Westfield High School

2014-2015

COURSE CATALOG

GRADES 10-12

LEARN LEAD INSPIRE

WESTFIELD
HIGH SCHOOL

18250 N. Union Street
Westfield, IN 46074

Main Office: (317) 867-6802

www.whscounselingcenter.com

Counseling Center Office: (317) 867-6807

Counseling Center Fax: (317) 896-3579

Dan Doherty, Director of School Counseling (317) 867-6840

Kristy Busack Counselor (317) 867-6808

Angie Hanson, Registrar (317) 867-6818

Lani Johnston, Counselor (317) 867-6809

Cindy Huston, Counseling Center Secretary (317) 867-6807

Carrie Larrison, Counselor (317) 867-6806

Stephanie Vondersaar, Counselor (317) 867-6808

Christy Ulsas, Counselor (317) 867-6954

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WHS VISION & MISSION STATEMENT

WESTFIELD HIGH SCHOOL VISION

Westfield High School will become a world-class learning organization focused on continuous quality growth for all. We will produce graduates who are respectful, responsible, compassionate, hardworking, honest citizens. WHS graduates will be learners and leaders in a diverse world.

WESTFIELD HIGH SCHOOL MISSION

We desire to move Westfield High School from a high performing school to a top performing school academically, athletically, and in extra-curricular activities.
To be purposeful in developing practices and habits that maintain a safe and student centered culture.

WWS VISION & MISSION STATEMENT

WESTFIELD WASHINGTON SCHOOLS VISION

Westfield Washington Schools will be the world-class learning organization focused on continuous growth for all.

WESTFIELD WASHINGTON SCHOOLS MISSION

To provide meaningful and engaging work in the pursuit of profound learning.

LETTER FROM THE SCHOOL COUNSELING CENTER

Dear Westfield High School Student and Parent:

It is time to begin considering your course selections for the 2014-2015 school year. This is a very important process, as many things will be impacted by the choices you make. The courses you take will help determine how well prepared you will be for the many opportunities during and after high school. We ask that you take time to consult with your parents, teachers, friends and counselor as you make these important choices. Never again will the cost of education be as inexpensive, so we encourage you to take full advantage of the numerous opportunities at WHS. Finally, as a result of your course selections many decisions will be made by the school, so make sure you have thought through your choices and are committed to your selections.

The specific Westfield graduation requirements for the diploma options are listed on the following pages to help you plan and meet your goals. It is your responsibility to make sure you understand these requirements and earn the appropriate grades to achieve your desired diploma. Please be sure to ask your school counselor if you have questions regarding this information.

After making course selections, the counselors will meet with every student to review their requests. As it is our intent to include the parent in the student's course selections, final schedules will be mailed home in late April for the student's and parent's final review and approval. If there are any remaining changes to be made, the student must turn in a signed **Schedule Change Form** to the Counseling Center prior to **May, 23, 2014**. Good luck with your course selections!

Sincerely,

Westfield High School Counseling Center

WESTFIELD HIGH SCHOOL SCHEDULE CHANGE POLICY

Westfield High School has a 'No Change' scheduling policy. After the Schedule Change deadline of May 23, 2014, a student may **not** elect to change his/her schedule for the upcoming school year. Seniors are not allowed to drop classes for Senior Seminar released periods nor Independent Co-op periods after the May 23, 2014 deadline.

There are a few exceptions to the 'No Change' scheduling policy. A counselor may adjust a student's schedule, after the Schedule Change Deadline, for the following reasons:

1. The student must retake a failed class in order to meet graduation requirements.

2. The student does not meet the pre-requisite for a class.

3. A teacher has recommended a student's level in a particular class be moved up or down based on the student's academic performance. For example, a student may be moved from regular English to Honors English based on a teacher recommendation. These changes may be made at the start of a new trimester.

4. A student is moving from a regular academic or elective class into an AP or ACP class. AP & ACP classes are the equivalent of college level course work.

5. A senior wishes to take a course that would pertain to his or her chosen college major.

6. A junior or senior needs to add an academic course from one of the five core areas in order to meet college admission requirements: English, Math, Science, Social Studies and World Language.

7. A student wishes to drop an elective course to take an academic course in one of the five core areas: English, Math, Science, Social Studies and World Language.

8. Medical reason with documentation.

9. A senior chooses to add a course to replace a release period such as Senior Seminar or Independent Coop.

2014-2015 NEW COURSES

Topics in History: Leadership	Topics in History: Pop Culture in the United States
Human Geography, Advanced Placement	PLTW: Human Body Systems
Elective PE: Running Preparation	Elective PE: Individualized Cardio and Exercise
ACP Literary Interpretation	Current Problems, Issues, and Events: World News Workshop
Debate	French Language and Culture, Advanced Placement
Technology Systems	German Language and Culture, Advanced Placement
Introduction to Computer Science	Information and Communications Technology
Computer Programming II: Game Programming II	Physics C, Advanced Placement

College Entrance Requirement Information

Students are advised that enrolling in rigorous college preparatory courses in all four years of high school is the best plan in preparing for college. While college admissions committees act differently each year according to the quantity and quality of applicants and according to other special circumstances, the uniform expectation is to emphasize academic subjects — English, Math, Science, Social Studies and World Language. Most colleges will evaluate a student's application and high school transcript not only on the grades presented, but also on the strength of the courses the student has taken. Indiana colleges and universities typically require applicants to have met all Indiana Core 40 requirements. Many four year colleges now require two years of world language. Indiana colleges have varying GPA requirements. Students interested in being considered for admission to highly competitive colleges and universities are encouraged to take advantage of available honors, Advanced Placement (AP) and dual credit Advance College Project (ACP) courses as well as the Academic Honors Diploma.

Advanced Placement & Advanced College Project

The **Advanced Placement (AP) Program** is a cooperative educational endeavor of secondary schools, colleges and the College Board. Highly motivated students enjoy the intellectual challenge experienced in these courses. Teachers of AP courses find that the courses greatly enhance the students' confidence and academic orientation. Research shows that students enrolling in challenging academic courses are far better prepared for serious academic work when entering college. Most colleges and universities grant credit and/or advanced placement to students who perform satisfactorily on AP examinations. Each May the **College Board AP** examinations are offered at Westfield High School. All of the examinations contain either an essay or problem-solving section and another section consisting of multiple-choice questions.

The Advance College Project (ACP) is a national program offered through **Indiana University**. Students who meet admission criteria for Indiana University may choose to take courses for Indiana University credit. Students pay tuition directly to Indiana University. Tuition is offered at a greatly reduced rate of $25 per credit hour. Students who enroll in the IU ACP program and earn credit in these courses will have a separate Indiana University transcript showing the course name, grade earned and credit hours established. If enrolling at another college or university, students should present their IU transcript for evaluation for possible transfer credit. Be sure to check with the college or university to confirm they will award transfer credit. A minimum cumulative GPA of 2.7 is required to be admitted to the ACP program and to be able to take courses for IU credit

WESTFIELD HIGH SCHOOL BRING YOUR OWN TECHNOLOGY (BYOT)

Westfield High School is developing an ongoing Bring Your Own Technology (BYOT) curriculum in may classes. BYOT classes have students bring a laptop, notebook, or other electronic device to their classes as technology is implemented on a regular basis. If a student does not have the capability of bringing in their own technology, they may rent a device from Westfield High School during that BYOT class period.

> Note: iPads can be brought to class but with some curriculum and online textbooks that require Adobe issues have arose. We have seen a greater success with laptops and note books, therefore we recommend but not require those devices at Westfield High School. Below is a list of those classes that have formally implemented a BYOT curriculum:

Accounting	ACP Introduction to Business
Anatomy and Physiology	ACP Personal Finance
AP Biology	AP Physics
AP Chemistry	Physics, Honors Physics
Creative Writing	Sociology
AP Economics	AP Spanish
AP Environmental Science	Spanish III Honors
AP European History	AP World History
Financial Services: Accounting II	Yearbook

There will be more classes coming online for the 2014-2015 school year.

WHS will have an addendum for these classes prior to students beginning the scheduling process.

All classes that are BYOT classes will have the following notation under the class name:

This is a BYOT class

ADVANCED PLACEMENT COURSES

All AP courses receive a full point weight for a C– or higher. We offer the following twenty one AP courses:

COURSES	# of Trim	GRADE LEVEL
AP Biology	**3**	**11 & 12**
AP Calculus AB (follows ACP Calculus)	**1**	**11 & 12**
AP Calculus BC	**3**	**12**
AP Chemistry	**3**	**11 & 12**
AP Computer Science	**2**	**10, 11 & 12**
AP English Language & Composition	**3**	**11 & 12**
AP English Literature & Composition	**3**	**12**
AP Environmental Science	**3**	**11 & 12**
AP European History	**3**	**10, 11 & 12**
AP French	**3**	**12**
AP German	**3**	**12**
AP Human Geography	**3**	**9**
AP Macroeconomics	**1**	**11 & 12**
AP Microeconomics	**2**	**11& 12**
AP Music Theory & Composition	**2**	**10, 11 & 12**
AP Photography	**1**	**10, 11, & 12**
AP Physics C	**3**	**11 & 12**
AP Psychology	**2**	**11 & 12**
AP Spanish	**3**	**12**
AP Statistics	**2**	**11 & 12**
AP Studio Art 2-D Design & Drawing	**3**	**11 & 12**
AP Studio Art 3-D	**3**	**11 & 12**
AP U.S. Government	**2**	**11 & 12**
AP U.S. History	**3**	**11 & 12**
AP World History	**3**	**10, 11 & 12**

ADVANCE COLLEGE PROJECT

- All ACP courses receive a full point weight for a C- or higher. We offer the following nine dual high school/IU college credit courses. A student must have a GPA of 2.7 to be eligible for admission to the ACP Program. Courses listed as Priority classes may be used towards the AP//dual credit requirement for the Academic Honors Diploma. For the Class of 2016 and beyond.

COURSES	# of Trim	GRADE LEVEL	IU CREDITS	PRIORITY?
ACP Brief Survey of Calculus	**2**	**11 & 12**	**3**	**NO**
ACP Calculus	**2**	**12**	**4**	**YES**
ACP Composition	**1**	**12**	**3**	**YES**
ACP Finite Math	**2**	**11 & 12**	**3**	**YES**
ACP Introduction to Business	**1**	**11 & 12**	**3**	**NO**
ACP Literary Interpretation	**1**	**12**	**3**	**YES**
ACP Personal Finance	**1**	**11 & 12**	**3**	**NO**
ACP Speech	**1**	**11 & 12**	**3**	**NO**

HONORS COURSES

The following Honors courses will receive a half point weight for students that earn a C- or higher:

English 9-11 Honors	**Algebra II Honors**	**Biology I Honors**
Physics I Honors	**Geometry Honors**	**Chemistry I Honors**
Spanish I-III Honors	**Pre-Calculus Honors**	**Civil Engineering and Architecture Honors PLTW**
Aerospace Engineering Honors PLTW	**Introduction to Engineering Design Honors PLTW**	**Principles of Engineering Honors PLTW**
	Engineering Design and Development Honors PLTW	

REQUIRED END OF COURSE ASSESSMENTS (ECAS)

Beginning with students in the Class of 2012, these assessments replace ISTEP+ as the Graduation Qualifying Exam required for a diploma. To be eligible for a diploma, students must earn passing scores on the Algebra I and the English 10 Core 40 End-of-Course Assessments. Details about a waiver process for students not earning passing scores on the required English 10 and Algebra I tests are not yet available from the Indiana Department of Education. Students must also take Core 40 End-of-Course Assessments in some other subject areas, although passing scores on these tests are not required for a student to be eligible for a diploma. These Core 40 End-of-Course assessment scores are expected to appear on students' high school transcripts.

