expected and will vary with the individual.

■ **CONCERT WINDS (ELECTIVE-INTERMEDIATE CONCERT BAND)**

• 4166 F/S

• **One credit each semester - Grade 9**

This organization is open to freshman wind players and percussionists only. Most incoming freshman band students with middle school band experience or its equivalent will start their NCHS band experience in this group. The freshman Concert Winds is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Classroom activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines such as sight-reading and correct responses to a conductor's musical insight to the literature being studied and to be performed. Students study a varied repertoire of developmentally appropriate concert band literature, technical studies, and develop the ability and artistry to convey a composer's intent in the performance of music. There is periodic classroom assessment to monitor student progress. Time outside of the school day is scheduled for rehearsals and performances. A number of public performances at formal concerts and/or band contests serve as a culmination of daily classroom instruction and musical goals. Out-of-school rehearsals, performances, and activities are part of the course grade. These activities are an integral element that support and extend learning in the classroom. Private lessons are strongly encouraged but not required. Practicing at home is expected and will vary with the individual.

■ **BEGINNING BAND/ORCHESTRA (ELECTIVE - BEGINNING CONCERT BAND)**

• 4166 F/S

• **One credit each semester - Grade 9-11**

The Beginning Band/Orchestra is an introductory course for all students who have had no previous band or orchestra experience. Students begin to learn about music theory and the basics to performing on a musical instrument. Students will learn to play either a woodwind, brass, or string instrument (percussion not available for this course). This course serves as a prep course for the Band and Orchestra program. Register only with permission of the instructor.* Students must own their own instructor approved instrument. Instruments and/or supplies will not be provided.

**Seniors, with permission of the instructor, may also sign-up for Beginning Band/Orchestra as Apprentices. Apprentices will assist by working with Beginning Band/Orchestra students to develop their skills and overall abilities. Apprentices must have concurrent enrollment in Wind Ensemble or Symphony Orchestra.

■ **JAZZ ENSEMBLE (ELECTIVE - JAZZ ENSEMBLE)**

• 4164 F/S

• **One credit each semester - Grade 9-12**

In addition to the skills and concepts listed for Wind Ensemble and Symphonic Winds, this highly developed jazz ensemble also provides students with learning opportunities that enable them to: (1) Develop understanding, through performance and analysis, of all jazz styles, including Latin, Swing, Rock and Ballad, in the context of melody and harmony; (2) Develop proficiency in improvisational skills through an understanding of chord structure, modes (all appropriate), pentatonic and whole tone scales, melodic structure, and proper style. This ensemble, of approximately 21 players, studies, rehearses and performs music from the professional repertoire. Student comprehension will be monitored by frequent applied and written evaluations.

■ ***HONORS JAZZ ENSEMBLE (ELECTIVE/WEIGHTED GRADE - JAZZ ENSEMBLE)**

• 4164 Fx/sx

• **One credit each semester - Grades 11-12**

The Honor Ensemble option goes concurrently with the top NC Performing Arts Ensembles. Students will participate fully in the assigned ensemble, meeting all the expectations of the non-weighted course. Students will have additional areas of study beyond that of the regular ensemble. This is a weighted course.

■ **JAZZ LAB BAND (ELECTIVE-JAZZ LAB BAND)**

• 4164 FL/SL

• **One credit each semester - Grade 9-12**

In addition to the skills and concepts listed for Symphonic Band, Symphonic Winds and Concert Winds, this entry level jazz ensemble also provides students with learning opportunities that enable them to: (1) Develop understanding, through performance and analysis, of basic jazz styles, including Latin, Swing, Rock and Ballad, in the context of melody and harmony; (2) Develop proficiency in basic improvisational skills through an understanding of chord structure, modes (including dorian, and mixolydian), pentatonic and whole tone scales, melodic structure, and proper style. This ensemble, of a larger size than the standard jazz ensemble complement of approximately 21 players, studies, rehearses and performs music from the Grade 2 and 3 repertoires. Student comprehension will be monitored by frequent applied and written evaluations.

■ **MARCHING BAND AND PANTHERETTES (ELECTIVE - BAND)**

• MBND F

• **One credit, Summer School. This credit will fulfill One Credit for the Physical Education Waiver, but does not count for Academic Honors.**

This Ensemble consisting of woodwind, brass, percussion instruments and dancers provides learning opportunities that enable students to: (1) Demonstrate proper marching technique and maneuvers (field and street) in the execution of drill routines and field formations with and without playing; (2) Develop a keen sense of teamwork; (3) Develop skills in self-improvement and evaluation. This ensemble studies, rehearses and performs a wide variety of musical styles, forms and genres from the Grade 2, 3 and 4 repertoire. Student comprehension will be monitored by frequent evaluations.

CHOIR COURSE OFFERINGS**Counterpoints****Honors Counterpoints (weighed course)****King's Court Singers****Northernaires****Descants****Honors Descants (weighted course)****Accents****Encores****Rondos****Allegros****Varsity Singers****Ambassadors****GR****PREREQUISITE(S)****10-12****Placement by audition (Adv. Chorus - Mixed Voice)****11-12****Placement by audition (Adv. Chorus - Mixed Voice)****10-12****Placement by audition (Adv. Chorus - Mixed Voice)****10-12****Placement by audition (Intermediate Chorus - Mixed Voice)****9-12****Placement by audition (Adv. Chorus - Treble Voice)****11-12****Placement by audition (Adv. Chorus - Treble Voice)****9-12****Placement by audition (Intermediate Chorus - Treble Voice)****9-12****Placement by audition (Intermediate Chorus - Treble Voice)****9-12****Placement by audition (Intermediate Chorus - Treble Voice)****9****Placement by audition (Intermediate Chorus - Treble Voice)****9-12****Placement by audition (Intermediate Chorus - Tenor/Bass Voice)****9-12****Placement by audition (Beginning Chorus - Tenor/Bass Voice)****■ COUNTERPOINTS (ELECTIVE - ADVANCED CHORUS - MIXED VOICE)**

- 4188 FC/SC

■ DESCANTS (ELECTIVE - ADVANCED CHORUS - TREBLE VOICE)

- 4188 FD/SD
- One credit each semester - Grade 9-12

These advanced level choirs provide students with learning opportunities that enable them to: (1) Develop advanced skills of proper tone production, diction, technique and intonation; (2) Develop advanced skills in music reading; (3) Demonstrate stage movement, choreography, and performance skills appropriate to advanced concert choir literature, as well as competitive show choir; (4) Display advanced solo and ensemble skills in singing repertoire from a variety of historical and cultural genres. These choirs study, rehearse, and perform music from the ISSMA Group I List as well as competitive show choir literature. They require a significant amount of after-school rehearsals in preparation for the highest level of competition in both concert and show choir.

■ *HONORS COUNTERPOINTS (ELECTIVE/WEIGHTED GRADE - ADVANCED CHORUS - MIXED VOICE)

- 4188 FX/SX

■ *HONORS DESCANTS (ELECTIVE/WEIGHTED GRADE - ADVANCED CHORUS - TREBLE VOICE)

- 4188 XF/XS
- One credit each semester - Grades 11-12

The Honor Ensemble option goes concurrently with the top NC Performing Arts Ensembles. Students will participate fully in the assigned ensemble, meeting all the expectations of the non-weighted course. Students will have additional areas of study beyond that of the regular ensemble. Private lessons are required. These are weighted classes.

■ KING'S COURT SINGERS (ELECTIVE - ADVANCED CHORUS - MIXED VOICE)

- 4188 FK/SK
- One credit each semester - Grade 10-12

This advanced level mixed Concert/Renaissance choir provides students with learning opportunities that enable them to: (1) Develop skills of proper tone production, diction, technique and intonation; (2) Develop skills in music reading and sight reading; (3) Demonstrate stage movement and performance skills appropriate to Renaissance and Early Music and other styles of chamber choral music; (4) Display well-developed solo and ensemble skills in singing repertoire from a variety of historical and cultural genres. This choir studies, rehearses, and performs music from the ISSMA Group I List as well as 16th and 17th century Renaissance and Early Music as part of Madrigal Feast preparations. During 2nd semester they perform a variety of genres of music including vocal jazz, musical theatre, Barbershop, and contemporary acapella literature. Out-of-school rehearsals, performances, and activities are part of the course grade.

■ NORTHERNAIRES (ELECTIVE - INTERMEDIATE CHORUS - MIXED VOICE)

- 4186 FN/SN
- One credit each semester - Grade 10-12

This advanced level gospel choir provides students with learning opportunities that enable them to: (1) Develop skills of proper tone production, diction, technique and intonation; (2) Develop skills in music reading; (3) Demonstrate healthy technique and performance skills that are stylistically appropriate to contemporary African American gospel music; (4) Display well-developed solo and ensemble skills in singing repertoire from a variety of historical and cultural genres. This choir studies, rehearses, and performs music from the ISSMA Group II list as well as music from the African American gospel tradition.

■ ACCENTS (ELECTIVE - INTERMEDIATE CHORUS - TREBLE VOICE)

- 4186 F/S

■ ALLEGROS (ELECTIVE - INTERMEDIATE CHORUS - TREBLE VOICE)

- 4182 FL/SL

■ ENCORES (ELECTIVE - INTERMEDIATE CHORUS - TREBLE VOICE)

- 4186 FE/SE

■ RONDOS (ELECTIVE - INTERMEDIATE CHORUS - TREBLE VOICE)

- 4182 FR/SR

■ VARSITY SINGERS (ELECTIVE - INTERMEDIATE CHORUS - TENOR/BASS VOICE)

- 4186 FV/SV
- One credit each semester - Grade 9-12

These intermediate level choirs provide students with learning opportunities that enable them to: (1) Develop skills of proper tone production, diction, technique and intonation; (2) Develop skills in music reading; (3) Demonstrate stage movement, blocking, or choreography appropriate to the music studied; (4) Display solo and ensemble skills in singing repertoire from a variety of historical and cultural genres. These choirs study, rehearse, and perform music from the intermediate level.

■ AMBASSADORS (GRADE 9-12) (ELECTIVE - BEGINNING CHORUS)

- 4182 FA/SA
- One credit each semester

Ambassadors is a peer facilitated musical ensemble/general music class where students work together to further their musicianship, interpersonal skills, and vocal technique by singing popular music and to further their kinesthetic skills exploring basic musical instruments. The Ambassadors Choir strives to provide a safe, fun, and inclusive environment for students with varying abilities to develop positive social skills and to increase and foster positive peer relationships between our students in general education and those who receive special services.

ORCHESTRA COURSE OFFERINGS

Symphony Orchestra
Honors Symphony Orchestra (weighted course)
 Festival Orchestra
Philharmonic Orchestra
 Concert Orchestra
 Beginning Band/Orchestra

GR

PREREQUISITE(S)

9-12 Placement by audition (Advanced String Orchestra)
 11-12 Placement by audition (Advanced String Orchestra)
 9-12 Placement by audition (Advanced String Orchestra)
 10-12 Placement by audition (Intermediate String Orchestra)
 9 Placement by audition (Intermediate String Orchestra)
 9-11 Placement by audition (Beginning String Orchestra)



■ **SYMPHONY ORCHESTRA (ELECTIVE - ADVANCED STRING ORCHESTRA)**

- 4174 FS/SS
- One credit each semester - Grade 9-12

This orchestra provides string students with learning opportunities that enable them to continue to: (1) Advance skills of tone production, bowing, technique and proper intonation; (2) Advance reading skills; (3) Advance understanding of the basic styles of all periods of music by the study, rehearsal and performance of works from the Baroque through Contemporary periods; (4) Advance understanding of forms in music. This ensemble studies, rehearses, and performs music of the highest quality and difficulty. Student comprehension will be monitored by frequent applied and written evaluations. Outside of school rehearsals, performances, and events for this ensemble are part of the course grade. Students are also given leadership opportunities that enhance the overall experience. Private lessons are required.