NCAA ELIGIBILITY REQUIREMENTS

For students entering a NCAA Division I school, the number of required full-year core courses is 16 (32 credits). The 16 units (32 credits) must include 4 years of English, 3 years of Math (Algebra l or higher), 2 years of Natural/Physical Science, 1 year of additional English, Math or Science, 2 years of Social Science, and 4 years of additional courses from any of the above areas or from World Language. Other requirements include minimum SAT Reasoning and ACT test scores that are determined by the student's cumulative GPA in core classes– see attachment. Prospective student-athletes should register with the eligibility center by their junior year of high school. Specific information about eligibility for all NCAA divisions can be found on the NCAA Eligibility Center website at www.ncaaeligibiltycenter.org. Information on recruiting and eligibility can also be found on the NCAA website at www.ncaa.org.

WESTFIELD HIGH SCHOOL AND INDIANA GRADUATION REQUIREMENTS

CORE 40 DIPLOMA

Core 40 is the minimum diploma a student must earn to be considered for admission to a four year college in Indiana. **Students may earn the Core 40 by earning 42 credits and completing the following:**

English **8 Credits**	English 9 or English 9 (Honors)	2 credits
	English 10 or English 10 (Honors)	2 credits
	English 11 or English 11 (Honors) **OR** AP English Lang. & Comp.	2 credits 3 credits
	English 12 2 credits **OR** English may be replaced with two of the following electives: Contemporary Literature 1 credit — Composition ACP 1 credit Creative Writing 1 credit — Literary Interpretation ACP 1 credit S Speech 1 credit — Speech ACP 1 credit **OR** English 12 may be completely replaced with either of these classes: AP English Lang. & Comp. 3 credits AP English Lit. & Comp. 3 credits	
Math **6 Credits**	Algebra I Geometry Algebra II	2 credits 2 credits 2 credits
	Students who take Algebra I in middle school must complete Geometry and Algebra II at the high school level and must earn two additional math credits beyond Algebra II. All students must earn two credits in math or Physics during their junior or senior year. Class of 2016 and beyond must take a math or quantitative reasoning course each year in high school.	
Science **6 Credits**	Biology I Integrated Chemistry/Physics (ICP), Chemistry I or Physics I Additional Core 40 Science Courses	2 credits 2 credits 2 credits
Social Studies **6 Credits**	U.S. History **OR** AP U.S. History	2 credits 3 credits
	U.S. Government **OR** AP U.S. Government	1 credit 2 credits
	Economics or Global Economics **OR** AP Micro or Macro Economics	1 credit 2-3 credits
	Two credits in World History, Geography History of the World or AP World History	2 credits
PE/Health **4 Credits**	PE I & PE II Health One additional PE or Health elective	2 credits 1 credit 1 credit
Directed Electives **12 Credits**	World Languages, Fine Arts, Business, Computers, etc. Seven Additional electives in any area	5 credits 7 credits

CORE 40 with ACADEMIC HONORS DIPLOMA

The **Core 40 with Academic Honors Diploma** is a rigorous diploma that a student may earn by meeting specific criteria established by the Indiana State Board of Education. The student must complete all of the requirements for a Core 40 diploma, earn a **minimum of 47 credits**, and must also:

- Earn 2 additional Math credits beyond Algebra II (Pre Calculus or AP Statistics)
- Earn 6 or 8 credits in World Languages (3 years of one language or 2 years of 2 different langs.)
- Earn 2 Fine Arts credits
- Earn a grade of C– or above in all courses that will count towards the diploma
- Have a grade point average of B (3.0) or above

AND Complete one of the following:

- Earn 4 credits in 2 or more AP coursers and take corresponding exams.
- Complete dual high school/college credit courses from an accredited postsecondary institution resulting in 6 transferable college credits
- For Class of 2016 and beyond, dual credits classes must be in the Department of Education Priority Course List. Complete one Advanced Placement course and its corresponding AP exam, and earn academic transferable dual high school/college course(s) from an accredited postsecondary institution resulting in 3 transferable college credits
- Earn a combined score of 1200 or higher on the SAT in critical reading and mathematics (this does NOT include the writing score). For the Class of 2016 and beyond, a student must earn a combined score of 1750 or higher on the SAT in critical reading, mathematics, and writing sections with a minimum score of 530 on each section.
- Score a 26 or higher composite on the ACT and complete the written section.

CORE 40 with TECHNICAL HONORS DIPLOMA

The **Core 40 with Technical Honors Diploma** is a technical diploma that a student may earn by meeting specific criteria established by the Indiana State Board of Education. The student must complete all of the requirements for a Core 40 diploma, earn a **minimum of 47 credits** and must also:

- Earn a grade of C– or above in courses that will count toward the diploma
- Have a grade point average of B (3.0) or above
- Complete a career-technical program (8 or more related credits)
- Recommended: Earn 2 additional credits in Math and 4-8 credits in World Languages for four year college admission.
- Complete A and either B,C or D
    - A. Complete dual high school/college credit courses in a technical area resulting in 6 college credits
    - B. Complete a Professional Career Internship or Cooperative Education course (2 credits)
    - C. Complete an industry-based work experience as part of two-year technical education program (min. 140 hours)
    - D. Earn a state-approved, industry-recognized certification

A student may earn a Technical Honors Diploma from Westfield High School in three main areas:

THD Project Lead the Way (Pre-Engineering (present and beyond) or Biomedical Engineering (Class of 2017 and beyond))
Four years of PLTW coursework, including the capstone Engineering Design & Development Honors takes care of the THD requirements for B & C listed above.

THD Business/Computers
In addition to earning eight or more directed electives within the business and/or computer courses, students must also earn 6 dual college credits and must also take a Prof. Career Internship class to meet the THD requirements for B & C listed above.

THD J. Everett Light
Students who take a two year program at JEL, register for the related dual college credit through JEL, and complete a related work experience meet the THD requirements for B & D listed above.

INDIANA GENERAL DIPLOMA

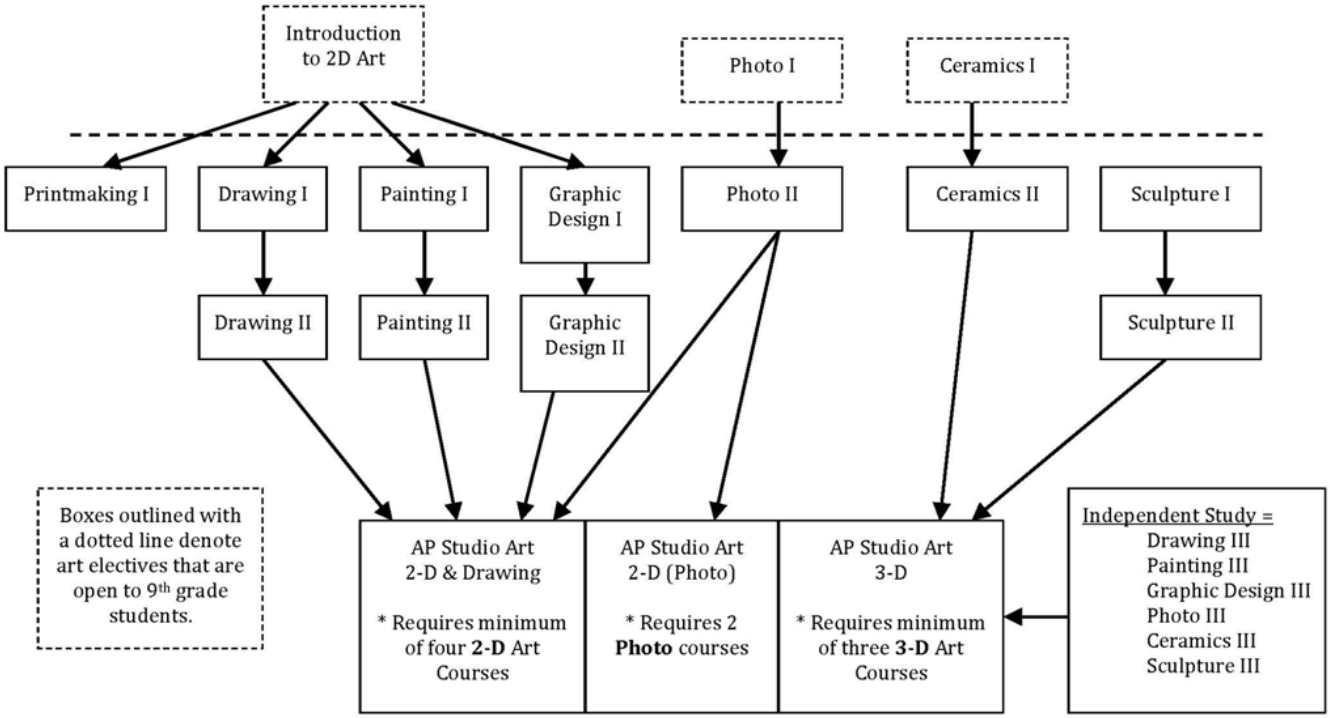
To graduate with less than a Core 40 diploma, the following formal opt-out process must be completed:

- The student, the student's parent/guardian, and the student's counselor meet to discuss the student's progress.
- The student's career and course plan is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined. Students may earn the General Diploma by earning 42 credits and completing the following requirements:

ENGLISH **8 Credits**	English 9	2 credits
	English 10	2 credits
	English 11	2 credits
	English 12	2 credits
	OR English 12-8 may be replaced with one of the following electives:	
	Contemporary Literature 1 credit / Composition ACP 1 credit	
	Creative Writing 1 credit / Literary Interpretation ACP 1 credit	
	Speech 1 credit / Speech ACP 1 credit	
MATH **4 Credits**	Must complete Algebra I	2 credits
	Additional Math course	2 credits
SCIENCE **4 Credits**	Biology I	2 credits
	Earth Science, ICP, Physics, Chemistry or Environmental Science	2 credits
SOCIAL STUDIES **4 Credits**	U.S. History I & II	2 credits
	U.S. Government	1 credit
	One additional Social studies credit	1 credit
PE/HEALTH **4 Credits**	PE I and PE II	2 credits
	Health	1 credit
	One additional PE or Health elective	1 credit
DIRECTED ELECTIVES **18 Credits**	World Languages, Fine arts, Business Computers, etc.	5 credits
	Thirteen additional electives in any area	13 credits

ART COURSE MAP

These course recommendations are for the serious art student who wants to concentrate on an art, architecture, or a photo educational plan at the high school level. These are also recommended courses to take before entering college.



Students in any Visual Arts Course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. In the areas of:

Art History: students search for meaning, significance, and direction in two-dimensional or three-dimensional works of art and artifacts through an in-depth biographical study and analysis of artwork from specific artists and time periods;

Art Criticism: students search for meaning, significance, and direction in two-dimensional or three-dimensional works of art by critically examining current works and artistic trends, and exploring art criticism as a method of identifying strengths and limitations in student artwork;

Aesthetics: students search for meaning, significance, and direction in two-dimensional or three-dimensional works of art and artifacts by attempting to respond to their personal questions about the nature of art, reflecting on their own changing definitions in relation to the art community in general; and

Production: students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional or three dimensional media. At this level, students produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.

ART

INTRODUCTION TO TWO-DIMENSIONAL ART

- A course for grades 9, 10, 11, & 12
- A one credit course
- A Core 40 and AHD course

This course is designed to give students a foundation of various art skills needed to take advanced art courses. The primary focus of this course will include the elements and principles of art, basic drawing skills, and painting techniques. Students will explore their own problem solving techniques and styles while working with a variety of media in the development of 2D works. A strong emphasis will be placed on the Elements and Principles of Art. Throughout the course students will gain knowledge in the areas of art history, art criticism, aesthetics, and art production. The combination of these four areas will allow the students to gain a well-rounded foundation and appreciation of art.

DRAWING I

- Prerequisite: A grade of C or better in Introduction to Two-Dimensional Art
- A course for grades 10, 11, & 12
- A one credit course
- A Core 40 and AHD course

Students at this level begin the foundational drawing portion of their portfolio. Students should have a sincere desire to learn to improve their direct observation skills in regards to drawing. Emphasis will be placed on the production of sketches and drawings from direct observation (still life objects). Basic value and shading techniques are taught through a variety of media, such as graphite, pastel, and colored pencils. Students are expected to participate in critiques, aesthetic discussions and learn about art history.

DRAWING II

- Prerequisite: A grade of C or better in Drawing I
- A course for grades 10, 11, & 12
- A one credit course
- A Core 40 and AHD course

This course is a continuation of the basic foundations taught in Drawing I. The primary focus of the course will be to concentrate on the students' ability to refine their own techniques and enhance their drawing ability from direct observation. This can include still life, portraiture and the human figure. Students will begin to search for meaning, significance, and direction in their work in order to find their own artistic voice.

PAINTING I

- Prerequisite: A grade of C or better in Introduction to Two-Dimensional Art
- A course for grades 10, 11, & 12
- A one credit course
- A Core 40 and AHD course

Students taking this class engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. In the beginning painting class, students will use a variety of materials such as watercolor, acrylic paint, and mixed media. They will learn a variety of techniques such as wash, overlay, stippling, pastels, gouache, and acrylics to add to production interest. Criticism and critiques will be a valuable learning platform both within individual and group settings.

PAINTING II

- Prerequisite: a grade of C or better in Painting I
- A course for grades 10, 11, & 12
- A one credit course
- A Core 40 and AHD course

Students will search for significance and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. Also, they will use organizational principles and functions to solve specific visual problems, apply media, techniques, and processes with sufficient skill to communicate intended meaning, and use a variety of materials such as mixed media, watercolor, oil, and acrylics. Students at this level produce works for their portfolios, which demonstrate a sincere desire to explore a variety of ideas and problems. They will search for meaning and significance, and direction in their work by responding to personal questions about the nature of art, reflecting on their changing definitions of art, and assessing their ideas in relation to the art community. This class will explore meaning and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary paintings. In art history, students will search for meaning, significance, and direction in their work through an in-depth analysis of historical and contemporary paintings from a variety of cultural groups. Students will have a chance to research their favorite artists.

ART

GRAPHIC DESIGN I (Visual Communication)

- Prerequisite: A grade of C or better in Introduction to Two-Dimensional Art
- A course for grades 10, 11, & 12
- A one credit course
- A Core 40 and AHD course

This course is designed to give students the opportunity to work with the graphic design portion of art. Emphasis will be placed on the creation of advertising designs and creatively conveying ideas visually, utilizing graphic design, typography, and illustration. Students must think clearly through the relationship between artist and consumer in developing artwork designed to relay a message in an artistically enticing yet efficient format. Students use a variety of sharp tools requiring fine motor skills.

GRAPHIC DESIGN II (Visual Communication)

- Prerequisites: A grade of C or better in Graphic Design I
- A course for grades 10, 11, & 12
- A one credit course
- A Core 40 and AHD course

This course is a continuation of the basic foundations taught in Graphic Design I. Emphasis will be placed on the creation of advertising designs and creatively conveying ideas visually, utilizing graphic design, typography, and illustration. Students must think clearly through the relationship between artist and consumer in developing artwork designed to relay a message in an artistically enticing yet efficient format. Designing work on the computer as well as by hand will also be introduced. Students use a variety of sharp tools requiring fine motor skills.

PHOTOGRAPHY I

- A course for grades 9, 10, 11, & 12
- A one credit course
- A Core 40 and AHD course

Photography I is an introductory course intended to teach the students basic principles of the photographic process and the elements of visual art. A complete examination of the history of photography and the camera will be coupled with contemporary practices in digital photography. Included will be a series of lecture-demonstrations to supplement the student's practical experience and the use of the photography textbook. Multiple criticism exercises and critiques of student work will be stressed. The class sessions explain the principles of photography, editing, criticism, production, and discuss how to apply them effectively to the out of class photography assignments. All production of photography in the course is digital and will be submitted online. There will also be a series of printed works, which students will use to learn about professional practices in fine art photography. Students will be using Adobe Photoshop to edit their work in class.

***Student must have access to a digital camera outside of class to complete weekly assignments**

PHOTOGRAPHY II

- Prerequisite: A grade of C or better in Photography I
- A course for grades 10, 11, & 12
- A one credit course
- A Core 40 and AHD course

Photography II will build upon skills and techniques established in Photography I. Students will explore alternative methods and goals for their photography. Students will continue to refine their technical understanding with an increased emphasis on off camera lighting and the studio environment. This course will also continue to refine conceptualization and creative voice in student work. The majority of work will be digitally based, with some printed production works. Online and classroom based critiques will help shape students as photographers. Students will be using Adobe Photoshop and will have access to additional photography equipment in class.

*Student must have access to a digital camera outside of class to complete weekly assignments.

PRINTMAKING

- Pre-requisite: A grade of C or better in Introduction to Two Dimensional Art
- **This is not a computer class**
- A course for grades 10, 11, & 12
- A one credit course
- A Core 40 and AHD course

Within this context, students create abstract and realistic prints utilizing processes such as etching, relief and embossing. Additionally students will produce works that apply media, technique, and processes to communicate their intended meaning. Students will use a variety of materials such as linocut, woodcut, stencil, silkscreen, and monoprint. Students at this level produce works for their portfolios, which demonstrate a sincere desire to explore a variety of ideas and problems. Students use a variety of sharp tools requiring fine motor skills.

ART

SCULPTURE I

- A course for grades 10, 11, & 12
- A one credit course
- A Core 40 and AHD course

In this course, students will explore three-dimensional form utilizing a variety of media. Lessons will encompass art history, art criticism, and aesthetics; however most of the focus is on art production. Students will study various historical contexts, relationships between their work and the work of others, and reflect on their ever-changing definition of sculpture. **The media to be explored include, but are not limited to: clay, plaster, stone, metal wire, and papier-mâché/newspaper.** Processes include modeling, casting, carving, assemblage and construction, and installation and collaboration. Students will explore realistic, abstract, and non-objective artworks. Students use a variety of tools and machines throughout the duration of this course, including heavy and sharp objects (hammers, chisels, rasps, files, knives, saws, needles, pliers, wire-cutters, X-actos) as they hone their fine motor skills. It is recommended that students take Ceramics 1 prior to this course.

SCULPTURE II

- Prerequisite: A grade of C or better in Sculpture I
- A course for grades 10, 11, & 12
- A one credit course
- A Core 40 and AHD course

Sculpture 2 will build upon the foundation of three-dimensional knowledge explored in Sculpture 1. The course will revisit previous media such as **clay modeling, metal wire assemblage, and stone carving**, but also explore advanced techniques of **metal casting, glass slumping, cardboard manipulation, soft-paper modeling, and installation with presentation**. Students will explore art history, art criticism (of their own work and the work of others), and aesthetics, all in effort to inform the decision making skills during the sculpting process. Aesthetic discussions, reflections, and investigations into the nature of art will take place regularly. Students at this level will produce works that demonstrate a sincere desire to explore a variety of ideas and problems. The course is designed to groom students for AP 3D Studio Art. Students use a variety of advanced tools and machines throughout the duration of this course, including sharp objects (butane torches, hammers, chisels, rasps, files, knives, saws, needles, pliers, wire-cutters, X-actos) as they hone their fine motor skills. Students should be aware that safety is imperative to the success of this course.

CERAMICS I

- A course for grades 9, 10, 11, & 12
- A one credit course
- A Core 40 and AHD course

In this course, students will: learn about the history of ceramics (clay), critique their own ceramic work, and the ceramic works of others, develop their personal aesthetic, and, most importantly, produce and create multiple quality works. Students will create works of art in clay utilizing the processes of hand-building, wheel-throwing, slip and glaze techniques, and electric kiln firing. Additionally, students will be asked to reflect upon their experiences with the clay, make cultural and historical connections, write about their processes, relate the course to other areas of academia, and explore career options related to ceramics. Students use a variety of tools and machines throughout the duration of this course, including sharp objects (knives, saws, needles) as they hone their fine motor skills.

CERAMICS II

- Prerequisite: A grade of C or better in Ceramics I
- A course for grades 10, 11, & 12
- A one credit course
- A Core 40 and AHD course

In this course, students will master the foundations established in Ceramics 1, such as hand-building and wheel-throwing basics. Students will also be introduced to new clay techniques such as drape, slump, and sling molding, slip decoration, carving, etching, and incising. This course highly emphasizes the use of the pottery wheel, as students will be starting the wheel-throwing process early in the course, and half of the projects must be completed on the wheel. Students will learn new areas of art history, practice formal art criticism, and explore personal aesthetics, all while enhancing the production-focus of the course. Aesthetic discussions, reflections, and investigations into the nature of art will take place regularly. Students use a variety of tools and machines throughout the duration of this course, including sharp objects (knives, saws, needles) as they hone their fine motor skills.

ART

STUDIO ART (2D DESIGN AND DRAWING PORTFOLIO), ADVANCED PLACEMENT

- Prerequisite: Requires completion and a grade of B or better in at least 4 two-dimensional courses.
- A course for grade 11 & 12
- A three credit course
- A Core 40 and AHD course

The expectation is that students taking this course will submit the appropriate portfolio materials for review to the College Board by the first week of May.

AP Studio Art is a course based on the content established by the College Board. Portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. Students must be prepared to work many hours outside of class on each project in order to complete the College Board requirement of at least 30 AP quality artworks for the year. The AP program is a cooperative endeavor that helps high school students' complete college-level courses and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and placement. Students who score a 3 or better on the AP Portfolio Exam may earn college credit for art. .

STUDIO ART (2D DESIGN PORTFOLIO– PHOTOGRAPHY EMPHASIS), ADVANCED PLACEMENT,

- Prerequisite: A grade of B or better in Photography 1 and Photography 2.
- A course for grades 10, 11, & 12 A one credit course
- A Core 40 and AHD course

The Two-Dimensional Design, Advanced Placement, Photography Emphasis course is designed to be a capstone course that builds upon the work and experiences in Photography I and II. The course will focus on building student portfolios that exhibit a coherence of vision and excellence in craft. Students will work to develop an in-depth and consistent investigation into a particular subject matter or genre with an outcome that shows artistic maturity as well as visual continuity. AP 2-D Design: Photography Emphasis is not based on a written exam; instead, the students will submit portfolios for evaluation at the end of the trimester. Students who score a 3 or better on the AP Portfolio Exam may earn college credit. In order for students to be successful in this course it is strongly recommended that they not only have a complete understanding of the concepts covered in Photography I and II but also have AP quality works they have produced in these courses they can use in their final portfolio.

- Students must have access to a digital camera outside of class to complete weekly assignments.

STUDIO ART (3D DESIGN PORTFOLIO), ADVANCED PLACEMENT

- Prerequisite: Prerequisite: Requires completion of at least 3 three-dimensional courses.
- A course for grade 11 & 12
- A three credit course
- A Core 40 and AHD course

The expectation is that students taking this course will submit the appropriate portfolio materials for review to the College Board by the first week of May.

AP Studio Art is a course based on the content established by the College Board. Portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. Students must be prepared to work many hours outside of class on each project in order to complete the College Board requirement of at least 30 AP quality artworks for the year. The AP program is a cooperative endeavor that helps high school students' complete college-level courses and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and placement. Students who score a 3 or better on the AP Portfolio Exam may earn college credit for art.

INDEPENDENT STUDY

- Prerequisite: Since this is a level 3 course, students must have earned a B or above in level 1 and 2 of the previous courses
- Permission of instructor and coordination through Counselor
- A one credit course
- A course for grades 12

This course is an equivalent to Drawing III, Painting III, Graphic Design III, Photography III, Ceramics III, and Sculpture III. Final enrollment determined on space availability, course prerequisites, teacher recommendation, and guidance counselor. Enrollment may not be confirmed until the end of the school year. Independent study is available to a select number of students who have exhausted the curriculum offerings in a particular course of study. The student will work collaboratively with the teacher to determine the course of study, project expectations, and other academic requirements when completing the application process. The teacher will ultimately approve the student's application and submit to the guidance office. A final presentation as well as a written component will be required of all independent study students. Placement for Independent Study is at the discretion of the teacher and the guidance counselor.