Expand skills of tone production, bowing, technique and proper intonation; (2) Expand reading skills; (3) Expand understanding of the basic styles of all periods of music by the study, rehearsal, and performance of works from the Baroque through the Contemporary periods; (4) Expand understanding of basic forms of music. This ensemble studies, rehearses, and performs music from Grade 3 and 4 repertoire. Outside of school rehearsals, performances, and events for this ensemble are part of the course grade. Student comprehension will be monitored by applied and written evaluations. Private lessons are strongly encouraged but not required.

■ **CONCERT ORCHESTRA (ELECTIVE - INTERMEDIATE STRING ORCHESTRA)**

- 4166 F/S
- One credit each semester - Grade 9

This entry level orchestra provides string students with learning opportunities that enable them to: (1) Develop basic skills of tone production, bowing technique and proper intonation; (2) Develop basic reading skills; (3) Develop an understanding of the basic styles of all four periods of music by the study, rehearsal and performance of works from Baroque through Contemporary periods; (4) Develop an understanding of basic forms in music. This ensemble studies, rehearses, and performs music from Grades 2 and 3 repertoire. Outside of school rehearsals, performances, and events for this ensemble are part of the course grade. Student comprehension will be monitored by applied and written evaluations. Private lessons are strongly encouraged but not required.

■ ***HONORS SYMPHONY ORCHESTRA (ELECTIVE/WEIGHTED GRADE - ADVANCED STRING ORCHESTRA)**

- 4174 FX/SX
- One credit each semester - Grades 11-12

The Honor Ensemble option goes concurrently with the top NC Performing Arts Ensembles. Students will participate fully in the assigned ensemble, meeting all the expectations of the non-weighted course. Students will have additional areas of study beyond that of the regular ensemble. This is a weighted course.

■ **BEGINNING BAND/ORCHESTRA (ELECTIVE - BEGINNING STRING ORCHESTRA/BEGINNING BAND)**

- 4166 F/S
- One credit each semester - Grade 9-11

The Beginning Band/Orchestra is an introductory course for all students who have had no previous band or orchestra experience. This course is available to students entering grades 9 through 11. Students begin to learn about music theory and the basics to performing on a musical instrument. Students will learn to play either a woodwind, brass, or string instrument (percussion not available for this course). This course serves as a prep course for the Band and Orchestra program. Register only with permission of the instructor.* Students must own their own instructor approved instrument. Instruments and/or supplies will not be provided.

**Seniors, with permission of the instructor, may also sign-up for Beginning Band/Orchestra as Apprentices. Apprentices will assist by working with Beginning Band/Orchestra students to develop their skills and overall abilities. Apprentices must have concurrent enrollment in Wind Ensemble or Symphony Orchestra.

■ **FESTIVAL ORCHESTRA (ELECTIVE - ADVANCED STRING ORCHESTRA)**

- 4174 FF/SF
- One credit each semester - Grade 9-12

This orchestra provides string students with learning opportunities that enable them to continue to: (1) Advance skills of tone production, bowing, technique and proper intonation; (2) Advance basic reading skills including learning 3-octave scales; (3) Advance understanding of the basic styles of all periods of music by the study, rehearsal and performance of works from the Baroque through Contemporary periods; (4) Advance understanding of basic forms in music. This ensemble studies, rehearses, and performs music from the Grade 4 and 5 repertoire. Outside of school rehearsals, performances, and events for this ensemble are part of the course grade. Student comprehension will be monitored by frequent applied and written evaluations. Private lessons are strongly encouraged but not required.

■ **PHILHARMONIC ORCHESTRA (ELECTIVE - INTERMEDIATE STRING ORCHESTRA)**

- 4172 FP/SP
- One credit each semester - Grade 10-12

This orchestra provides string students with learning opportunities that enable them to continue to: (1)



THEATRE COURSE OFFERINGS**Repertory Theatre****Honors Repertory Theatre (weighed course)****Advanced Theatre****Theatre Arts II****Theatre Arts I****Advanced Technical Theatre****Technical Theatre****Scene Design****IB Theatre****■ REPERTORY THEATRE (ELECTIVE - THEATRE PRODUCTION)**

• 4248 F/S

• One credit each semester - Grade 10-12

While studying advanced concepts, students in Repertory Theatre will produce at least one show each year for public performance. A sampling of units includes: improvisation, memorized duo acting scenes, monologues, open scenes, musical theatre, directing, group acting scenes, producing, reading of dramatic literature, children's theatre, and much more. Every third year, this class will make a voluntary trip to New York City to attend theatre and to participate in workshops and master classes with working Broadway actors. Other years, students will have opportunities to attend field trips in Indianapolis and/or Chicago. Students must audition for the course. Auditions will include, at minimum, a memorized monologue, improvisation, and other performance activities prepared by the instructor. Students can enroll in Repertory Theatre for multiple years.

■ *HONORS REPERTORY THEATRE (ELECTIVE/WEIGHTED GRADE - THEATRE PRODUCTION)

• 4250 FX/SX

• One credit each semester - Grades 11-12

The Honor Ensemble option goes concurrently with the top NC Performing Arts Ensembles. Students fully participate in the assigned ensemble, meeting all the expectations of the non-weighted course. Students will have additional areas of study beyond that of the regular ensemble. Private lessons are required. This is a weighted course.

■ THEATRE ARTS I (ELECTIVE - THEATRE ARTS 1)

• 4242 F or S

• One Credit, One Semester - Grade 9-12

This course will introduce the beginning actor to creative dramatics. A sampling of units includes: improvisation, pantomime, voice and diction, body movement, blocking, basic theatre terminology, introduction to theatre history, mask making, stage combat, scene performances, simple scene writing, and viewing of live theatre. Students will perform a variety of scenes for the class, occasionally in costume and with simple props. In addition, students are required to attend at least one North Central High School theatre production per semester.

■ THEATRE ARTS II (ELECTIVE - THEATRE ARTS 2)

• 4242 F or S

• One Credit, One Semester - Grade 9-12

Students will build upon the concepts learned in Theatre Arts I. A sampling of units includes: acting theory, auditioning, monologue study and performance, memorized acting scenes, in-depth character/script analysis, musical theatre, improvisation, scene writing, dramatic literature, directing, and possible production of a one-act play. There will be opportunities to participate in local field trips. In addition, students are required to attend at least one North Central High School theatre production per semester.

■ ADVANCED THEATRE ARTS (ELECTIVE - ADVANCED THEATRE ARTS)

• 4240 F

• One Credit, One Semester - Grade 9-12

Students will read, analyze, and perform from plays. They will draw on

GR**PREREQUISITE(S)****10-12 Placement by audition (Theatre Production)****11-12 Placement by audition (Theatre Production)****10-12 Theatre Arts II and Instructor Permission (Advanced Theatre Arts)****9-12 Theatre Arts I (Theatre Arts II)****9-12 None****10-12 Intro to Technical Theatre with a "B" minimum and instructor's permission****10-12 None (Technical Theatre)****11-12 Advanced Technical Theatre, stage crew experience and instructor's permission = Semester 1 only****11-12 Instructor's Permission**

events and experiences to create scripted monologues, scenes, and one-act plays. Students may also create simple designs for the class productions and will build characters through observation, improvisation, and script analysis. While exploring the performances for the course, students will also incorporate theatre history, culture, analysis, and integrated studies. Additionally, students will explore careers in theatre arts and begin to develop a portfolio of their work. Students are required to attend all North Central High School theatre productions. Students must audition for the course. Students can enroll in Advanced Theatre Arts for multiple semesters and years.

■ TECHNICAL THEATRE (ELECTIVE - TECHNICAL THEATRE)

• 4244 F or S

• One Credit, One Semester - Grade 10-12

Basic concepts of stage scenery design/construction, stage lighting and stage audio are the focus of this course. Through lecture, classwork, and hands-on lab time, the student will gain a general knowledge of scenic construction, scenic painting, stage rigging, stage lighting and stage audio. Class time is spent both in the classroom and in our performance facilities--implementing the scenic and lighting designs for North Central Performing Arts productions.

■ ADVANCED TECHNICAL THEATRE (ELECTIVE - ADVANCED TECHNICAL THEATRE)

• 4252 FD

• One credit each semester - Grade 10-12

This course focuses on giving the student hands on stage technician experience after completing Technical Theatre with a "B" or better. Students actively lead and supervise in the process of designing, building, managing, programming, drafting, and implementing the technical aspects of a production. This will include analysis of scripts, response, creative process and integrated studies. In addition, students will be required to attend North Central Productions and are encouraged to work on productions as a technical crew member. You need the instructor's permission to take this course.

■ THEATRICAL DESIGN (ELECTIVE - ONE SEMESTER - FALL - ONE CREDIT - GRADES 11-12)

• 4252 FD

• Prerequisite: Advanced Technical Theatre along with extensive technical theatre experience, and permission of the instructor.)

• One credit fall semester only - Grade 11-12

This independent study course is offered first semester only and by permission of the instructor. The objective of this course is to learn, through reading and practical application, the complete process of theatrical design. The student will focus on a specific specialized subject related to technical theatre arts, such as: lighting design, sound design, scenic design, properties, or stage management. Students will explore their specialty area's history as well as gain a greater understanding and appreciation of the specialized subject they choose. The student will work to build a portfolio and resume while exploring career opportunities in technical theatre. Students will be required to see theatrical productions outside of North Central High School.

OTHER COURSE OFFERINGS

AP/IB Music Theory 1

AP/IB Music Theory 2

IB Music

Piano Keyboard 1

Piano Keyboard 2

Social History of Rock and Roll

GR

10-12

10-12

11-12

9-12

9-12

11-12

PREREQUISITE(S)

Concurrent enrollment in Performing Arts Ensemble or instructor approval

AP Music Theory 1

Instructor's Permission

None

Piano Keyboard 1

None

■ ***AP/IB MUSIC THEORY 1/2 (ELECTIVE - AP MUSIC THEORY)**

• 4210 F/S

• **One credit each semester - Grade 10-12**

AP Music Theory is designed for the serious music student, as this course surveys the building blocks of music. Music Theory 1 begins with the study of elementary music: note names, rhythm, key signatures, time signatures, meter, intervals, and scales and leads into basic harmonic considerations (triads, basic four-part writing concepts, and cadences). Music Theory 2 is an in-depth study of harmony, including seventh chords and other high dissonance, with added emphasis on harmonic analysis. There are opportunities for individual creative expression. Ear training (melodic and harmonic dictation and sight-singing) is an integral part of both semesters. Music Theory 1 is a prerequisite for Music Theory 2. Concurrent enrollment in Performing Arts Ensemble or instructor approval. This is a weighted course.

■ **PIANO KEYBOARD 1/2 (ELECTIVE - PIANO KEYBOARD)**

• 4204 F or S

• **One credit each semester - Grade 9-12**

Piano Keyboard 1 is open to any student, with or without previous piano experience, who wishes to learn basic piano skills, or to expand upon previous knowledge. Piano Keyboard 1 is a prerequisite for Piano

Keyboard 2. In addition to basic elements of music theory and proper piano technique, both semesters will provide the student with the opportunity to gain proficiency in sight-reading, transposition, basic improvisation, composition, and the harmonization of simple melodies. It is encouraged that students enrolled in either Piano Keyboard I or II have access to a keyboard outside of class.

■ **SOCIAL HISTORY OF ROCK & ROLL (ELECTIVE - MUSIC HISTORY AND APPRECIATION)**

• 4206S

• **One credit spring semester only - Grade 11-12**

The curriculum will study how rock music reflects society and the effects of rock music on society, beginning with the roots and continuing through the present day. We will explore several recurring themes throughout the course:

- The interaction of European American, African American, and Latin American musical traditions
- The influence of mass media and technology (printing, recording, radio, video, Internet)
- The role of rock and popular music as a symbol of identity (race, class, gender, generation)

COURSE OFFERINGS
GR
PREREQUISITE(S)
■ LIFE SCIENCES

Biology 1/2

9 None

Biology 1/2X

9 None, Academic Qualification, p. 11

PLTW Biomedical Sciences

9-12 C or better in previous science course

PLTW Human Body Systems

10-12 C or better in PLTW Biomedical Science, or department chair permission

PLTW Medical Interventions

10-12 C or better in PLTW Biomedical Science, or department chair permission

Human Anatomy and Physiology 1/2X

11-12 Biology or X, Academic Qualification, p. 11

Advanced Science: Zoology 1/2

10-12 Biology or Biology X

Advanced Science: Zoology 1/2 X

10-12 Biology or Biology X, Academic Qualifications, p.10

Advanced Science: Human Genetics

10-12 Biology

Advanced Science: Biotechnology

10-12 Biology

■ CHEMICAL AND PHYSICAL SCIENCES

Integrated Chem-Physics 1/2

10-12 Algebra I

Chemistry 1/2

10-12 Concurrent enrollment in Geometry or higher math

Chemistry 1/2X

10-11 Concurrent enrollment in Algebra II. Summer Assignment Required.

Advanced Science: Geology X

11-12 Chemistry CP or X

Advanced Science: Astronomy X

11-12 Geology X, Academic Qualification, p. 11.

Earth & Space Science 1/2

10-12 None

Physics 1/2

10-12 Geometry or Geometry X and concurrent enrollment in Algebra II or II X. Summer Assignment Required.

■ AP COURSES

AP/IB Biology 1/2

11-12 Biology CP or X, Chemistry CP or X or department chair permission

AP/IB Chemistry 1/2

11-12 Chem. or X or dept. chair permission, Academic Qualification, p. 11

AP/IB Environmental Science 1/2

11-12 Chemistry or Physics or department chair permission, Academic Qualification, p. 11

AP/IB Advanced Physics C 1/2

11-12 Physics or AP X concurrent enrollment in Calculus or department chair permission

AP/IB Physics 1/2 X

10-12 Algebra II or II X, Pre-Calculus is recommended, Academic Qualification, p. 11

IB Environmental Systems & Societies

11-12 International Baccalaureate Program

SCIENCE DEPARTMENT POLICIES

1. All students must take a minimum of three years of science, four years is strongly recommended. One year must be in Biology or Biology X. One year must be Physics, Chemistry or Integrated Chemistry-Physics. The third year of science can be any other course based on student interest.
2. Once the semester has begun, any change from an X to a CP section, or a CP to an X section must be approved by the department chairperson.
3. Students may move to honors courses with an A or B in a prior CP course.

ALL SCIENCE COURSES EMPHASIZE LABORATORY INVESTIGATIONS

LIFE SCIENCES

■ **BIOLOGY**

- 3024 F/S
- **One credit each semester**

Biology is the exciting study of how life happens! Biology is a college prep course for an introduction to Biological concepts. It is a unique journey into the unknown and changing world of living things. Topics studied include the cell, life functions, genetics, evolution, ecology, and diversity of life (with emphasis on animal biology). Coursework includes labs, project-based learning and hands-on activities.

■ ***BIOLOGY X**

- 3024 XF/XS
- **One credit each semester**

Biology X provides the student with a rigorous introduction to the principles of biology. Content is similar to Biology, with some topics covered in greater detail and additional topics discussed. Biology X is especially recommended for students planning to pursue careers in science. Critical thinking, scientific writing and laboratory work is emphasized. See Page 10 for academic qualifications. This is a weighted class.

■ ***AP/IB ADVANCED BIOLOGY**

- 3020 F/S
- **One credit each semester**

AP Biology is a course based on content established and copyrighted by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life; Biological systems utilize free energy and molecular building blocks to grow, reproduce and maintain dynamic homeostasis; Living systems store, retrieve, transmit and respond to information essential to life processes; Biological systems interact, and these systems and their interactions possess complex properties. Advanced Biology is of particular value to students who wish to pursue careers in Biology, Medicine, Dentistry, Nursing, Medical Technology and Veterinary Medicine. Advanced Biology is designed to prepare students to take the Advanced Placement Exam and secure college credit for their work. Follows College Board AP guidelines. This course prepares IB enrolled students for the Higher Level IB Biology Exam. Students should expect to complete some labs outside of the regular class time. This is a weighted class.

■ **PLTW BIOMEDICAL SCIENCE**

- 5218 F/S
- **Once credit each semester**

Students will explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency and collaborating with others to design solutions to local and global medical problems.

■ **PLTW HUMAN BODY SYSTEMS**

- 5216 F/S
- **Once credit each semester**

Students examine the interactions of human body systems as they explore identity, power, movement, protection and homeostasis in the body. Exploring science in action, students build organs and tissue on a skeletal Maniken®; use data acquisition software to monitor

■ ***HUMAN ANATOMY AND PHYSIOLOGY X**

- 5276 XF/XS
- **One credit each semester**

Anatomy and Physiology X is an extended laboratory and dissection-based course. Students enrolled in this course will examine the internal structures, functions, and processes of living organisms in comparison to the human body. Students will refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of unifying body systems within an organism as a whole to prepare for college-level anatomy and physiology courses. This course has an academic requirement of a C- or higher in both semesters of Biology and students must have passed both final exams for Biology. This is a weighted class.

■ **ADVANCED LIFE SCIENCE-ZOOLOGY**

- 3026 F/S
- **One credit each semester**

Advanced Life Science-Zoology is the advanced study of animals and their biology. The structure, physiology, behavior, ecology, and natural history is studied. Emphasis is placed on laboratory studies of animals with many opportunities for observation, experimentation, microscopic work, and dissection of animals. Students will be required to participate in both live labs and dissections. It is strongly recommended that students have a semester grade in both semesters of Biology of "C" or higher before enrolling in this class.

■ ***ADVANCED LIFE SCIENCE-ZOOLOGY X**

- 3026 XF/XS
- **One credit each semester**

Advanced Life Science-Zoology X content is similar to Advanced Life Science-Zoology I but with greater rigor and depth of coverage. Additional laboratory studies beyond the regular Advanced Life Science-Zoology course will be included in Advanced Life Science-Zoology X. Students will be required to participate in both live labs and dissections. See page 10 for Academic Qualifications. This is a weighted class.

■ **ADVANCED SCIENCE-BIOTECHNOLOGY**

- 3092SB
- **One credit, One semester course (Semester 2)**
- **PREREQUISITES: Biology 1/2 or Biology 1/2X**

Biotechnology is the application of cellular and biomolecular processes to develop technologies and products that help improve our lives and environment. This course will explore the molecular basis of cellular processes and how they form the basis of biotechnology in pharmaceutical development, agriculture, forensics, genetic testing, industrial products, and scientific research. Emphasis is placed on developing laboratory, critical thinking, and communication skills.

■ **ADVANCED SCIENCE-HUMAN GENETICS**

- 092FH
- **One credit, One semester course (Semester 1)**
- **PREREQUISITES: Biology 1/2 or Biology 1/2X**

Genetics is the study of heredity, or how traits and diseases are passed from generation to generation. This course will offer a rigorous exploration of topics including historical and ethical perspectives, the cellular and molecular basis of inheritance, transmission of genes, pedigree analysis, inheritance of complex traits, cytogenetics, development and sex determination, and population genetics; with emphasis placed on human heredity.

■ ***AP/IB ENVIRONMENTAL SCIENCE**

- 3012 F/S
- **One credit each semester**

This course explores the multidisciplinary science of the environment. Environmental processes, structure and function are covered with a focus on contemporary issues. This course prepares students for the AP and Standard Level IB exams. Students should expect to complete extra work outside of the regular class time. Emphasis is placed on a holistic approach to environmental science using laboratory exercises, environmental surveys, and class discussions to reinforce scientific principles. This is a weighted class. A C or better in Chemistry, Physics, or Zoology is a prerequisite.

■ ***IB DP Environmental Systems and Societies SL**

- 3016 F/S
- **One credit each semester**

The IB DP Environmental Systems and Societies Standard Level course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the other wide range of pressing environmental issues that they will inevitably come to face. Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they will make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues.

CHEMICAL AND PHYSICAL SCIENCES

■ INTEGRATED CHEMISTRY-PHYSICS

- 3108 F/S
- One credit each semester

Integrated Chemistry-Physics (ICP) is an introductory course where students are immersed into both physics and chemistry. Topics include motion, forces, electricity, wave properties, the periodic table, naming compounds, and chemical reactions. These topics are taught through an inquiry-based approach that provides a real-world learning experience including mathematical models. This course satisfies the Core-40 requirement for a physical science credit and students who have successfully taken this course would be eligible to take a full year of Physics or Chemistry. Students should have passed 1 year of Algebra and be currently enrolled in another math class.

■ CHEMISTRY

- 3064 F/S
- One credit each semester

Chemistry is the study of properties, composition, and interaction of matter. The electronic structure of atoms is used to explain periodicity, ionic and covalent bonding, molecular shapes and energy changes. These topics are quantitatively explored in formula and equation writing, problem solving, and laboratory work. (Students who have taken this course may not take Integrated Chemistry-Physics I. Students must have earned an average of C or better in both semesters of algebra.

■ *CHEMISTRY X

- 3064 XF/XS
- One credit each semester

Chemistry I X is a mathematically rigorous course of study of atomic theory, chemical bonding, gasses, solids, liquids, reactions, stoichiometry, acids and bases, equilibrium, kinetics, thermodynamics, descriptive chemistry, and chemical calculations. A college textbook is used. Students with the greatest success in this class have successfully completed an X math class. A summer assignment is required. This is a weighted class. Students must be enrolled in Algebra II or beyond.

■ *AP/IB ADVANCED CHEMISTRY

- 3060 F/S
- One credit each semester

AP Chemistry is a course based on the content established and copyrighted by the College Board. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gasses, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. Advanced Chemistry is taught as a college level course. A college textbook is used in this class. Advanced Chemistry is designed to prepare students to take the Advanced Placement Exam and secure college credit for their work. Follows College Board AP guidelines. This course prepares IB enrolled students for the Standard Level IB Chemistry Exam. Students should expect to complete some labs outside of the regular class time. This is a weighted class.