BUSINESS, MARKETING AND INFORMATION TECHNOLOGY DEPARTMENT

ACCOUNTING I

- **This is a BYOT class**
- Credit: A two credit course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended grade levels 9, 10, 11 & 12

Accounting introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and corporations 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. Accounting is the most fundamental study which prepares students to enter their personal and business financial worlds. All students contemplating a collegiate business or management major of any type are urged to complete this course. Students will learn to keep journals, ledger accounts, and construct financial statements for proprietorships (first trimester) and for corporations (second trimester). This course utilizes on-line working papers for the majority of the instruction.

FINANCIAL SERVICES—ACCOUNTING II

- **This is a BYOT class**
- Prerequisite: Accounting I. B Average in Accounting I preferred.
- Credit: A two credit course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended grade levels: 10, 11 and 12

Financial Services provides instruction in finance and business fundamentals as they relate to financial institutions, financial planning, business and personal financial services, investment and securities, risk management, and corporate finance. Students are provided opportunities to develop attitudes and apply skills and knowledge in the area of finance. Students will enhance their understanding of depreciation, accrual concepts, inventory systems, notes, stocks and bonds, budgeting, and cash flow. Lectures, projects, case studies, and demo of problem solving will be the primary means for instruction in this class to assist students in applying financial principles. Students should be active in classroom discussion and in-class work.

ACP INTRODUCTION TO BUSINESS

- **This is a BYOT class**
- A student must have a GPA of 2.7 to be eligible for admission to the ACP Program
- Credit: A one credit course
- A Core 40, Core 40 with Academic Honors (Class of 2015 only), and Core 40 with Technical Honors diploma elective and directed elective course
- Recommended grade levels: 11 & 12

Introduction to Business is part of Indiana University's Advance College Project. Westfield High School will be following the curriculum and syllabus for Indiana University's X100 Introduction to Business. Students will be provided the opportunity to take this course for 3 hours of Indiana University college credit in X100 that are transferable to most other universities, both in-state and out-of-state. The requirements for acceptance to the ACP program is a 2.7 GPA. This introductory course covers the terms and concepts associated with the environments in which businesses operate. Emphasis will be placed on business in a changing world, starting and growing a business, managing for quality and competitiveness, creating the human resource advantage, and financing the enterprise. There is a course fee to take Introduction to Business ACP for IU credit.

INTRODUCTION TO BUSINESS

- Prerequisites: None
- Credit: A one credit course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended Grade Levels: 9 & 10. **Juniors and seniors with a B average or above should take ACP Introduction to Business.**

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 further develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments. Diversity training, employment skills, and teamwork will also be included.

BUSINESS LAW AND ETHICS

- Prerequisites: None
- Credit: A one credit course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended grade levels: 10, 11 & 12
- Not offered in 2014-2015. Offered every other year.

Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses. This upper level business course is designed for students who plan to major in business, accounting, law, marketing, finance, or management in college. A major portion of this course will concentrate on contract law. Also included will be individual rights, business rights, student rights, and purchase agreements. Court cases are studied and analyzed to help students understand the material presented. Critical thinking and analytic skills are strongly utilized.

BUSINESS, MARKETING AND INFORMATION TECHNOLOGY DEPARTMENT

BUSINESS MATHEMATICS 1-2

- A Prerequisite: None
- Credit: A one or two credit course
- Recommended grade levels: 11 & 12
- Fulfills a Mathematics requirement for the General Diploma only or counts as an Elective or Directed Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Business Math is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences. Business Mathematics is a business course designed to develop the ability to solve real world problems in order to become productive citizens and workers in a technological society. Areas of study to be included are number relationships and operations; patterns and algebra; measurements; and statistics and probability. Problem-solving applications will be used to analyze and solve business problems for such areas as taxation; savings and investments; payroll records; cash management; financial statements; purchases; sales; inventory records; and depreciation.

GLOBAL ECONOMICS

- Prerequisites: Algebra I
- Credit: A one credit course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended Grade Levels: 11 & 12
- **Meets the graduation requirement for Economics**

Business, Management, and Finance is a career and technical education business course that prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and to perform business-related functions. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business administration, management, and finance. Global Economics is a business course that provides students with an understanding of their role as consumers and producers in domestic and global economies. This course enables students to understand how the economic system operates while comprehending their role in that system. Students deal with public policy, international economics, microeconomics, and macroeconomics in comparing economic systems and using selected economic measures. Projects, simulations, case studies, and business experiences are used to apply economic theories. This course may include lecture, note-taking, discussion, practice, computers, projects, simulations, case studies, quizzes, tests, and other strategies. Students will enhance the study of economics. Emphasis will be placed on understanding what economics is, what economic systems exist and in depth analysis of the American Free Enterprise system. How markets work, business and labor, money, banking and finance, measuring economic performance, the government impact on the economy and the global economy are examples of course content.

PERSONAL FINANCIAL RESPONSIBILITY

- Prerequisites: None.
- Credit: A one credit course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended Grade Levels: 9 & 10

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

ACP PERSONAL FINANCE

- **This is a BYOT class**
- A student must have a GPA of 2.7 to be eligible for admission to Indiana University
- Prerequisites: Accounting I
- Credit: A one credit course
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Recommended Grade Levels: 11 & 12

ACP Personal Finance is part of Indiana University's Advance College Project. Westfield High School will be following the curriculum and syllabus of Indiana University's F260 Personal Finance. Students will be provided the opportunity to take this course for 3 hours of Indiana University college credit in F260 that are transferable to most other universities, both in-state and out-of-state. . The requirements for acceptance to the ACP program is a 2.7 GPA. This introductory course covers foundations of financial planning, managing basic assets, managing credit, managing insurance needs, managing investments, and retirement and estate planning. Emphasis will be placed on financial problems encountered in managing individual affairs; family budgeting, installment buying, insurance, home ownership, investing in securities, as well as retirement planning. There is a course fee to take Personal Finance ACP for IU credit.

BUSINESS, MARKETING AND INFORMATION TECHNOLOGY DEPARTMENT

ENTREPRENEURSHIP AND NEW VENTURES I

- Prerequisites: None
- Credit: A one credit course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended Grade Levels: 9, 10, 11 & 12

Entrepreneurship and New Ventures introduces entrepreneurship, and develop skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and "go to" market strategies will be explored through mini case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software. Local entrepreneurs are involved in classroom activities and as guest speakers.

ENTREPRENEURSHIP AND NEW VENTURES II

- Prerequisite: Entrepreneurship and New Ventures I
- Credit: A one credit course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended grade levels: 10, 11 & 12

Entrepreneurship and New Ventures introduces entrepreneurship, and develop skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and "go to" market strategies will be explored through mini case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software. Students will develop a business idea; then research every aspect of starting and running that business. Students will also use a retail business management computer simulation to learn small business management concepts. Local entrepreneurs are involved in classroom activities and as guest speakers. The capstone of this course is a complete written business plan.

PRINCIPLES OF MARKETING I

- Prerequisites: None
- Credit: A one credit course
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended Grade Levels 10, 11 & 12

Principles of Marketing provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management. This is an upper level business course designed for students who plan to major in business or marketing in college. Students are encouraged to become members of DECA. This course is a pre-requisite option for *Merchandising* and *Sports & Entertainment Marketing*.

MERCHANDISING-FASHION

- Prerequisite: Principles of Marketing I
- Credit: A one credit course
- Counts as a directed elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended grade levels: 11 & 12

Merchandising is a specialized marketing course providing instruction of marketing practices that support the sale of products to retail consumers. Emphasis is placed on oral and written communications, problem solving, and critical thinking skills as they relate to product design, selling, pricing, distribution, retail promotion, visual merchandising, retail cycles, retail theories, and career opportunities in the retail industry. This course, which is and upper level business course designed for students who plan to major in marketing or fashion at the college level, can focus on a specific retail sector, such as fashion, sporting goods, or electronics. Students may organize a fashion show for the student body. Students are encouraged to become members of DECA

SPORTS AND ENTERTAINMENT MARKETING

- Prerequisite: Principles of Marketing I
- Credit: A one credit course
- Counts as a directed elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended grade levels: 10, 11 & 12

Sports and Entertainment Marketing is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace.

BUSINESS, MARKETING AND INFORMATION TECHNOLOGY DEPARTMENT

CAREER COURSES

PREPARING FOR COLLEGE AND CAREERS

- Prerequisite: none
- Credit: A one credit course
- Counts as a directed elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended grade levels: 9 & 10

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

PROFESSIONAL CAREER INTERNSHIP

- Prerequisites: Preparing for College and Careers (may be waived with business department approval)
- Credit: A one credit course
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- A minimum of 70 hours of workplace experience and a minimum of 15 hours of workshops, seminars, and/or classroom activities is required for one credit
- A minimum of 140 hours of workplace experience and a minimum of 30 hours of workshops, seminars, and/or classroom activities is required for two credits
- A course for grade levels: 11 & 12
- Internship placement must match College and Career Plan
- Students are responsible for securing internship site
- May be repeated for one additional trimester
- Transportation is the responsibility of the student.

Professional Career Internship is a College and Career Readiness course that is designed to provide opportunities for students to explore careers that require additional degrees or certifications following high school. The emphasis of the experience is on applying skills developed through instruction and on learning new career competencies at the internship site. The internship is tailored to the unique needs and interests of the student and is considered a high school capstone experience towards fulfillment of the student's meaningful future plan. Upon completion of the internship, students will review and revise their College and Career plans. A training agreement outlines the expectations of all parties: the intern, parent/guardian, site supervisor/mentor, internship supervisor, and the school. Students participating in these structured experiences will follow class, school, business/industry/ organization, State, and Federal guidelines. Internships may be paid or unpaid and must include a classroom component (series of seminars, workshops, or class meetings) and regular contact between the interns and internship coordinator. This course is designed for students to explore work experiences and gain a better understanding of occupations of interest. In class, the student will research and assess her/his own career interests through personality and career interest tests and job shadowing. The student will then participate in an extended internship in an area derived from this exploration. Anticipated sites include, but are not limited to, health care, legal, business, communications, and engineering and may vary according to student interests Students are required to match their internship placement with their intended college major. This class is highly recommended for students who intend to graduate from college and be employed as a professional. Each participant must provide transportation to and from the internship site and utilize their time (i.e. release periods) to provide adequate time at the Internship site.

BUSINESS, MARKETING AND INFORMATION TECHNOLOGY DEPARTMENT

COMPUTER COURSES

INTRODUCTION TO COMPUTER SCIENCE

- Introduction to Computer Science can replace Digital Citizenship as a perquisite for more advanced business department computer courses.
- Credit: A one credit course
- Recommended grade levels: 9, 10, 11, & 12

Introduction to Computer Science is a course that will introduce students to the structures and language of computer science. This introductory course will use a variety of development environments and programming languages to allow students to experience computer science in an easy to understand, hands-on way. This is a great course for any student who is curious, but unclear, about what computer science really is. This course meets the pre-requisite computer literacy requirement for all business computer courses.

DIGITAL CITIZENSHIP

- Credit: A one credit course
- Counts as a Directed Elective, or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended grade levels: 9, 10, 11 & 12

Digital Citizenship prepares students to use computer technology in an effective and appropriate manner. Students develop knowledge of word processing, spreadsheets, presentation and communication software. Students establish what it means to be a good citizen and how to use technology appropriately. Students will learn basic concepts in computing along with Microsoft Office 2010, including Word, Excel, Access, and Power Point. Concepts will be taught using real world simulations and applications. This is an excellent class to prepare students for papers and presentations which are required in many of their high school classes, college classes, and the business world. Students should be given the opportunity to seek an industry-recognized digital literacy certification.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

- Credit: A one credit course
- Counts as a Directed Elective, or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Recommended grade levels: 9, 10, 11 & 12

Information and Communications Technology introduces students to the physical components and operation of computers. Technology is used to build students decision-making and problem-solving skills. *Information and Communications Technology* is will continue to build on the computer skills learned in Digital Citizenship. Students will learn advanced concepts in computing along with Microsoft Office 2010, including Word, Excel, Access, and Power Point. Concepts will be taught using real world simulations and applications. This is an excellent class to prepare students for papers and presentations which are required in many of their high school classes, college classes, and the business world. Students should be given the opportunity to seek an industry-recognized digital literacy certification.