■ PHYSICS

- 3084 F/S
- One credit each semester

Physics emphasizes the application of physical principles through problem solving and laboratory work. The major concepts studied are description of motion, forces, circular motion, conservation of energy and momentum, wave motion, optics, electrostatics, current electricity and magnetism. This course assumes that students are able to use algebra to solve linear equations. Students are highly recommended to be concurrently enrolled in a math class (Algebra II/ II x or higher). (Students who have taken this course may not take Integrated Chemistry-Physics I.) (Students must have earned an average of C- or better in both semesters of geometry.)

■ *AP/IB PHYSICS X

- 3084 XF/XS
- One credit each semester

Physics X content is similar to Physics, but with greater depth and coverage. Physics X is a college level course. Problem solving is emphasized. Students must have excellent Algebra skills and have

earned a C or better in Algebra II. A non-calculus based college level text is used. This course prepares students for the AP Physics-1 algebra based and IB Standard Level Exams. Students should expect to complete extra work outside of the regular class time. This is a weighted class.

■ *AP/IB ADVANCED PHYSICS C

- 3088 F/S
- One credit each semester

AP Physics C is a course based on the content established and copyrighted by the College Board. There are two AP Physics C courses, Physics C: Mechanics, and Physics C: Electricity and Magnetism. AP Physics C: Mechanics provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. AP Physics C: Electricity and Magnetism provides instruction in each of the following five content areas: electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Advanced Physics C is taught as a college level course. This course will cover mechanics at an advanced level. Students should be concurrently enrolled or have completed Calculus. A calculus based college textbook is used. Advanced Physics is designed to prepare students to take the Advanced Placement Exam. This course prepares IB enrolled students for the Higher Level IB Physics Exam. This is a weighted class.

■ EARTH AND SPACE SCIENCE

- 3044 F/S
- One credit each semester

Earth & Space Science is designed for the student who is interested in the science of the earth. Earth & Space Science reveals the relationship between geology, meteorology, and astronomy by investigating the dynamic earth, earth cycles and earth history.

■ ADVANCED SCIENCE-GEOLOGY 1X

- 3092 FG/XS
- One credit, One semester course (Semester 1)
- PREREQUISITES: Chemistry 1/2 or X, Geometry I or X

Geology is the study of Earth's surface, structure, deep interior, and the processes which change the Earth over vast periods of time. Students will study topics such as volcanoes, earthquakes, plate tectonics, geochemistry, radioactive dating, dinosaurs and geologic time. This is a weighted course and rigorously covers a very large amount of material in only one semester, using both qualitative and quantitative descriptions of the earth, while using a college textbook, and will prepare students for studying planetary sciences in Astronomy. It is recommended that students have previous experience with X level math or science classes and/or a willingness to ask lots of questions and seek extra help if needed to understand fundamental science and math concepts that will be used.

■ ADVANCED SCIENCE-ASTRONOMY 1X

- 3092SA
- One credit, One semester course (Semester 2)
- PREREQUISITES: Geology 1X

Astronomy is the study of outer space, celestial objects and phenomena. Students will learn to measure positions and calculate lengths to distant objects, study and mathematically model planetary systems, stellar evolution, galaxies, dark matter and dark energy. This is a weighted course that rigorously covers a large amount of astronomical phenomena in one semester, with an emphasis on mathematical modeling and data analysis and uses a college textbook. Students will need to have taken Geology 1X, in order to be prepared for celestial mapping coordinate systems and studying planetary sciences.

Social Studies

24-25 Course Catalogue

COURSE OFFERINGS	GR	PREREQUISITE(S)
Geography and History of the World	9	None
World History	9	None
AP World History	9	Academic Qualification, p. 11
US History	10	None
AP/IB US History	10	AP World History
AP Human Geography	11-12	Academic Qualification, p. 11, 2.5 GPA
AP European History	11-12	Academic Qualification, p. 11, 2.5 GPA
IB Anthropology	11-12	Academic Qualifications, p. 11, 2.5 GPA
International Relations	11-12	Academic Qualification, p. 11, 2.5 GPA
AP Psychology*	11-12	Academic Qualification, p. 11
Ethnic Studies	11-12	None
Theory of Knowledge I, II	11-12	International Baccalaureate Program
Government	12	None
AP Government (Fall)	12	Academic Qualification, p. 11
Economics	12	None
AP Macro Economics (Spring)	12	Academic Qualification, p. 11
Indiana Studies	9-12	None

*ACP option for dual credit.

■ GEOGRAPHY AND HISTORY OF THE WORLD (GRADE 9)

- 1546 F/S
- One credit each semester

Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships. Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

■ WORLD HISTORY & CIVILIZATION (GRADE 9)

- 1548 F/S
- One credit each semester

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

■ WORLD HISTORY AP (GRADE 9)

- 1576 F/S
- One weighted credit each semester

Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. It is strongly recommended that freshmen who enroll in this course also be taking English 9X as the course is very reading and writing intensive to prepare for the AP Test. This is a weighted course.

■ US HISTORY (GRADE 10)

- 1542 F/S
- One credit each semester

United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

■ US HISTORY AP/IB (GRADE 10)

- 1562 F/S
- One weighted credit each semester

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical

connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

■ **HUMAN GEOGRAPHY AP (GRADES 11-12)**

- 1572 F/S
- One weighted credit each semester

AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.

■ **EUROPEAN HISTORY AP/IB (GRADES 11-12)**

- 1556 F/S
- One weighted credit each semester

AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation.

■ **ANTHROPOLOGY IB (GRADES 11-12)**

- 1502 F/S
- One weighted credit each semester

Anthropology gives students perspectives concerning patterns of culture among people. The course introduces the anthropologist's processes of observing and analyzing human behavior. Topics studied include (1) theories and principles of cultural formation, growth, function, and change; (2) the relationship of culture to environment; and (3) the relationship between cultural background and behavior.

■ **INTERNATIONAL RELATIONS (GRADES 11-12)**

- 1518 F or S
- One weighted credit

International Relations provides a survey of the formal relations among sovereign states in the international system, emphasizing the operation of diplomacy. The procedures for settlement of disputes and various methods of international conflict resolution are included. This course examines power, interdependence, global development, and international organizations.

■ **PSYCHOLOGY AP/ACP (GRADES 11-12)**

- 1558 F or S
- One weighted credit

Explore the ideas, theories, and methods of the scientific study of behavior and mental processes. You'll examine the concepts of psychology through reading and discussion and you'll analyze data from psychological research studies.

■ **ETHNIC STUDIES (GRADES 11-12)**

- 1516 F or S
- One credit

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

■ **THEORY OF KNOWLEDGE (GRADES 11-12)**

- 0560 F/S
- 1/2 weighted credit per semester

TOK focuses on 8 units of study: language, thought and perception, ethics, logic, mathematics, natural science, human science, history, and aesthetics. This course is only open to those students in the International Baccalaureate Diploma Program.

■ **US GOVERNMENT (GRADE 12)**

- 1540 F or S
- One credit

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

■ **US GOVERNMENT AP/IB (GRADE 12)**

- 1560 F
- One weighted credit- Fall Only

AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

■ **ECONOMICS (GRADE 12)**

- 1514 F or S
- One credit

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade.

■ **MACRO ECONOMICS AP (GRADE 12)**

- 1564 S
- One weighted credit- Spring Only

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

■ **INDIANA STUDIES (ALL GRADES)**

- 1518 F or S
- One credit- This course is offered online only

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included, and students will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions. This course is offered online only. Students who sign up will have to pay an enrollment fee and complete the course at their own pace in a study hall with no teacher support.

Special Education

24-25 Course Catalogue

COURSE OFFERINGS	GR	PREREQUISITE(S)
Applied Adult Roles and Responsibilities (PACES ONLY)		Enrollment determined by the Case Conference Committee.
Applied Algebra, Personal Financial Responsibility, Geometry (PACES ONLY)	9-12+	Enrollment determined by the Case Conference Committee.
Applied Biology (PACES ONLY)	9-10+	Enrollment determined by the Case Conference Committee.
Applied Career Exploration Internship (PACES ONLY)	11-12+	Student must be 16 years of age, have a signed Work Experience Agreement and may be required to take a career exploration course. Enrollment is determined by the Case Conference Committee.
Applied Career Information and Exploration (PACES ONLY)	11-12+	Student must be 16 years of age. Enrollment is determined by the Case Conference Committee.
Applied Electives (PACES ONLY)	9-12+	Enrollment determined by the Case Conference Committee.
Applied English (PACES ONLY)	9-12+	Enrollment determined by the Case Conference Committee.
Applied Health and Wellness (PACES ONLY)		Enrollment determined by the Case Conference Committee.
Skills Development (PACES ONLY)	9-12+	Enrollment determined by the Case Conference Committee.
Basic Skills Development	9-12	Enrollment determined by the Case Conference Committee.
Guided Edmentum	11-12	Enrollment determined by the Case Conference Committee
Experiences in Teaching	10-12	Approval Required by Dept. Chair for Special Ed. Application required.
Learning Center	9-12	Enrollment determined by the Case Conference Committee.
Co-Taught English, Algebra, Geography, US History, Biology	9-12	Enrollment determined by the Case Conference Committee.

■ BASIC SKILLS

- 0500 F/S
- One credit each semester

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

■ EXPERIENCES IN TEACHING

- 0502 F/S
- One credit each semester

This is an elective course which counts as an elective toward a diploma and that provides students with the opportunity to work

with and support students with special needs. Students who take this course will learn about disabilities as well as instructional and support strategies. They will serve as a peer mentor and/or peer assistant in general education and special education classrooms. Students should be in good academic and disciplinary standing.

■ LEARNING CENTER

- 9301 F/S

The Learning Center is an academic multi-service center open to all North Central High School students. North Central students who receive special education services have the opportunity to enroll and receive daily instructional support in the Learning Center for their Resource Support course, or may follow the building procedure to attend the Learning Center for academic support. Teachers of special education, instructional assistants, and content specific tutors provide small group assistance.

■ PACES ONLY

The Certificate of Completion course of study must be followed (effective for the student cohort that started in the school year

2018/2019) if a student with an Individualized Education Plan (IEP) has been removed from a diploma path. The Certificate of Completion provides increased access to the general education curriculum by providing flexibility in earning either credits or applied units in general education or special education classes. The Certificate of Completion can be earned through any combination of applied units and credits. For additional information, see the Certificate of Completion Resources webpage at <https://www.doe.in.gov/specialed/certificate-completion-resources-coc>.

The Applied Courses are aligned to Indiana's academic standards using content connectors, and highlight necessary knowledge and skills within the academic standards for students to reach learning targets at each grade level.

Applied courses do not have a separate section within the Course Titles and Descriptions. Applied courses are embedded within the appropriate content area section. Applied courses describe an approach to instruction and learning that focuses on making connections between academic subjects and the real world. The purpose is to make academic content relevant and hands-on for learners.

Applied courses are available to students with a broad spectrum of ability levels. The method of instruction, accommodations, and modifications will vary per each student's IEP. Students enrolled in applied courses are expected to learn the content as described in the applied course description. Applied courses provide general education teachers with the ability to use a variety of instructional methods to assist students with learning the content of the course. Using authentic assessment, collaboration, and different forms of media, student engagement is enhanced.

■ **APPLIED BASIC SKILLS DEVELOPMENT**

- 0500 AF/AS

- **One unit each semester; Level placement is based on teacher recommendation**

Applied Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, (9) employability skills, which are essential for high school achievement and post-secondary outcomes. Determination of the skills to be emphasized in this course is based on Indiana's standards and Content Connectors, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations and may be applied using instructional practices related to community-based instruction.

■ **APPLIED BIOLOGY (2021-22; 2023-24)**

- 3024 AF/AS

- **One unit each semester; Level placement is based on teacher recommendation**

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

■ **APPLIED EARTH/SPACE SCIENCE (2022-23; 2024-25)**

- 3044 AF/AS

- **One unit each semester; Level placement is based on teacher recommendation**

Applied Earth and Space Science I is a course focused on the following core topics: study of the earth's layers; atmosphere and

hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation and experimentation, by conducting investigations, and evaluating and communicating the results of those investigations. This course may include a variety of learning experiences and tools to support the process of investigation, data collection, and analysis.

■ **APPLIED ENGLISH**

- 9 1002 AF/AS

- 11 1006 AF/AS

- **One unit each semester; Level placement is based on teacher recommendation**

- 10 1004 AF/AS

- 12 1008 AF/AS

Applied English is an integrated English course based on the Indiana Content Connectors for English/Language Arts, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability-appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

■ **APPLIED ALGEBRA (2021-22; 2023-24)**

- 2520 AF/AS

- **One unit each semester; Level placement is based on teacher recommendation**

Applied Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of five strands: Numbers Sense; Expressions and Computation; Linear Equations; Inequalities and Functions; Systems of Equations and Inequalities and Quadratic and Exponential Equations and Functions. The strands are further developed by focusing on the content of the Algebra content connectors.

■ **APPLIED GEOMETRY (2022-23; 2024-25)**

- 2532 AF/AS

- **One unit each semester; Level placement is based on teacher recommendation**

Applied Geometry formalizes and extends students' geometric experiences from the middle grades. These critical areas comprise the Geometry course: Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

■ **APPLIED CAREER INFORMATION AND EXPLORATION**

- 0522 AF/AS

- **One unit each semester; Level placement is based on teacher recommendation**

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

■ **APPLIED CAREER INFORMATION AND EXPLORATION INTERNSHIP**

• 0530 AF/AS

• **One unit each semester; Level placement is based on teacher recommendation**

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

■ **APPLIED INTERPERSONAL RELATIONSHIPS (2021-22; 2025-26)**

• 5364 AF/AS

• **One unit each semester; Level placement is based on teacher recommendation**

Applied Interpersonal Relationships is an introductory course that is relevant for students interested in careers that involve interacting with people and for everyday life relationships. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, self-determination, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project or community-based approach is recommended in order to apply these topics of interpersonal relationships. This course provides a foundation for all careers and everyday life relationships that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, the general public, family and friends.

■ **APPLIED HUMAN DEVELOPMENT AND WELLNESS (2022-23)**

• 5366 AF/AS

• **One unit each semester; Level placement is based on teacher recommendation**

Applied Human Development and Wellness is valuable for all students as a life foundation and academic enrichment. Course content includes individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project or community-based approach that utilizes problem solving skills, communication, leadership, self-determination skills, and management processes is recommended in order to apply and generalize these skills in authentic settings.

■ **APPLIED HEALTH AND WELLNESS (2023-24)**

• 3506 AF/AS

• **One unit each semester; Level placement is based on teacher recommendation**

Applied Health & Wellness, a course based on Indiana's Academic Standards for Health & Wellness and provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice

behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

■ **APPLIED ADULT ROLES AND RESPONSIBILITIES (2024-25)**

• 5330 AF/AS

• **One unit each semester; Level placement is based on teacher recommendation**

Applied Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project or community-based approach that utilizes problem solving skills, communication, leadership, self-determination skills, management processes, and fundamentals to college, career and community membership success. Service learning and other authentic applications are strongly recommended.



COURSE OFFERINGS	GR	PREREQUISITE(S)
*Introduction to Art	9-12	None
**AP/IB Two-Dimensional Art	11-12	Intro to Art and must have achieved advanced level in two-dimensional area (drawing, painting, photography or computer graphics)
**AP/IB Three-Dimensional Art	11-12	Intro to Art and must have achieved advanced level in three-dimensional area (ceramics, sculpture, jewelry)
AP Art History I: Prehistoric to the Middle Ages	9-12	None
AP Art History II: Renaissance to Today	9-12	AP Art History I: Prehistoric to the Middle Ages
Ceramics: Beginning	9-12	Intro to Art
Ceramics: Advanced	10-12	Intro to Art and Ceramics: Beginning
Computer Graphics/Visual Communications	10-12	Intro to Art
Drawing: Beginning	9-12	Intro to Art
Drawing: Advanced	10-12	Intro to Art and Drawing: Beginning
Independent Study	11-12	Intro to Art and have achieved advanced level in two- or three-dimensional area and permission of instructor and department chairperson
Jewelry: Beginning	9-12	Intro to Art
Jewelry: Advanced	10-12	Intro to Art and Jewelry: Beginning
Beginning Photography (Media Arts)	9-12	Intro to Art
Advanced Photography (Media Arts)	10-12	Intro to Art and Beginning Photography (Media Arts)
Painting: Beginning	10-12	Intro to Art
Painting: Advanced	10-12	Intro to Art & Painting: Beginning
Sculpture: Beginning	9-12	Intro to Art
Sculpture: Advanced	10-12	Intro to Art and Sculpture: Beginning

*All students are required to complete INTRODUCTION TO ART prior to enrolling in additional art classes as noted under the Prerequisite list.

Students are strongly recommended to take AP/IB courses for a full year. All Advanced classes may be repeated with a grade minimum of B, portfolio review and department chairperson approval.

**All prospective AP/IB Advanced Two- and Three-Dimensional Art Students must have received a minimum grade of "B" in an advanced level art course.

PLEASE NOTE THE FOLLOWING: AP/IB 2D/3D ART and AP ART HISTORY CLASSES

For students taking these classes, it is highly recommended that students submit a portfolio for evaluation and/or sit for the AP Art History Exam.

■ **INTRODUCTION TO ART (ELECTIVE)**

- 4000 F or S
- One credit

This course meets the prerequisite for most beginning level courses within the Visual Arts Department. Students should pay close attention to the prerequisite section in the course listing. Students will engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production with an emphasis in the area of two-dimensional art. Ideal for students who plan to study drawing, painting, photography, or computer graphics.

■ ***AP/IB TWO-DIMENSIONAL ART (ELECTIVE)**

- 4050 F/S
- One credit, Prerequisite: Advanced drawing, painting, or photography and portfolio application

Students will be provided with the opportunity to study how artists develop ideas. They will begin to develop their own ideas in the two-dimensional media of their choice with emphasis placed on creating a portfolio that demonstrates artistic ability and versatility. This is a weighted course.

■ ***AP/IB THREE-DIMENSIONAL ART (ELECTIVE)**

- 4052 F/S
- One credit, Prerequisite: Advanced ceramics, jewelry or sculpture and portfolio application

Students will be provided with the opportunity to study how artists develop ideas. They will begin to develop their own ideas in the three-dimensional media of their choice with emphasis placed on creating a portfolio that demonstrates artistic ability and versatility. This is a weighted course.

■ ***AP ART HISTORY I: PREHISTORIC TO THE MIDDLE AGES AND GLOBAL ART (ELECTIVE)**

- 4025 F
- **One credit**

Students will explore art movements, artists, and works of art in the context of history from the prehistoric period to the Middle Ages as well as global art. Students will develop a knowledge base that will enable them to recognize various styles and artists and will also learn to analyze and interpret artworks by examining composition, context, function, patronage and other variables. The class will primarily focus on the 250 artworks and content areas selected by AP, but will also include other historically and culturally significant works. The class involves lecture, research, discussion and limited art production. Strong study skills are recommended and a background knowledge of art and/or art history is helpful. Please note that some of the artwork and information addressed contains mature content. This is a weighted course.

■ ***AP ART HISTORY II: RENAISSANCE TO TODAY (ELECTIVE)**

- 4025 S
- **One credit, Spring only, Prerequisite: AP Art History 1: Prehistoric to the Middle Ages**

Students will explore art movements, artists, and works of art in the context of global history from the Renaissance period to the present. Students will develop a knowledge base that will enable them to recognize various styles and artists and will also learn to analyze and interpret artworks by examining composition, context, function, patronage and other variables. The class will primarily focus on the 250 artworks and content areas selected by AP, but will also include other historically and culturally significant works. The class involves lecture, research, discussion, and limited art production. Strong study skills are recommended and a background knowledge of art and/or art history is helpful. Please note that some of the artwork and information addressed contains mature content. This is a weighted course.

■ **CERAMICS: BEGINNING (ELECTIVE)**

- 4040 BF or BS
- **One credit, Prerequisite: Intro to Art**

Students will be introduced to ceramic history, criticism, aesthetics, and basic production techniques. The class will focus on the hand building process of pinch, coil, slab construction, and simple mold techniques. This class will include various glazing and decorating techniques.

■ **CERAMICS: ADVANCED (ELECTIVE)**

- 4040 AF or AS
- **One credit, Prerequisite: Intro to Art and Ceramics: Beginning**

Students will continue building upon the skills developed in Beginning Ceramics. Students will be introduced to wheel throwing, ceramic chemistry, and glaze formation. The course will progress from a technical focus to one of personal expression. As students repeat this course they will be expected to pursue a more individual approach to the study of ceramics, using an appropriate technique or combination of techniques for the concept, idea, or expression. Students will research alternative firing and glaze calculation in the creation of functional and non-functional work.

■ **COMPUTER GRAPHICS/VISUAL COMMUNICATIONS (ELECTIVE)**

- 4086 F or S
- **One credit, Prerequisite: Intro to Art**

Students will be introduced to the fundamentals of computer-aided art, design theories and concepts, typography, history of computer art and color printing. Students will use the computer as a tool to create visual works of art. Students will be expected to continue to work with the various techniques and fundamentals learned in Introduction to Art.

■ **DRAWING: BEGINNING (ELECTIVE)**

- 4060 BF or BS
- **One credit, Prerequisite: Intro to Art**

Students will experience drawing from life — from simple objects to the relationship of two or more objects in space, and finally the organization of the entire drawing surface. This course provides a strong basic vocabulary of techniques, terms, and materials upon which students build their further studies. Basic drawing skills designed to aid in better ways of seeing are stressed with emphasis on eye-hand coordination. Students work with a variety of dry media that may include pencil, colored pencil, charcoal, conte, pastels, oil pastels, and pen and ink.

■ **DRAWING: ADVANCED (ELECTIVE)**

- 4060 AF or AS
- **One credit, Prerequisite: Intro to Art and Drawing: Beginning**

Students taking this class will continue to build upon fundamentals and skills learned in beginning drawing. Students will be expected to produce drawings that incorporate study from still life, figure, and experimental approaches in drawing. Students will pursue a more individual approach to the study of drawing. Students will be encouraged to use an appropriate technique or combination of techniques for the concept, idea, and/or expression. Students taking this class will have experiences in art history, art criticism, aesthetics, and production.

■ **INDEPENDENT STUDY ART (ELECTIVE)**

- **Consult counselor for code**
- **One credit, Prerequisite: Intro to Art, achieved advanced level in a two- or three-dimensional area, permission of instructor and department chairperson**

Juniors and seniors who have exhausted at least two course areas (in addition to Intro 2D Art) may be eligible for independent study. Students may, through an art faculty member, fill out an application, submit a portfolio and gain approval from the department chairperson for enrollment.