COMPUTER PROGRAMMING I—GAME PROGRAMMING I

- Prerequisite: Algebra I
- Credit: A one credit course
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Recommended Grade Levels: 9, 10, 11 & 12

Computer Programming I covers fundamental concepts of programming provided through explanations and effects of commands, and hands-on utilization of lab equipment to produce correct output. This course introduces the structured techniques necessary for efficient solution of game industry-related computer programming logic problems and coding solutions into a high-level language. This course includes program flowcharting, pseudo coding, and hierarchy charts as a means of solving these problems. Reviews algorithm development, flowcharting, input/output techniques, looping, modules, selection structures, file handling, and control breaks. Computer Programming I offers students an opportunity to apply skills in a laboratory environment.. This course is designed to introduce students to the basics of game programming and development. Students will learn programming theory along with hands-on experience in object-oriented programming and the craft of game production

COMPUTER PROGRAMMING II—GAME PROGRAMMING II

- Prerequisite: Game Programming I
- Credit: A one credit course
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Recommended Grade Levels: 10, 11 & 12

Computer Programming II – Game Programming II explores and builds skills in Java and continues the study of game programming from Game Programming I with a focus on developing graphic applications. This course will prepare students for AP Computer Science. The study of Java provides a basic understanding of the fundamentals of procedural program development using structured, modular concepts. Emphasizes logical program design involving user-defined functions and standard structure elements. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers. Data file access methods are also presented. The development of Java programming skills will provide a basic understanding of the fundamental concepts with an emphasis on logical program design using a modular approach which involves task oriented program functions.

BUSINESS, MARKETING AND INFORMATION TECHNOLOGY DEPARTMENT

.COMPUTER PROGRAMMING II – PRE-AP JAVA

- Prerequisite: Algebra I
- Credit: A one credit course
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Recommended grade levels: 10, 11 & 12

Computer Programming II explores and builds skills in Java. The study of Java provides a basic understanding of the fundamentals of procedural program development using structured, modular concepts. *Computer Programming II* emphasizes logical program design involving user-defined functions and standard structure elements. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers. Data file access methods are also presented. The development of Java programming skills will provide a basic understanding of the fundamental concepts with an emphasis on logical program design using a modular approach which involves task oriented program functions. Java allows the design of an Internet user interface. The application is built by selecting forms and controls, assigning properties and writing code. This course is designed to introduce students to the programming fundamentals using the JAVA language. Students will learn programming theory along with hands-on experience in object-oriented programming. Emphasis on logical thinking processes is required for problem analysis and solving. JAVA is a cross platform language that is often used for Internet applications.

COMPUTER PROGRAMMING II—C++

- Prerequisite: Algebra I
- Credit: A one credit course
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Recommended grade levels: 10, 11 & 12

Computer Programming II explores and builds skills in C++. The study of C++ provides a basic understanding of the fundamentals of procedural program development using structured, modular concepts. *Computer Programming II* emphasizes logical program design involving user-defined functions and standard structure elements. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers. Data file access methods are also presented. The development of C++ programming skills will provide a basic understanding of the fundamental concepts with an emphasis on logical program design using a modular approach which involves task oriented program functions. This course is designed to introduce students to programming fundamentals using the C++ language. Students will learn programming theory along with hands-on experience in object- oriented programming. Emphasis on logical thinking processes is required for problem analysis and solving.

COMPUTER SCIENCE A, ADVANCED PLACEMENT

- Recommended: Pre AP Java, Game Programming II or teacher recommendation
- Credit: A two credit course, 1 credit per semester
- Fulfills math requirements for the General, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as a Directed Elective or Elective for any diploma
- Recommended grade levels: 10, 11 & 12

Computer Science A, Advanced Placement is a business mathematics course that provides students with the content established by the College Board. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and also includes the study of data structures, design, and abstraction. The course provides students an alternative to taking pre-calculus or calculus to fulfill the four-year math requirement for graduation. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/repository/ap-computer-science-course-description.pdf.

WEB DESIGN I

- Credit: A one credit course
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Recommended grade levels: 9, 10, 11 & 12

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

WEB DESIGN II

- Prerequisite: Web Design I
- Credit: A one credit course
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Recommended grade levels: 10, 11 & 12

Web Design II is a course that provides instruction in the principles of web design using HTML/XHTML and current/emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Instructional strategies should include peer teaching, collaborative instruction, project-based learning activates and school community projects. *Web Design II* is designed to expand student knowledge of web development. Students will learn advanced web development techniques such as Javascript, CSS, ASP, XML, and Flash. Other topics covered may include elements of design, interactivity, pod casting, and vid casting.

ENGINEERING & TECHNOLOGY EDUCATION

TECHNOLOGY SYSTEMS

- A course for grades 9, 10, 11, and 12
- A one credit course
- A CORE 40 ELECTIVE and an Academic Honors and Technical Honors elective

Technology Systems is a course that focuses on the technologies used in the career pathways related to Architecture & Construction, Manufacturing, Technology, Transportation, & Engineering Design career clusters. Students will have project based assignments that help introduce them into these fields. Students are also introduced to, and engaged in, investigating career opportunities. This is a great introductory course into Technology Education

INTRODUCTION TO DESIGN PROCESSES (1-2)

- A course for grades 9, 10, 11, and 12
- A two credit course
- A Core 40 elective and an Academic Honors and Technical Honors elective
- If student has completed Introduction to Engineering Design, Introduction to Design Processes can not be taken.

Introduction to Design Process (1-2) is a course that introduces students to the graphic language of industry. It is a specialized course that explores technological processes and employs creative problem solving in developing, engineering, testing, and communicating designs, structures, and systems. The course covers such areas as sketching, multi-view drawing, sectioning, dimensioning, pictorial drawings, and 3D solid modeling. Students will participate in design drafting activities using CAD software on the computer. All drawing equipment is provided. This course is highly recommended for students planning a career in engineering, technology, or any post secondary technical training.

INTRODUCTION TO COMMUNICATION (1-2)

- A course for grades 9, 10, 11, and 12
- A two credit course
- A Core 40 elective and an Academic Honors and Technical Honors elective
- Not Offered in 2014-2015

Introduction to Communication (1-2) is a course that introduces students to devices, processes, and products involved in communicating in a high-tech environment. This hands-on course enables students to use practical production skills while developing and producing instructional and informational products. Students learn to use graphics programs, video scanners, camcorders, digital cameras, still video equipment, and video editing equipment while producing actual products. The skills and knowledge gained in this course provide an excellent background for continued schooling or work in the area of telecommunications, production, or electronic graphic arts.

INTRODUCTION TO CONSTRUCTION (1-2)

- A course for grades 9, 10, 11, and 12
- A two credit course
- A Core 40 elective and an Academic Honors and Technical Honors elective

This course offers hands-on activities and real world experiences related to the skills essential in residential construction. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to construction trades. In addition, students are introduced to blueprint reading, basic tools and equipment, and safety. Students will demonstrate building construction techniques including framing, roofing, exterior finishing, electrical, plumbing, dry wall and painting. Students learn architectural ideas and how projects are managed during a construction project. Students also investigate topics related to the purchasing and maintenance of structures, green construction and construction careers.

INTRODUCTION TO MANUFACTURING

- A course for grades 9, 10, 11, and 12
- A one credit course
- A Core 40 elective and an Academic Honors and Technical Honors elective

Introduction to Manufacturing is a broad course that explores the application of tools, materials, and energy in developing, producing, using and assessing manufactured products. Students will explore manufacturing processes such as plastics, robotics, hot metal foundry, and CAD/ CAM. This is a comprehensive study of most manufacturing processes available today. Students will also explore techniques used to apply technology in obtaining resources and in changing them into industrial materials and finished products through a production process.

INTRODUCTION TO TRANSPORTATION (1-2)

- A course for grades 9, 10, 11, and 12
- A two credit course
- A Core 40 elective and an Academic Honors and Technical Honors elective

Introduction to Transportation (1-2) is a course that explores the application of tools, materials, and energy in designing, producing, using and assessing transportation processes. Students will explore systems and techniques used to apply technology to move people and cargo in vehicles and by other means on land, in water, air, and space. This is a comprehensive study of most transportation processes available today. Practical lab applications are a major part of this course.

ENGINEERING & TECHNOLOGY EDUCATION

INTRODUCTION TO ADVANCED MANUFACTURING AND LOGISTICS (1-2)

- Prerequisite: Introduction to Manufacturing or Introduction to Transportation (1-2)
- A CORE 40 elective and an Academic Honors and Technical Honors elective
- A course for grades 10, 11, and 12
- A two credit course

Introduction to Advanced Manufacturing and Logistics is a course that specializes in how people use modern manufacturing systems with an introduction to advanced manufacturing and logistics and their relationship to society, individuals, and the environment. Students apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products Students investigate the properties of engineered materials such as: metallics; polymers; ceramics; and composites. Students study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. After gaining a working knowledge of these materials, Students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, MSDS's, chart and graph reading and MSSC concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors.

ADVANCED MANUFACTURING I (1-2)

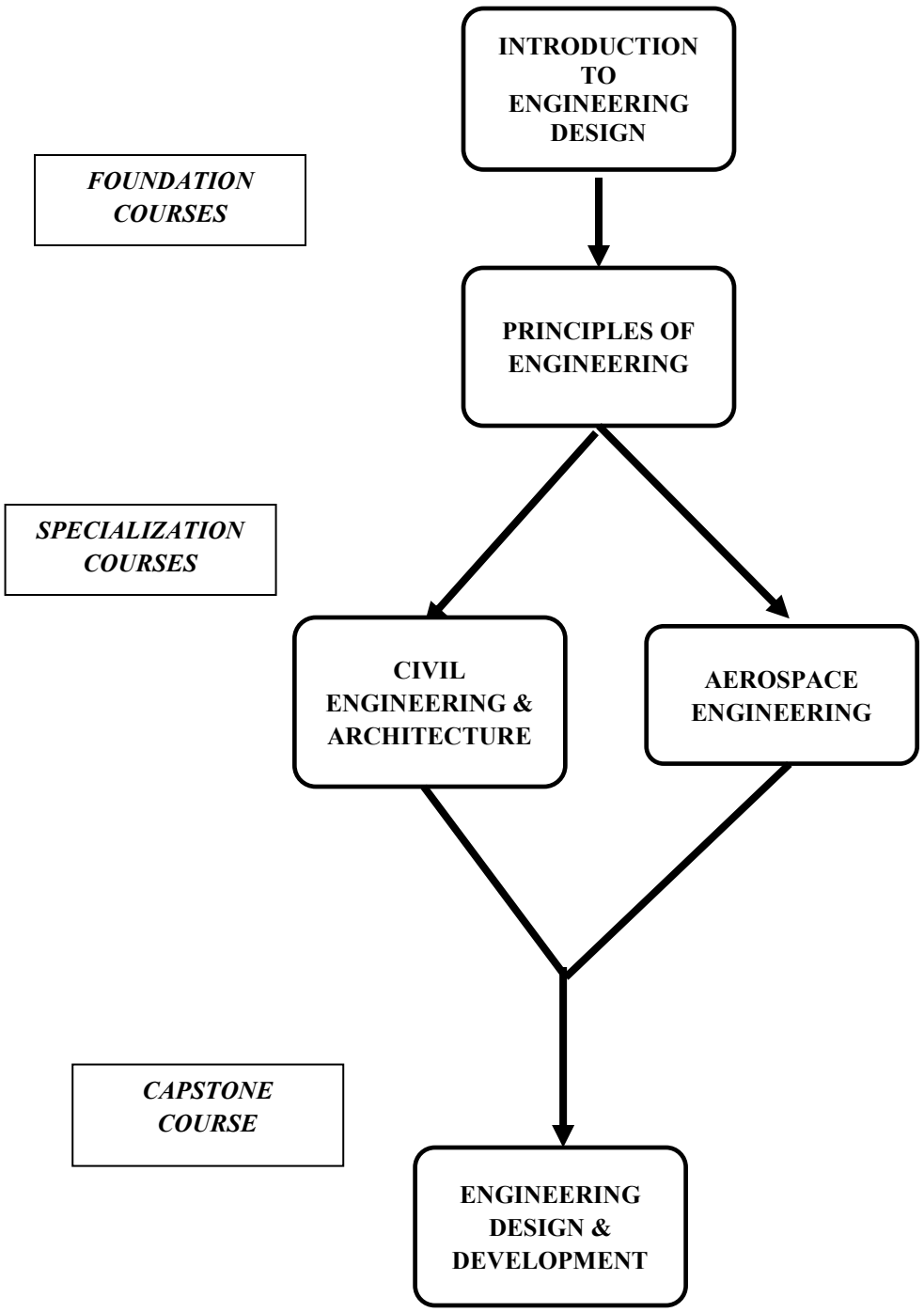
- Prerequisite: Introduction to Advanced Manufacturing and Logistics (1-2)
- A CORE 40 and an Academic Honors and Technical Honors Diploma elective
- A course for grades 11, and 12
- A two credit course
- Not Offered in 2014-2015