■ **JEWELRY: BEGINNING (ELECTIVE)**

- 4042 BF or BS
- **One credit, Prerequisite: Intro to Art**

This course will progress from the standpoint that drawing is fundamental to jewelry production. Students will be introduced to various metals, basic jewelry design, and fabrication techniques including, but not limited to sawing, piercing, filing, and soldering. In addition the student will be introduced to the basic vocabulary used in jewelry. Students taking this course will engage in sequential experiences that encompass art history, art criticism, aesthetics, and production.

■ **JEWELRY: ADVANCED (ELECTIVE)**

- 4064 AF or AS
- **One credit, Prerequisite: Intro to Art and Jewelry: Beginning**

This course will continue to reinforce that drawing is fundamental to jewelry production. Students will increase their perspective and expressive skills through the use of a variety of materials, tools, and techniques. Students will be involved with a variety of jewelry making processes, i.e. stone setting, marriage of metals, repousse, inlay, etching, and the design of original findings. Along with the technical aspects of jewelry making will be the continued study and development of the elements of art and the principles of design. Students taking this course will have experiences that encompass art history, art criticism, aesthetics, and production.

■ **PAINTING: BEGINNING (ELECTIVE)**

- 4064 BF or BS
- **One credit, Prerequisite: Intro to Art**

Students will be provided with sequential learning experiences in fundamental painting techniques. Students will be introduced to various painting techniques such as transparent washes, opaque application, and mixed media. Students will have experiences using

a variety of media that may include, but are not limited to tempera, transparent watercolor, acrylic, watercolor, oil, and ink. Students will be expected to develop a proficiency in the areas of water based media, i.e. acrylic, watercolor, and tempera paints. Students taking this course will have experiences that encompass art history, art criticism, aesthetics, and production.

- **PAINTING: ADVANCED (ELECTIVE)**
 - 4064 AF or AS
 - **One credit, Prerequisite: Intro to Art and Painting: Beginning**

Students will be expected to develop a proficiency in the areas of acrylic painting, gouache painting, and mixed media. Students will be encouraged to develop an ability to use their paintings as a means of self-expression. Areas of study may include, but not be limited to: the technique of hard edge painting, collage, ink resist, glazes both over and under paintings, oil painting, encaustic techniques, and canvas stretching (as time permits). This course may be repeated.

- **PHOTOGRAPHY - MEDIA ARTS**
 - 4062 BF or BS

For all photography courses, students must have a digital camera. It may be compact, point-and-shoot, or DSLR camera as long as it has a resolution of at least 10 megapixels and scene and/or exposure modes. It should also have a short shutter delay or no shutter delay. (A zoom lens, image stabilization, and adjustable ISO, flash and focus settings are ideal but not essential. Most cameras now have all of these features.) In addition, students will need a flash or jump drive and two or more memory cards with at least 32 GB. Teachers will provide general recommendations for cameras, materials and resources. Students will also need to purchase print cards at the bookstore to cover printing costs. To support Photography students who don't have their own cameras, the North Central Library has Canon DSLR cameras, USB flash drives and SD cards available for checkout.

- **BEGINNING PHOTOGRAPHY: MEDIA ARTS (ELECTIVE)**
 - 4062 F or S
 - **One credit, Prerequisite: Intro to Art**

In this course, students will develop the technical knowledge and skills required to take photographs with a digital SLR camera, make minor corrections in Adobe Photoshop, and print good quality

images. The course will also explore the history of photography and photography as an art. Students will learn to recognize images with good composition and develop the critical thinking skills required to plan and intentionally produce well-organized images.

- **ADVANCED PHOTOGRAPHY: MEDIA ARTS (ELECTIVE)**
 - 4062 AF or AS
 - **One credit, Prerequisite: Intro to Art and Beginning Photography: Media Arts**

In this course, students will continue to develop the compositional and technical skills acquired in beginning photography. In addition, students will explore the work of master photographers and learn alternative photographic techniques, while developing a sense of personal expression and a body of work for a portfolio.

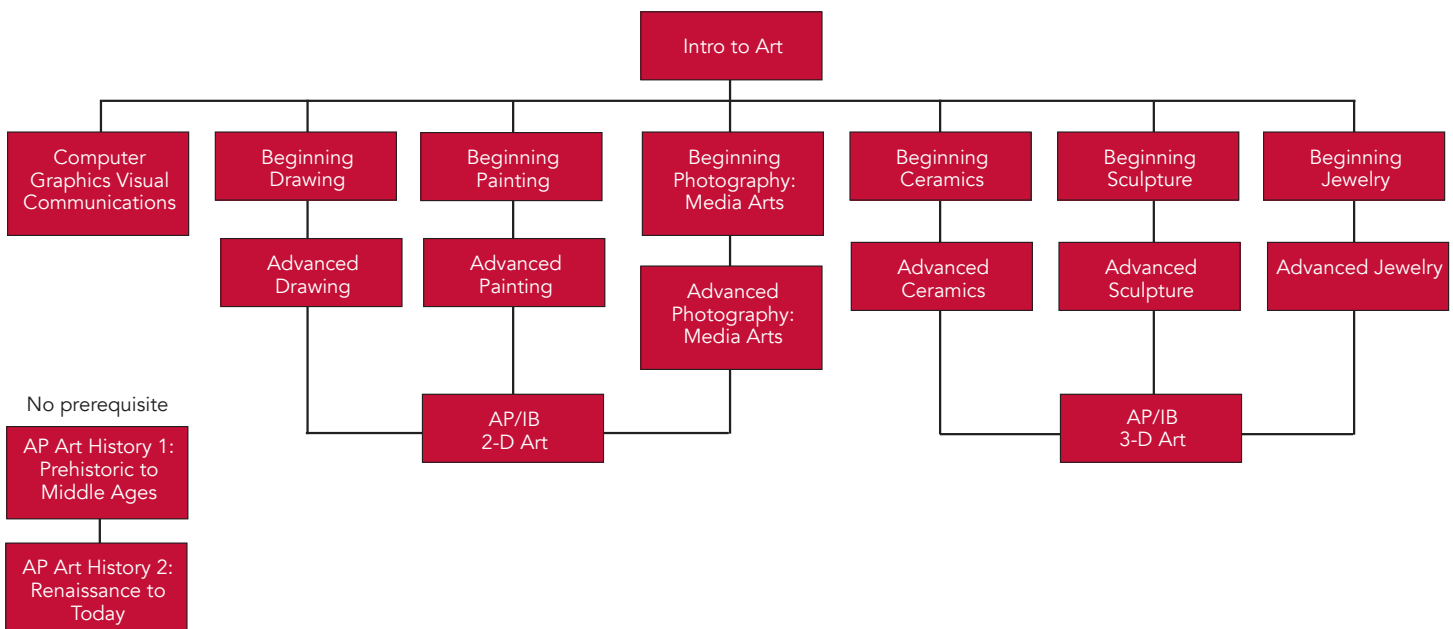
- **SCULPTURE: BEGINNING (ELECTIVE)**
 - 4044 BF/BS
 - **One credit, Prerequisite: Intro to Art**

Students will study history, criticism, aesthetics, and production of sculpture. Students will be introduced to various sculpture ideas, techniques, and media, including paper, wood, clay, and plaster. Students will explore the basic sculpture processes: molding, assembly, carving, and casting.

- **SCULPTURE: ADVANCED (ELECTIVE)**
 - 4044 AF/AS
 - **One credit, Prerequisite: Intro to Art and Sculpture: Beginning**

Students will continue to explore the techniques and media introduced in beginning sculpture. The course will progress from a technical focus to one of more personal expression. This course may be repeated, students will be expected to pursue a more individual approach to the study of sculpture. They will be encouraged to use an appropriate technique or combination of techniques for the concept, idea, or expression. Students will utilize advanced techniques and problem solving.

VISUAL ARTS DEPARTMENT FLOWCHART



COURSE OFFERINGS

PREREQUISITE(S)

American Sign Language I

Chinese I

Chinese II, Chinese II X

Chinese III, Chinese III X

AP/IB Chinese

French I

French II

French II X

French III

French III X

French IV X

French IV - Francophone Culture and Experiences I

French V - Francophone Culture and Experiences II

AP/IB French V

German I

German II, German II X

German III, German III X

AP/IB German

Japanese I

Japanese II, Japanese II X

Japanese III, Japanese III X

AP/IB Japanese

Latin I

Latin II, Latin II X

Latin III, Latin III X

AP/IB Latin

Spanish I

Spanish II

Spanish II X

Spanish III

Spanish III X

Spanish IV ACP

Spanish IV X

Spanish V ACP

AP/IB Spanish Language and Culture V

AP/IB Spanish Literature and Culture

Heritage Spanish I

Heritage Spanish II, II X

Heritage Spanish III X

Grade 11 or 12

None

Chinese I

Chinese II, Chinese II X

Chinese III, Chinese III X

None

French I

French I

French II or French II X

French II X

French III X

French III or French III X

French IV ACP or IV X

French IV X

None

German I

German II, German II X

German III, German III X

None

Japanese I

Japanese II, Japanese II X

Japanese III, Japanese III X

None

Latin I

Latin II, Latin II X

Latin III, Latin III X

None

Spanish I

Spanish I

Spanish II or II X

Spanish II X

Spanish III or III X or Heritage Spanish III X

Spanish III X or Heritage Spanish III X

Spanish IV ACP or IV X

Spanish IV ACP or IV X or Heritage Spanish III X

AP/IB Spanish Language and Culture V or Heritage Spanish III X

None

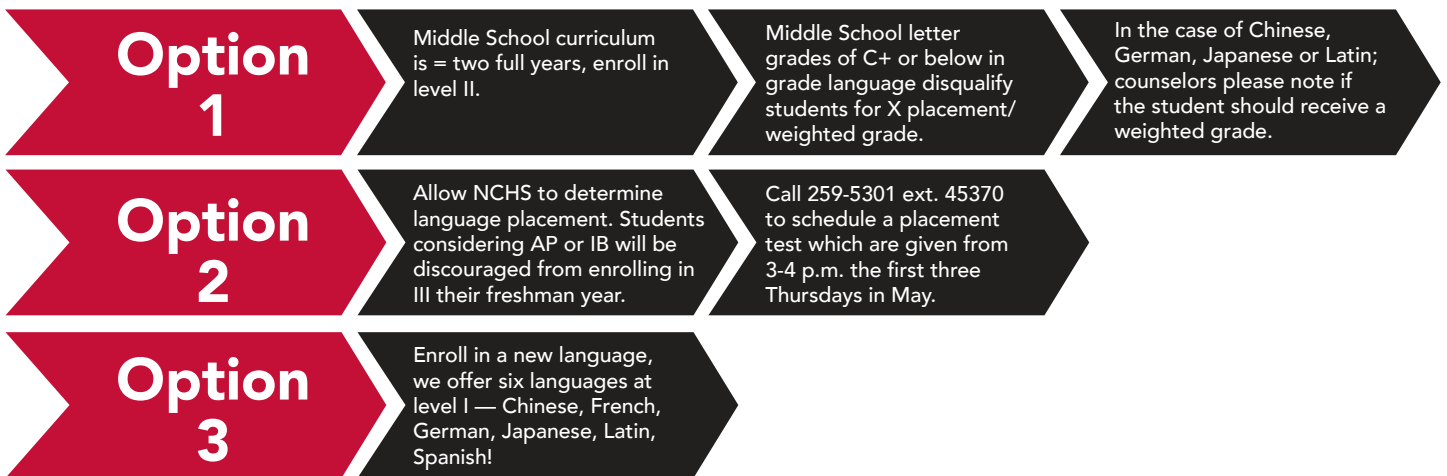
Heritage Spanish I

Heritage Spanish II, II X

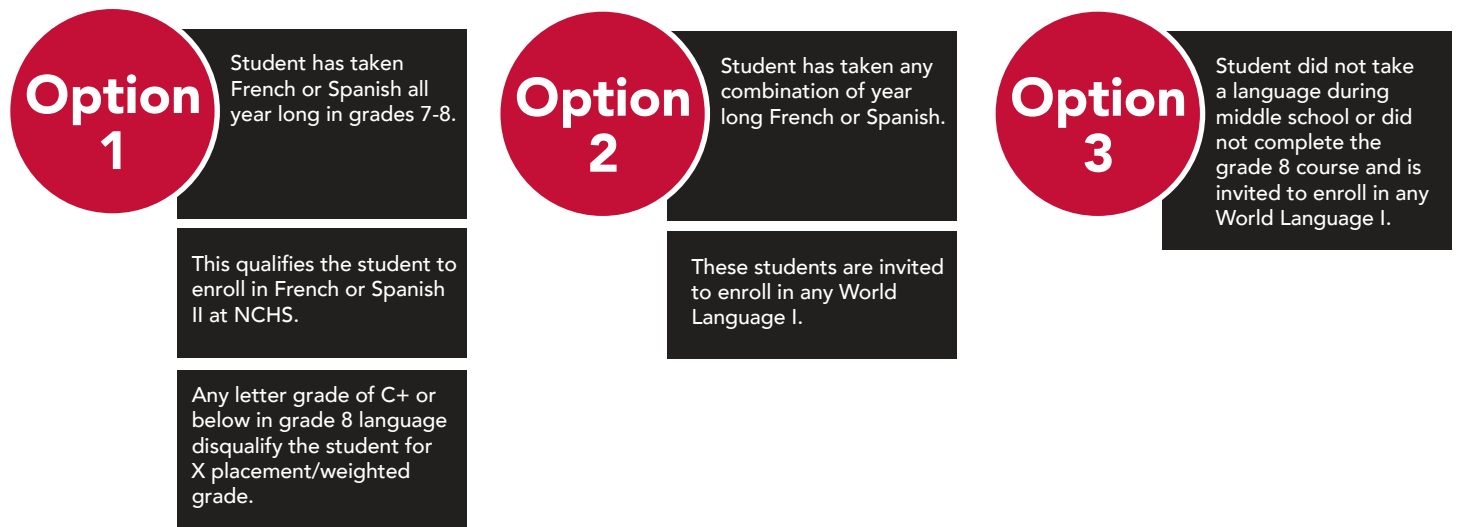
WORLD LANGUAGE DEPARTMENT POLICIES

1. Freshmen who have completed and passed Spanish or French at a Washington Township middle school are not eligible to take level I of the same language in high school.
2. Incoming out-of-district freshmen can only take language level 1 (I) or level 2 (II) without taking the placement exam.
3. Placement in a level II X class requires that the student meet the criteria for placement in a weighted class as explained on page 11. 11 X classes are available in French and Spanish levels 2-6. Please see World Language prerequisites for other levels beyond level II as they outweigh all other criteria.
4. If any eighth grade student wants to count level one language on their NCHS transcript advanced 8th grade language grades will be used.
5. Chinese, German, Japanese and Latin students in levels II and above, who would qualify for an X class, if one existed, receive a weighted grade, as do students in X Spanish, Heritage Spanish, and French.
6. AP/IB Chinese, French, Spanish, Latin, German and Japanese are the final courses in which students prepare to take Advanced Placement exams. These courses can also prepare students for International Baccalaureate Language B standard or higher Level Exams, and other college placement exams. Level IV weighted courses and curriculum will also have a focus on AP and IB exams, their content and formats. Senior students may sit for the IB French and Spanish ab Initio exam at the completion of this course.
7. French and Spanish IV & V CP are not weighted courses; nor is ACP Spanish.
8. Transfer students will be placed in world language classes as indicated by an official transcript of grades from the previous school of attendance and/or a placement test.
9. In the very few cases in which it may be appropriate for a student to complete a course through course extension or to skip one or more semesters, the approval of the counseling department and world language department chairpersons are required.

OUT-OF-DISTRICT FRESHMAN WORLD LANGUAGE ENROLLMENT



WASHINGTON TOWNSHIP FRESHMAN WORLD LANGUAGE ENROLLMENT



ENROLLMENT IN A HERITAGE SPANISH LANGUAGE COURSE

HERITAGE I – This course is for native speakers of Spanish who did not take a Heritage Spanish course previously and who want to improve their abilities to read and write in Spanish. Oral fluency in Spanish is required for course enrollment.

HERITAGE II OR II X – This course is for native speakers of Spanish who have completed Heritage I (at a middle school or high school) and who want to improve their abilities to read and write in Spanish.

Oral fluency and some literacy skills in Spanish are required for course enrollment.

HERITAGE III X- This course is for native speakers of Spanish who have completed Heritage II or Heritage II X and who want to become fully bilingual in Spanish. Following completion of the course students have the option to continue their study of AP/IB Spanish.

ADVANCED LANGUAGE COURSES

ADVANCED PLACEMENT:

Advanced Placement is a program offered by College Board. Students enroll in an AP class and order an exam. This exam, taken at the end of the year, will determine the student's chances of getting college credit. Generally, students that score a 3, 4 or a 5 are most likely to earn credit when arriving at university, though individual institutions have policies that vary.

ADVANCED COLLEGE PROJECT:

ACP is a program run by Indiana University, Bloomington. Students are sitting in an NC classroom, but being taught by an IU approved instructor, with an IU approved syllabus. Whatever grade a student earns in the class, will go on an IU transcript. Therefore, students should exercise good judgment when enrolling in ACP. The grade in the class will become part of your permanent college transcript.

Policies about ACP credit transfer to other universities will vary. Please note that regardless of grading, late work, or other policy changes at the district level, IU requires that ACP courses follow the syllabus guidelines as established by IU Bloomington.

INTERNATIONAL BACCALAUREATE:

The IB Diploma Program offers assessments in world languages that can be taken for possible college credit. Students that choose this option will be in year 4 or 5 of their language development. There are a variety of assessments the students will participate in towards the end of the year. Performance on these assessments will determine potential eligibility for university credit. Policies about IB score acceptance and thresholds vary by university.

EXPLANATION OF DIFFERENCES BETWEEN CP AND X WORLD LANGUAGE COURSES

CP (COLLEGE PREP) CURRICULUM/INSTRUCTION

- English is often used in class to accomplish such tasks as classroom management, directions, grammar instruction and learning strategies.
- Students tend to need more visual and kinesthetic reinforcement in order to comprehend auditory cues.
- Students are encouraged to ask questions and express needs or opinions in the world language.
- Activities are highly structured and more time is spent clarifying directions.
- More emphasis is placed on recall of factual information and providing simple explanations.
- The context evolves mainly out of students' personal experiences.
- Students are expected to demonstrate control of basic linguistic patterns and essential vocabulary.
- Students may need more detailed preparation in order to complete tasks independently.
- Students are encouraged to go beyond the minimum requirements.
- Students at levels IV and V Spanish CP are encouraged to pursue ACP dual credit.

X (ACCELERATED CURRICULUM/INSTRUCTION)

- The majority of the class is conducted in the world language. By fourth year English is used on rare occasions, primarily to explain subtle grammar points.
- Students are more able to comprehend information based solely on auditory cues.
- Students are expected to ask questions and express needs or opinions in the world language.
- Activities are expected to be open-ended and student directed.
- More emphasis is placed on analysis and synthesis.
- Context more frequently moves beyond personal experience to application to new situations.
- Students are expected to demonstrate control of a wider variety of linguistic patterns and vocabulary.
- Students are expected to be more independent learners and to take more responsibility in meeting their own needs.
- Students are expected to exceed the minimum requirements.
- Students at levels IV X and AP/IB prepare for Advanced Placement and/ or International Baccalaureate exams.
- All X classes are weighted.

FRENCH, HERITAGE SPANISH OR SPANISH AT NCHS



Step 1 French, Heritage Spanish or Spanish Level I

For any NCHS student who does not already have French, Heritage Spanish or Spanish Level I on his/her high school transcript.

For incoming freshman, see middle school flow chart.



Step 2 French, Heritage Spanish or Spanish Level II or X

After completing Level I at NCHS or another high school, students take either Level II or X.

To enroll in X ALL students must meet NCHS X enrollment qualifications. Students should also be reminded here that the prerequisite for future enrollment in an X language class is enrollment in an X



Step 3 French, Heritage Spanish or Spanish Level III or X

After completing Level II at NCHS or another high school, students continue with either Level III or X.

To continue enrollment in X ALL students must meet NCHS X enrollment qualifications. Students previously enrolled in a CP class must continue on in a CP class.

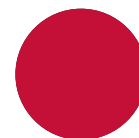


Step 4 French or Spanish Level IV ACP, CP or X

After completing Level III at NCHS or another high school, students continue with either Level IV ACP, CP or X.

To continue enrollment in X ALL students must meet NCHS X enrollment qualifications. Students previously enrolled in a CP class must continue in a CP class.

Spanish CP and ACP are taught in the same class; students interested in ACP will enroll with the language teacher.



Step 5 French or Spanish Level V ACP, CP or X

After completing Level IV at NCHS or another high school, students continue with either Level V ACP, CP or X.

To continue enrollment in X ALL students must meet NCHS X enrollment qualifications. Students previously enrolled in a CP class must continue in a CP class.

Spanish CP and ACP are taught in the same class; students interested in ACP will enroll with the language teacher.

Students enrolled in Ap/IB courses will have curriculum to support success on AP or IB exams.

CHINESE, GERMAN, JAPANESE, LATIN AT NCHS



Step 1 World Language Level I

For any student who does not already have Chinese, German, Japanese or Latin Level I on his/her high school transcript.



Step 2 World Language Level II

After completing Level I at NCHS or another high school, students take Level II.

The language teacher will submit student names at the start of each school year of those who qualify for a weighted grade.



Step 3 World Language Level III

After completing Level II at NCHS or another high school, students take Level III.

The language teacher will submit student names at the start of each school year of those who qualify for a weighted grade.



Step 4 AP/IB or World Language Level IV

After completing Level III at NCHS or another high school, students take Level IV.

The language teacher will submit student names at the start of each school year of those who qualify for a weighted grade.

Fourth year students may sit for the AP or IB exams per teacher recommendation and diploma goals.