Advanced Manufacturing I is a course that includes classroom and laboratory experiences in two broad areas: Industrial Technology/ Software Controls and Manufacturing Trends. Industrial Technology and Software Controls covers wiring and schematic diagrams used to design, install, and repair electrical/electronic equipment such as wireless communication devices. Course content will include basic theories of electricity, electronics, digital technology, and basic circuit analysis. Understanding and using the underlying scientific principles related to electricity, electronics, circuits, sine waves, and Ohm's Law are integral to this course. Manufacturing Trends covers basic concepts in manufacturing operations and plant floor layout in the production environment. Applications of Computer Numerical Control (CNC), and lathe and turning operations are developed as a foundation for machining operations. Fluid power concepts will include hydraulic components and circuits, laws and principles, fluid power controllers, and the construction of systems. Students will also be introduced to lean manufacturing and the concepts related to it. This course includes MSSC concepts required to earn MSSC certification.

ENGINEERING & TECHNOLOGY EDUCATION

PROJECT LEAD THE WAY– PATHWAY TO ENGINEERING

Below is the WHS four year sequence of courses, when combined with traditional mathematics and science courses, introduces students to the scope, rigor and discipline of engineering and technology prior to entering college.



ENGINEERING & TECHNOLOGY EDUCATION

PROJECT LEAD THE WAY— PATHWAY TO ENGINEERING

The PLTW Pathway To Engineering (PTE) program is a sequence of courses, which follows a proven hands-on, real-world problem-solving approach to learning. Throughout PTE, students learn and apply the design process, acquire strong teamwork and communication proficiency and develop organizational, critical -thinking, and problem-solving skills. They discover the answers to questions like how are things made and what processes go into creating products? Students use the same industry-leading 3D design software used by major companies. They explore aerodynamics, astronautics and space life sciences. They work collaboratively on a culminating capstone project. It's STEM education and it's at the heart of today's high-tech, high-skill global economy.

PTE courses complement traditional mathematics and science courses and can serve as the foundation for STEM-centered or specialized academies. The program is designed to prepare students to pursue a post-secondary education and careers in STEM-related fields.

INTRODUCTION TO ENGINEERING DESIGN HONORS (PLTW) (1-2)

- An Academic Honors and Technical Honors Diploma career program elective
- A course for grades 9, 10, 11, and 12
- A two credit course

This PLTW course encourages and compliments student problem solving skills with an emphasis placed on the development of three-dimensional solid models. Utilizing simple sketching of geometric shapes and applying a solid modeling program, students will learn problem solving design processes as they apply to manufacturing a product for industry. A Computer Aided Design System (CAD) will be used to analyze and evaluate the product design. The techniques learned, and equipment used, are currently being used by engineers throughout the United States.

PRINCIPLES OF ENGINEERING HONORS (PLTW) (1-2)

- Prerequisite: Introduction to Engineering Design
- An Academic Honors and Technical Honors Diploma career program elective
- A course for grades 10, 11, and 12
- A two credit course

Students will explore several areas of engineering throughout the course including: thermodynamics, mechanisms, fluid power, electrical control systems, strength of materials, statics, characteristics and properties of materials, quality control, review of the design process, material testing, and kinematics. By exploring various technology systems and manufacturing processes, students will learn how engineers and technicians use math, science, and technology in an engineering problem solving process to benefit mankind. Hands-on, problem-based activities supplement the subject matter provided within the curriculum.

AEROSPACE ENGINEERING HONORS (PLTW), ADVANCED SCIENCE (1-2)

- Prerequisite: Introduction to Engineering Design & Principles of Engineering or Physics with recommendation from teacher
- An Academic Honors and Core 40 Science course
- Meets Technical Honors elective
- A course for grades 11, and 12
- A two credit course

Students will be exposed to the world of aeronautics, flight and engineering, applying engineering and scientific concepts in the solution of aerospace problems. Units of study include: evolution of flight, physics of flight, flight planning and navigation, materials and structure, propulsion, flight physiology, space travel, orbital mechanics, alternative applications of space technologies, remote systems (including VEX autonomous and user controlled robotics) and aerospace careers. Aerospace Engineering is a Project Lead The Way Course.

CIVIL ENGINEERING AND ARCHITECTURE HONORS (PLTW) (1-2)

- Prerequisite: Introduction to Engineering Design
- An Academic Honors and Technical Honors Diploma career program elective
- A course for grades 10, 11, and 12
- A two credit course

Civil Engineering and Architecture allows students to apply what they learn about various aspects of civil engineering and architecture to the design and development of a property. Students explore hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture.

ENGINEERING DESIGN AND DEVELOPMENT HONORS (1-2)

- A two credit course
- An Academic Honors and Technical Honors Diploma career program elective
- A course for grade 12
- Prerequisite: Introduction to Engineering Design & Principles of Engineering plus a minimum of at least one specialized course (Aerospace, or Civil Engineering & Architecture)

Engineering Design and Development is a research course in which students will work to research, design, test and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the student to reach a solution to the problem. The student presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skills and knowledge learned in previous Project Lead The Way courses. This course also engages students in time management and teamwork skills, a valuable set for students in the future.

ENGLISH

ENGLISH 10 (3-4) OR (3A, 3B, and 4A)

- A two or three credit course
- A Core 40 and AHD course

English 10/3 and 10/4, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 10 and the Common Core State Standards for English/ Language Arts, is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres including plays, classic and contemporary novels, non-fiction documents and novels, short stories, and poetry. Beyond these, English 10 develops the reading cannon, increases the conscious choice of reading and writing strategies, and prepares students for the End of Course Assessment that is taken after 10/4. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10. Students write short story analyses, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

ENGLISH 10 HONORS (3-4)

- The recommended criteria for placement in English 10 Honors is prior trimester grade of "B" or higher in an Honors English class, an "A" in a regular English class, or teacher recommendation
- A Core 40 and AHD course
- A two credit course

English 10/3 Honors and 10/4 Honors, an integrated English course based on Indiana's Academic Standards for English/Language Arts in Grade 10 and the Common Core State Standards for English/Language Arts, is a dynamic and fast-paced study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres including plays, classic and contemporary novels, non-fiction documents and novels, short stories, and poetry. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance. Students vigorously read, analyze, and evaluate all texts to prepare for both the End of Course Assessment taken at the end of 10/4 and Advanced Placement English courses. Students write short stories analyses, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

ENGLISH 11 (5-6)

- A two credit course
- A Core 40 and AHD course

In English 11/5 – 11/6, students move from predominantly analyzing and using the elements of written language to making judgments based on those analyses. English 11 also incorporates a survey of American Literature from different time periods. Composition in English 11/5-11/6 continues to refine students' abilities to articulate sophisticated ideas in an organized manner. Increased sensitivity to context--audiences, purposes, and other environmental considerations--helps students better communicate their thoughts. Juniors will complete a research paper utilizing the writing process. Practice in oral communication (speech) provides opportunities for students to integrate other reading and language arts skills as they incorporate correct grammar, usage, vocabulary, reading, and composition skills while learning to express ideas verbally.

ENGLISH 11 HONORS (5-6)

- A two credit course
- A Core 40 and AHD course

English 11/5 and 11/6 (Honors) move from predominantly analyzing and using the elements of written language to making judgments based on those analyses on a more rigorous level than English 11. Students continue making judgments based on their analysis of professional works. They practice synthesizing elements of style and construction into their own writing. Self-evaluation and evaluation of professional writers are both a part of this class. The class also incorporates a survey of American Literature from different time periods. Students write a variety of compositions ranging from analytical, expository, and persuasive to more creative pieces such as poetry and playwriting. Students will also complete a formal research paper with MLA documentation in 11/6. Students will continue to review the mechanical aspects of writing such as punctuation, placement of modifiers, effective syntax and diction, and pronoun/antecedent agreement. The recommended criteria for placement in an English 11 is prior trimester grade of "B" or higher in an Honors English class, an "A" in a regular English class, or teacher recommendation.

ENGLISH 12 (7-8)

- A Core 40 and AHD course
- A one or two credit course

In English 12/7-12/8, students practice explaining and defending their analysis of readings to others. The emphasis is on different cultural contexts and is intensified through a focus on British Literature. Students learn to identify and communicate about the broad themes, trends, and cultural issues present in British Literature. Literature instruction focuses on these opportunities:

* Applying appropriate reading skills and strategies to make and defend judgments about written quality and content of literary works
* Responding critically, reflectively, and imaginatively to the literature of outstanding British writers
* Further enlarging vocabulary

Composition in English 12/7-12/8 should demonstrate (1) a clearly identified audience, (2) a well articulated purpose and thesis, and (3) a structured body that fulfills its stated purpose and supports its thesis. Oral Communication (speech) continues to emphasize the organization of ideas, awareness of audience, and sensitivity to context in carefully researched and well organized presentations.

ENGLISH

ENGLISH ELECTIVES

AP ENGLISH LANGUAGE AND COMPOSITION

- A course for grade 11 & 12
- A three credit course
- A Core 40 and AHD course
- This course may replace either junior or senior English requirements

AP English Language and Composition is a course for juniors based on content established by the College Board. This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled college writers who compose for a variety of purposes. The purpose of the course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. Students will recognize and develop stylistic techniques through utilizing a wide-ranging vocabulary, a variety of sentence structures, and logical organization, while learning to effectively use rhetoric. Students will prepare for and be expected to take the AP English Language and Composition exam. Because of the heavy emphasis on writing, it is weighted at 50% of the trimester grade.

AP ENGLISH LITERATURE AND COMPOSITION

- A course for grade 12
- A three credit course
- A Core 40 and AHD course
- This course may replace both senior English requirements
- Prerequisite: 6 earned English credits

AP English Literature and Composition is a course based on content established by the College Board. Students enrolled in English Literature and Composition will critically analyze the structure, style, and themes of a representative literature from various genres and periods. Students will also describe the use of elements of language such as figurative language, imagery, symbolism, and tone. Students will write well-developed and organized essays that are clear, coherent, and persuasive in nature. Students will prepare for the AP English Literature and Composition test in May. Writing is an integral part of the course, as the AP exam is weighted toward student writing about literature. Writing assignments will focus on the critical analysis of literature and will include expository, analytical and argumentative essays.

ACP COMPOSITION (IU W131)

- A student must have a GPA of 2.7 to be eligible for admission to the ACP Program
- A course for grade 12
- A one credit course
- A Core 40 and AHD course
- Prerequisite: At least 6 earned English credits

Composition ACP offers students an opportunity to develop the knowledge, skills, and perspectives that every college freshman is expected to attain. The course is developed in cooperation with Indiana University. In this course students will learn, by explanation and example, many ideas, patterns, and methods for composing dynamic papers that exhibit personal investment. Through critical reading and thinking, speaking, and especially writing, students will master college level academic writing and seek to identify and clarify their own specific writing style. In addition to the one credit offered through Westfield High School, this class may also be taken for three college credits through Indiana University that may be transferable to most other universities, both in-state and out-of-state. There is a course fee to take Composition ACP for IU credit. IU minimum requirements for acceptance in an ACP class is a GPA of 2.7 or higher.

ACP LITERARY INTERPRETATION (A202)

- A student must have a GPA of 2.7 to be eligible for admission to the ACP Program
- Prerequisite: at least 7 earned English credits
- ACP Composition
- A course for grade 12
- A one credit course
- A Core 40 and AHD course

ACP Literary Interpretation is a course for high school students capable of college-level work. Development of critical skills essential to participation in the interpretive process of the college class will be emphasized through various readings, class discussion, and focused writing assignments. The course is developed in cooperation with Indiana University. Students will read literature closely with a focus on poems that have something in common, particularly first-person poems, place works of fiction in context by considering their genre, and consider other contexts in which a literary work can be placed, including the author's re-visions, the author's career, the author's historical/cultural world, critical commentary on the work and adaptations of the work. In addition to the one credit offered through Westfield High School, this class may also be taken for three college credits through Indiana University that may be transferable to most other universities, both in-state and out-of -state. The college credits for ACP Literary Interpretation are not the same credits earned in ACP Comp (W131). There is a course fee to take ACP Literary Interpretation for IU credit. Credits for A202 may transfer as elective credits.

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ENGLISH

ACP SPEECH (IU C121)

- A student must have a GPA of 2.7 to be eligible for admission to the ACP Program
- A course for grades 11 and 12
- A one credit course
- A Core 40 and AHD course

This one trimester course covers the persuasive dimensions of public speaking. The approach will be grounded in rhetorical theory as well as contemporary examples of great speaking in a variety of contexts. You'll learn how to prepare convincing arguments enlivened with confident delivery and based on a thorough understanding of your audience. Students in this class will deliver at least four speeches including, but not limited to: Introductory, Informative, Persuasive, and Media Review. Students will also deliver impromptu speeches and complete text book readings along with supplemental readings. In addition to the one credit offered through Westfield High School, this class may also be taken for three college credits through Indiana University that are transferable to most other universities, both in-state and out-of -state

There is a course fee to take Speech ACP for IU credit.

CONTEMPORARY LITERATURE

- A course for grades 11 and 12
- A one credit course
- A Core 40 and AHD course

This course will focus on the reading and analysis of literature since the 1950s. Modern issues will be discussed as they are portrayed in the literature. Students will be expected to read from several genres and be prepared for class discussion. Class evaluation will be based upon discussion, class presentations, tests, and a number of essays. This class is for the student who has an interest in the study of modern literature with an emphasis on modern fiction and discussion of recent social issues found in contemporary literature. This course may replace one of the English requirements when taken in the senior year.

CREATIVE WRITING

- **This is a BYOT class**
- A course for grades 10, 11, and 12
- A one credit course
- A Core 40 and AHD course

This BYOT (Bring Your Own Technology) course is designed for the student who possesses not only an ability to write, but also a desire to express his/her imagination, creativity, and emotions in the form of writing. Numerous forms of written expression--memoirs, creative essays, poetry, short stories, **plays--**will be explored, with an emphasis on the development and enhancement of each student's ability to write creatively. **Students will also keep a personal blog with weekly required posts.** Representative examples of popular works will be studied concurrently with the individual projects. With a strong emphasis on peer editing, students should expect to present their work to the class for both peer review/ suggestions, **as well as aloud as part of their final portfolio presentation.** This course may replace the second senior English requirement.

DEBATE

- Prerequisite: Application must be completed and submitted for approval. Approved applicants will be admitted based upon a scoring system that focuses on a student's GPA, teacher recommendations, discipline record, previous Speech experience, interest level in participating in debate competitions, and reasons provided for taking the course.
- A course for grade 9, 10, 11 , and 12
- A one credit course
- A Core 40 and AHD course

Debate, a course based on Indiana's Academic Standards for English/Language Arts and the Common Core state standards for English/ Language Arts, is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking). Emphasis will be placed on the Lincoln-Douglas and Public Forum Debate structures, as defined by the Indiana High School Forensics Association and the National Forensics League.

SPEECH

- A course for grades 10, 11 and 12
- A one credit course
- A Core 40 and AHD course

This course will enable students to become proficient public speakers through the study of and practice in the basic techniques of effective oral communication. Course topics include the communication process, listening skills, nonverbal communication, and effective delivery.

Both informal and formal speeches will be given and will include ceremonial speeches such as presentation, acceptance, and inspirational speeches. Major speeches include demonstration, informative research, and persuasive speeches. The course focuses on the practical application of the types of speeches a person might give in real-life situations including speeches on topics of personal interest. Students will learn to organize and improve speeches through structure and outlining, research, vocabulary and style, and presentation and preparation. Students will participate in the peer evaluation process as part of the development of critical listening skills. This course may replace one of the English requirements when taken in the senior year

COLLEGE-ENTRANCE PREPARATION

- Prerequisite: Must have completed OR be enrolled in Algebra II (3-4) , Algebra II (3 -4) (Honors)
- A course for grade 11
- A one credit course

Preparation for college is a one semester, elective course open to juniors who are planning to attend a 4-year college/university. The course emphasizes preparation for the Scholastic Aptitude Test (SAT). The course is designed to give students information in order to select and apply to a college or university best suited to their future plans.

ENGLISH

ETYMOLOGY

- A course for grades 10, 11, and 12
- A one credit course

Etymology provides instruction in the derivation of English words and word families from their Latin and Greek origins. This course includes words of Anglo-Saxon, French, Spanish, and Italian influences. It also provides the connotative and denotative meaning of words in a variety of contexts. Students study the origins and meanings of English words, including roots, suffixes, prefixes, and reasons for language change. As it enables students to increase their vocabularies, this course helps prepare students to perform well on the SAT. Additionally students will complete research and writing projects in this course.

JOURNALISM

- A course for grades 9, 10, 11, and 12
- A one credit course

Journalism is a one-trimester course designed to teach the newly-adopted state journalism standards. This class offers training and practice in all aspects of journalistic writing. Students will study communications history and the legal boundaries and ethical principles that guide journalistic writing as they learn writing styles and visual design for a variety of media formats. They will explore the ability to express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading.

STUDENT PUBLICATIONS (YEARBOOK)

- **This is a BYOT class**
- Taking two out of three trimesters is suggested
- Prerequisite: successful completion of Journalism
- A course for grades 10, 11, and 12
- A one, two or three credit course

Student Publications (Yearbook) is a workshop class to plan, prepare, and produce the Shamrocket for the current school year. Skill in using the computer is helpful, but students can be trained to use publishing software. Students will work both in groups and independently in selling advertising space, writing copy, designing layouts, and taking pictures. Shamrocket staff members, especially editors, are expected to spend time outside of class time in order to complete necessary tasks. Grades will be based on class participation, timely completion of projects and the final exam.

FAMILY AND CONSUMER SCIENCES

NUTRITION AND WELLNESS

- A course for grades 9, 10, 11, and 12
- A one credit course

Nutrition and Wellness is a one trimester introductory course designed to enable students to realize the components and lifelong benefits of sound nutrition and wellness practices and empower them to apply these principles in their everyday lives. Students will learn the basics of food preparation so that they can become self-sufficient in accessing healthy and nutritious foods. Topics include the impact of daily nutrition and wellness practices on long-term health and wellness; food preparation, safety, sanitation, and storage; selection and preparation of nutritious meals and snacks based on the 2010 USDA Dietary Guidelines including My Plate; impacts of science and technology on nutrition and wellness issues; and careers in nutrition and wellness. Food preparation lab experiences are a required component of this course. Group work will be used to provide lab experiences. Several cooking techniques and methods to explore foods within each of the major food groups will be used. Nutrition and Wellness is a prerequisite for Advanced Nutrition and Wellness.

ADVANCED NUTRITION AND WELLNESS

- Pre-requisite: Nutrition & Wellness
- A course for grades 10, 11, and 12
- A one credit course

Advanced Nutrition and Wellness is a one trimester advanced course designed to build upon the foundations established during Nutrition and Wellness (prerequisite course). Students will be learning advanced cooking methods and techniques while studying and preparing international cuisine. A goal of this course is to foster an appreciation of cultural differences by studying food customs, historical and geographical influences and the nutrition guidelines of several countries around the world including the United States. Students will explore various cultures and food-related customs through class projects, food lab experiences and guest speakers.

ADULT ROLES AND RESPONSIBILITIES

- A course for grades 11 and 12
- A one credit course

Adult Roles and Responsibilities is a one trimester course that builds the knowledge, skills, attitudes, and behaviors students will need as they prepare to take the next steps toward adulthood in today's ever-changing society. The focus is on becoming independent, contributing, and responsible participants in family, community, and career settings. Topics of this course include exploration of self-esteem and self-concept; exploration of various career options; exploration of housing options and responsibilities; exploration and responsibilities of various transportation options; planning and responsibilities of marriage and a family, including the average wedding; consumer protection and responsibility including the use of credit cards, loans, online banking and savings accounts, and insurance; and specific buying practices of recreational activities, clothing, food, and other items of the consumer's choice. Students will explore the topics of this course through assignments, projects, guest speakers, and team building experiences. The use of the internet and computers will be a required component of this course.

CHILD DEVELOPMENT

- A course for grades 10, 11, and 12
- A one credit course

Child Development and Parenting is a one trimester course that addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. Topics addressed include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crisis on development of the child; meeting children's needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes will be used to integrate suggested topics into the study of child development and parenting. Students will work both individually and in groups throughout the trimester on special projects and assignments that increase skill and knowledge necessary to work with and appreciate young children.

ADVANCED CHILD DEVELOPMENT

- Prerequisite: Child Development
- A course for grades 10,11, and 12
- A one credit course

Advanced Child Development is a one trimester sequential course that addresses more complex issues of child development and early childhood education with emphasis on guiding physical, social, emotional, intellectual, moral, and cultural development throughout childhood, including school age children. Topics include positive parenting and nurturing across ages and stages; practices that promote long-term well-being of children and their families; developmentally appropriate guidance and intervention strategies with individuals and groups of children; accessing, evaluating, and utilizing information, including brain/learning research and other research results; meeting needs of children with a variety of disadvantaging conditions; and, exploration of "all aspects of the industry" for selected child-related careers. Authentic applications are required through field-based or school-based experiences with children in locations such as observation/interaction laboratories, preschools, elementary schools, or daycare settings. Service learning experiences are highly recommended

MASS MEDIA

MASS MEDIA (1-2)

- A course for grades 9, 10, 11,12
- A two credit course

This course provides a study of television, film, radio, advertising, newspapers, the internet, magazines and other forms of media as sources of information, persuasion and creative expression. This course helps students develop an awareness of audience and purpose in evaluating mass media, as well as in producing their own media. It will also help students to judge media critically and understand the use of persuasive language and strategies. Students will also study copyright issues, media ethics and digital citizenship.

VIDEO PRODUCTION (1,2,3)

- Prerequisite: Successful completion of Mass Media
- A course for grades 10, 11, 12
- A two or three credit course

This course provides the opportunity for students to learn the five components of video production and broadcasting – camera operation, audio, lighting, writing and editing with a "hands-on" approach. Students will record the weekly announcements for ROCK-TV. This course also details the three phases of production; pre-production, production and post-production. The course incorporates Adobe's Digital Video: Foundations of Video Design and Production as well as the Apple Pro Training Series curriculum. This course requires that students use the computer software that is used in the industry.

BROADCAST JOURNALISM (1)

- Prerequisite: Successful completion of Mass Media
- A course for grades 10, 11, 12

This course introduces the beginning journalist to the basic tools, techniques and vocabulary of broadcast journalism. The focus of this course is on broadcast writing, research, reporting and editing techniques. This course will present students with story-telling tools by introducing them to basic techniques of reporting with editing sound and video. The emphasis of this course will be on the use of digital video recorders in the field to produce news stories for television and the web. This course requires that students use the computer software that is used in the industry.

Ethical issues will also be reviewed and analyzed. Students will also examine, analyze and critique the development of broadcast news productions.