■ AMERICAN SIGN LANGUAGE I (GRADE 11 OR 12)

- 2156 AF/AS
- One credit each semester

American Sign Language I is a course that introduces students to American Sign Language (ASL) and the deaf community. The course focuses on frequently used signs through a functional-notional approach, and discusses cultural features of the deaf community. Emphasis is placed on development of receptive and expressive language skills. Through this course, students are given the opportunity to develop visual acuity; follow brief verbal instructions; understand short statements, questions, and dialogues; develop short descriptions with guidance; begin to understand the current GLOSSING system used to write ASL; and examine other methods developed to write ASL, including Sign Writing. Students also learn to recognize the difference between the pathological and psychological definitions of deafness, recognize the widespread use of ASL throughout the United States, and develop an understanding of the relationship between languages and cultures as a whole. This course fulfills a World Language requirement for the Core 40 with Academic Honors Diploma in conjunction with two years study of another world language.

■ CHINESE I

- 2000 AF/AS
- One credit each semester

Chinese I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Chinese language learning, and to various aspects of Chinese-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing characters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products and perspectives of Chinese speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Chinese language and culture outside of the classroom.

■ CHINESE II/CHINESE II X

- 2002 AF/AS
- One credit each semester

Chinese II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Chinese language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and recognizing words and characters through stroke order and stroke count. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives of Chinese speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Chinese language and culture outside of the classroom.

■ CHINESE III/CHINESE III X

- 2004 AF/AS
- One credit each semester

Chinese III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Chinese language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write simple paragraphs using characters. This course also emphasizes the continued development of reading and listening comprehension skills, such as using radicals, stroke order, and stroke count to guess meaning. Students will address the presentational mode by presenting student created material on a variety of topics, as well

as reading aloud to practice appropriate pronunciation. Additionally, students will continue to develop understanding of Chinese speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Chinese language and culture outside of the classroom.

■ AP/IB CHINESE LANGUAGE AND CULTURE

- 2006/2014/2306/2308/2310 AF/AS
- One credit each semester

AP Chinese Language and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Chinese Language and Culture. The course prepares students to be successful on the AP Chinese Language and Culture exam. The course is not intended to be used as a dual credit course. The AP Chinese Language and Culture course in Mandarin Chinese emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Chinese Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese. The AP Chinese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Fourth year students may sit for the AP or IB exams per teacher recommendation. Otherwise students will receive credit for Chinese IV or Chinese IV X.

■ FRENCH I

- 2020 AF/AS
- One credit each semester

French I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning French language learning, and to various aspects of French-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of French-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom.

■ FRENCH II/FRENCH II X

- 2022 AF/AS
- One credit each semester

French II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for French language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of French-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom.

■ FRENCH III/FRENCH III X

- 2024 AF/AS
- One credit each semester

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

■ FRENCH IV/FRENCH V - FRANCOPHONE CULTURE AND EXPERIENCES I AND II

- 2026/2028 AF/AS
- One credit each semester 2 year rotating curriculum

French IV/V, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for French language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of French-speaking culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding French language and culture outside of the classroom. Assignments will include writing a film summary, a film critique as well as presenting a film discussion. Textbook readings and other relevant materials such as interviews, director's commentary, poems and short stories will supplement the films and theme. Students will also critically consider the culture laid out in each film as it compares to stereotypes and plays a role in the perception of the culture. The films included will show French European culture as well as Francophone culture from French speaking countries and regions around the world. Students will also read a longer piece of Francophone literature to complement the themes studied.

■ FRENCH IV X

- 2026/2310 AF/AS
- One credit each semester

French IV X, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for French language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of French-speaking culture through recognition of

the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding French language and culture outside of the classroom. This course prepares students for the AP French Language and Culture course. Senior students may sit for the IB French ab Initio exam at the completion of this course.

■ AP/IB FRENCH LANGUAGE AND CULTURE

- 2032/2306/2308/2310 AF/AS
- One credit each semester

AP French Language and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP French Language and Culture. The course prepares students to be successful on the AP French Language and Culture exam. The course is not intended to be used as a dual credit course. The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions)

■ GERMAN I

- 2040 AF/AS
- One credit each semester

German I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning German language learning, and to various aspects of German-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of German-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding German language and culture outside of the classroom.

■ GERMAN II/GERMAN II X

- 2042 AF/AS
- One credit each semester

German II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for German language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of German-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding German language and culture outside of the classroom.

■ **GERMAN III/GERMAN III X**

- 2044 AF/AS
- One credit each semester

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

■ **AP/IB GERMAN LANGUAGE AND CULTURE**

- 2046/2052/2306/2308/2310 AF/AS
- One credit each semester

AP German Language and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP German Language and Culture. The course prepares students to be successful on the AP German Language and Culture exam. The course is not intended to be used as a dual credit course. The AP German Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP German Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in German. The AP German Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). Fourth year students may sit for the AP or IB exams per teacher recommendation and diploma goals. Otherwise students will receive credit for German IV or German IV X.

■ **JAPANESE I**

- 2060 AF/AS
- One credit each semester

Japanese I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Japanese language learning, and to various aspects of Japanese-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing letters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products and perspectives of Japanese speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Japanese language and culture outside of the classroom.

■ **JAPANESE II/JAPANESE II X**

- 2062 AF/AS
- One credit each semester

Japanese II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Japanese language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages

interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and recognizing words and characters through stroke order and stroke count. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives of Japanese-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Japanese language and culture outside of the classroom.

■ **JAPANESE III/JAPANESE III X**

- 2064 AF/AS
- One credit each semester

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

■ **AP/IB JAPANESE LANGUAGE AND CULTURE**

- 2066/2074/2306/2308/2310 AF/AS
- One credit each semester

AP Japanese Language and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Japanese Language and Culture. The course prepares students to be successful on the AP Japanese Language and Culture exam. The course is not intended to be used as a dual credit course. The AP Japanese Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Japanese Language and Culture course strives not to emphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Japanese. The AP Japanese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of social, political, and educational issues (e.g., the role of religion in society, traditional versus modern gender roles), as well as more traditional topics (e.g., arts, customs, festivals, geography, and history). Throughout the course, students develop interpersonal skills that enable them to request and confirm the receipt of information, ask for and provide directions, and issue and respond to invitations. They also develop more cognitively challenging functional language skills, including the ability to compare phenomena, express opinions and preferences, and discuss life experiences. Additionally, students develop a command of a significant number of the most prevalent kanji characters used in Japanese writing. Fourth year students may sit for the AP or IB exams per teacher recommendation and diploma goals. Otherwise students will receive credit for Japanese IV or Japanese IV X.

■ **LATIN I**

- 2080 AF/AS
- One credit each semester

Latin I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Latin language learning, and to various aspects of classical Roman culture.

This course emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. Additionally, students will examine the practices, products and perspectives of classical Roman culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Latin language and culture outside of the classroom.

■ **LATIN II/LATIN II X**
• 2082 AF/AS
• **One credit each semester**

Latin II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Latin language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. Additionally, students will describe the practices, products and perspectives of classical Roman culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Latin language and culture outside of the classroom.

■ **LATIN III/LATIN III X**
• 2084 AF/AS
• **One credit each semester**

Latin III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Latin language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending details written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Though interpersonal communication is not an explicit emphasis of this course, opportunities may be provided for students to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. Additionally, students will continue to develop understanding of classical Roman culture through recognition of the interrelations among the practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Latin language and culture outside of the classroom of the target culture; and describes contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Latin language and culture outside of the classroom.

■ **AP/IB LATIN LANGUAGE AND CULTURE**
• 2086/2092/2306/2308/2310 AF/AS
• **One credit each semester**

AP Latin is a course which follows the College Board course guidelines for AP Latin and prepares students to be successful on the AP Latin exam. The AP Latin: exam is designed to test the students' ability to use Vergil and Caesar as a base. The course is not intended to be used as a dual credit course. The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the

course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context. Fourth year students may sit for the AP or IB exams per teacher recommendation and diploma goals. Otherwise students will receive credit for Latin IV or Latin IV X.

■ **SPANISH I**
• 2120 AF/AS
• **One credit each semester**

Spanish I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

■ **SPANISH II/SPANISH II X**
• 2122 AF/AS
• **One credit each semester**

Spanish II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

■ **SPANISH III/SPANISH III X**
• 2124 AF/AS
• **One credit each semester**

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

■ **SPANISH IV ACP**

- 2126/2152 AF/AS
- One credit each semester

Spanish IV is cross-listed with Indiana University as S200, the first course in the second-year intermediate college sequence. In addition, the course is available for 3 credits through IU. This course reviews and builds upon the basic structures studied in the first year, and it introduces culture that is woven throughout the chapters to enable students to learn to recognize and appreciate cultural diversity. Like other courses in the language program, this course follows a communicative approach which springs from the idea that languages are best learned when real-world information becomes the focus of student activities. Throughout the course, students will focus on communication, culture, and skill development and will acquire practical vocabulary and enhance their understanding of essential Spanish grammar concepts. From the first day of class, students will interact in Spanish with the instructor and with classmates, discussing topics of importance to the twenty-first century, with emphasis on the development of critical thinking skills in addition to the refinement of the four basic language skills. Fourth year students who do not wish to take the course for dual credit will receive credit for Spanish IV.

■ **SPANISH IV X**

- 2126/2310 AF/AS
- One credit each semester

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

■ **SPANISH V ACP**

- 2128/2152 AF/AS
- One credit each semester

Spanish V is cross-listed with Indiana University as S250, the second course in the second-year intermediate college sequence. In addition, the course is available for 3 credits through IU. S250, the second course in the second-year sequence, reviews and builds upon the basic structures studied in the first year, and introduces culture that is woven throughout the chapters to enable students to learn to recognize and appreciate cultural diversity. Like other courses in the language program, this course follows a communicative approach which springs from the idea that languages are best learned when real-world information becomes the focus of student activities. Throughout the course, students will focus on communication, culture, and skill development and will acquire practical vocabulary and enhance their understanding of essential Spanish grammar concepts. From the first day of class, students will interact in Spanish with the instructor and with classmates, discussing topics of importance to the twenty-first century, with emphasis on the development of critical thinking skills in addition to the refinement of the four basic language skills. Fifth year students who do not wish to take the course for dual credit will receive credit for Spanish V.

■ **AP/IB SPANISH LANGUAGE AND CULTURE**

- 2132/2306/2308/2310 AF/AS
- One credit each semester

AP Spanish Language and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Spanish Language and Culture. The course prepares students to be successful on the AP Spanish Language and Culture exam. The course is not intended to be used as a dual credit course. The AP Spanish Language and Culture course emphasizes communication (understanding

and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

■ **AP/IB SPANISH LITERATURE AND CULTURE**

- 2134/2306/2308/2310 AF/AS
- One credit each semester

AP Spanish Literature and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Spanish Literature and Culture. The course prepares students to be successful on the AP Spanish Literature and Culture exam. The course is not intended to be used as a dual credit course. The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

■ **SPANISH FOR HERITAGE SPEAKERS I**

- 2190 AF/AS
- One credit each semester

Spanish for Heritage Speakers I is a course designed for heritage speakers of Spanish who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today.

■ **SPANISH FOR HERITAGE SPEAKERS II/SPANISH FOR HERITAGE SPEAKERS II X**

- 2192 AF/AS
- One credit each semester

Spanish for Heritage Speakers II builds upon Spanish for Heritage Speakers I, and is a course designed for heritage speakers of Spanish. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today.

■ **SPANISH FOR HERITAGE SPEAKERS III X**

- 2194 AF/AS
- One credit each semester

Language for Heritage Speakers III X builds upon Language for Heritage Speakers II and II X, the purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Spanish for Heritage Speakers III X will prepare students for AP/IB Spanish courses.