ADVANCED VIDEO PRODUCTION AND FILM (1-2)

- Prerequisite: Successful completion of Video Production 1 and 2
- A course for grades 11, 12

Advanced Video Production is designed to give students specialized training in the video production industry. Students will produce multiple group and independent projects. These projects include: music videos, video art projects, short films and documentary. Students will also be provided the opportunity to fine-tune their productions through special effects and advanced audio editing techniques. This course will provide students with advanced knowledge of non-linear video editing systems and field camera work.

MATHEMATICS

ALGEBRA I (1-2) or (Investigative, 1A, 2A)

- A two or three credit course
- A Core 40 and AHD course

This course provides a formal development of the algebraic skills and concepts necessary for the students who will take other advanced college- preparatory courses. The instructional program provides for the use of algebraic skills in a wide range of problem solving situations. The concept of function is emphasized throughout the course. Topics include: (1) properties of real numbers, (2) solving linear equations and inequalities, (3) operations with polynomials, (4) solving quadratic equations and systems, (5) use of exponents, and (6) introductory topics from statistics and probability.

GEOMETRY (1-2) or (Investigative, 1A, 2A)

- Prerequisite: Algebra I (1-2) or Algebra (1-2-3)
- A two or three credit course
- A Core 40 and AHD course

This course provides students with experiences that deepen the understanding of shapes and their properties. Deductive and inductive as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of (1) angles, (2) lines, (3) planes, (4) congruent and similar triangles, (5) trigonometric ratios, (6) polygons, and (7) circles and spatial drawings. An understanding of proof and logic is developed. Students use computer-drawing programs to assist in understanding concepts and principles.

GEOMETRY HONORS (1-2)

- Admission: Algebra I (1-2), approved standardized test scores, and recommendation of teacher.
- A two credit course
- A Core 40 and AHD course

This course provides students with more rigorous experiences than regular Geometry that deepen the understanding of shapes and their properties. Deductive and inductive as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of (1) angles, (2) lines, (3) planes, (4) congruent and similar triangles, (5) trigonometric ratios, (6) polygons, and (7) circles and spatial drawings. An understanding of proof and logic is developed. Students use computer-drawing programs to assist in understanding concepts and principles.

Geometry (Honors) (1-2) will focus on developing the study of rigorous proofs and logic. The course will also emphasize the application of geometry in the "real world".

ALGEBRA II (3-4) or (Investigative, 3A, 4A)

- Prerequisite: Geometry (1-2-3), Geometry (1-2) or Geometry (Honors) (1-2)
- A Core 40 and AHD course
- A two or three credit course

This course expands on the topics of Algebra I (1-2) and provides further development of the concept of a function. Topics include: The theorems and algorithms of algebra, polynomials and polynomial functions, rational exponents, complex numbers, sequences and series, probability and statistics, and an introduction to trigonometric functions.

Students who plan to advance to Pre-Calculus should take Algebra II or Algebra II Honors in 2 trimesters.

ALGEBRA II HONORS (3-4)

- Admission: "C" or better in Geometry (Honors) (1-2), or departmental approval
- A two credit course
- A Core 40 and AHD course

This course provides students with more rigorous experiences than regular Algebra II (3-4) that deepen the understanding of advanced Algebra. The regular Algebra II (3-4) curriculum will be followed, with an extra emphasis placed on enrichment and application

COLLEGE-ENTRANCE PREPARATION

- Prerequisite: Must have completed OR be enrolled in Algebra II (3-4) or Algebra II (3-4) Honors
- A course for grade 11 only
- A one credit course

Preparation for college is a one semester, elective course open to juniors who are planning to attend a 4-year college/university. The course emphasizes preparation for the Scholastic Aptitude Test (SAT). The course is designed to give students information in order to select and apply to a college or university best suited to their future plans.

PRE-CALCULUS 1-2

- Prerequisite: Algebra II (3-4) or Algebra II (Honors) (3-4)
- A two credit course
- A Core 40 & AHD course

The study of Pre-Calculus is primarily the study of functions. For each function family, students will be able to identify the basic characteristics, graph, study the applications of, and describe the limiting characteristics and continuity. The function families studied will be the basic functions (linear, quadratic, cubic, absolute value, and square root), trigonometric functions, rational functions, exponential functions and logarithms, and conic sections.

PRE-CALCULUS 1-2 HONORS

- Prerequisite: Algebra II (Honors) (3-4)
- A two credit course
- A Core 40 & AHD course

This course provides a more rigorous study of Pre-Calculus. The subject matter covered will be the same standards as the Pre-Calculus course, as well as a beginning study of Calculus. ***This course is required for students who plan to enroll in AP Calculus BC their senior year.*** Any student considering enrollment in AP Calculus BC should enroll in this course.

MATHEMATICS

PROBABILITY AND STATISTICS

- Prerequisite: Algebra II (3-4) or Algebra II (Honors) (3-4)
- A one credit course
- A Core 40 & AHD course

This course develops skill in applying statistical techniques in the decision making process. Topics include (1) methods of data collection, (2) organization of data, and (3) graphical techniques for exhibiting data together with measures of central tendency and variation. Basic laws of probability, sampling theory, hypothesis testing, and making inferences from samples are included. Examples based on experimental data are used and students will plan and conduct experiments or surveys and will analyze the resulting data. Probability and Statistics is a one credit course. It is intended for the students who desire an introductory look at Probability and Statistics.

AP STATISTICS

- Prerequisite: Algebra II (3-4) or Algebra II (3-4) (Honors)
- A two credit course
- A Core 40 and AHD course
- A graphing calculator is required for this course

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. Students who successfully complete the course and examination may receive credit, advanced placement, or both for a one-semester introductory college statistics course. AP Statistics is a 2 trimester course.

ACP FINITE MATHEMATICS (IU M118)

- A student must have a GPA of 2.7 to be eligible for the ACP Program
- Prerequisite: Algebra II or Algebra II Honors
- Co-requisite: If not already taken Pre-Calculus 1 and 2, it must be taken the same year as Finite Math ACP
- A two credit course
- A Core 40 and AHD course

Finite Mathematics is part of Indiana University's Advance College Project. Westfield High School will be following the curriculum and syllabus for Indiana University's *M118 Finite Mathematics*. Students will be provided the opportunity to take this course for Indiana University college credit in M118. Topics included are set theory, logic, permutations, combinations, simple probability, conditional probability, and Markov Chains. Students may take this course for college credit (3 credit hours) through Indiana University.

Westfield High School offers three levels of Calculus courses. Students will be given the Indiana University skills assessment math placement exam while enrolled in Pre-Calculus to aid in determining the best Calculus placement

ACP BRIEF SURVEY OF CALCULUS (1-2) (IU M119)

- A student must have a GPA of 2.7 to be eligible for admission to the ACP Program
- Prerequisite: Trigonometry and Pre-Calculus
- A two credit course
- A Core 40 & AHD course

This course presents an overview of basic concepts in Calculus. Westfield High School will be following the curriculum and syllabus for Indiana University's *M119 Brief Survey of Calculus*. M119 is an introduction to Calculus designed primarily for students in business and the social sciences. **Students may take this course for college credit (3 credit hours) through Indiana University.**

ACP/AP CALCULUS (1-2-3) (IU M 211)

- A student must have a GPA of 2.7 to be eligible for admission to the ACP Program
- Prerequisite: "B" or better in Pre-Calculus 1-2
- A three credit course
- A Core 40 & AHD course
- A graphing calculator is required for this course

This course is a college level class that covers differential and integral Calculus. The course content is consistent with the curriculum of M211 Calculus I at Indiana University (ACP), and Advanced Placement Calculus AB curriculum (AP). Students enrolled in this course may earn 4 credit hours of Calculus through enrollment in the ACP program at IU.

All students enrolled in this course are expected to take the Advanced Placement Exam in May.

AP CALCULUS BC (1-2-3)

- Prerequisite: Pre-Calculus Honors
- A three credit course
- A Core 40 & AHD course
- A graphing calculator is required for this course

Calculus BC is a course in single-variable calculus that includes all the topics of Calculus AB (techniques and applications of the derivative, techniques and applications of the definite integral, and the Fundamental Theorem of Calculus) plus additional topics in differential and integral calculus (including parametric, polar, and vector functions) and series. It is equivalent to at least a year of calculus at most colleges and universities. Algebraic, numerical, and graphical representations are emphasized throughout the course. This course is a 3-trimester course. Up to 8 hours of college credit Calculus may be earned.

All students enrolled in this course are expected to take the Advanced Placement Exam in May.

MULTI-DISCIPLINARY

COLLEGE ENTRANCE PREPARATION

- Prerequisite: Must have completed OR be enrolled in Algebra II (3-4) or Algebra II (3-4) Honors
- A course for grade 11
- A one credit course

Preparation for college is a one semester, elective course open to juniors who are planning to attend a 4-year college/university. The course emphasizes preparation for the Scholastic Aptitude Test (SAT). The course is designed to give students information in order to select and apply to a college or university best suited to their future plans.

PEER TUTORING I (SPECIAL SERVICES)

- Must be approved by teacher
- A course for grades 10, 11, and 12
- A one credit course

Students learn to interact with, and tutor, students with disabilities allowing them to learn teaching behavior management techniques and terminology. Throughout the grading period, students demonstrate an understanding of the following: a) causes of handicapping conditions; b) values and issues related to the integration of students with substantial handicaps in the school and community; c) career options in the field of special education; d) teaching/behavior management techniques and terminology. Enrollment in this course allows the student to participate in Peer Tutoring (Life Skills), Peer Tutoring (Adaptive PE), and community based outings.

PEER TUTORING II (SPECIAL SERVICES)

- Prerequisite: Peer Tutoring I a
- A course for grades 10, 11, and 12
- A one credit course

Students continue to learn to interact and tutor students with disabilities. The students will also improve knowledge of values and issues related to the integration of students with disabilities in the school and the community as well as teaching and behavior management techniques for students with disabilities. Enrollment in this course allows the student to participate in Peer Tutoring (Life Skills), Peer Tutoring (Adaptive PE), and community based outings.

MENTORING

- Prerequisite: Permission of the teacher involved or special arrangements with the Mentoring Coordinator.
- A course for grade 12
- A one credit course
- May be taken up to three times senior year

High school mentorship is a chance for students to do career shadowing and advanced study in an area of interest. This study will not be structured like a regular class. It will be designed by the student in consultation with a mentor, an adult knowledgeable in his/her chosen field, and the Mentoring Coordinator. The student will meet regularly with the mentor to discuss his/her learning and to plan or carry out projects or new learning experiences. The student will also be responsible to the Mentoring Coordinator for a mid-term and final report, a daily journal and a professional reading/written report. Mentoring students will spend the first two days of the trimester with the Mentoring Coordinator planning the trimester activities.

INDEPENDENT CO-OP

- Prerequisite: Permission from your counselor
- A course for grade 12
- Independent Co-op may be taken up to three times senior year
- A one credit course

Co-op students may earn credit for a part time job. They will be required to turn in paperwork which documents their hours worked and evaluates their work performance.

SENIOR SEMINAR

- A course for grade 12
- Senior Seminar may be taken up to three times senior year (once per trimester)
- A one credit course
- This is a Pass/Fail course. No letter grade will be assigned.

This course is designed to allow seniors some flexibility to study and manage their current course load as well as adequately prepare for their transition to post-secondary education.

Senior Seminar does NOT count towards WHS athletic eligibility. You must still pass four additional solids in order to participate in Westfield High School athletics.

LANGUAGE ARTS LAB (1-2-3)

- Placement in this course is based on (1) the results of the LAS-Links Language Proficiency Test, (2) performance in the general education environment, and (3) teacher/counselor recommendation.
- This course does not meet English credit requirements for graduation
- A three credit course

Language Arts Lab is a remediation course designed to aid students in mastering the Language Arts standards. Language Arts Lab is a multidisciplinary course which provides students continuing opportunities to develop basic skills including reading, writing, listening, speaking, note taking, study/ organizational habits, and problem-solving skills that are essential for high school course work achievement. This course focuses on building confidence in the student's language skills while providing academic support to promote independence and success in the general education environment.

MUSIC

INTERMEDIATE CHORUS

- A course for grades 9, 10, 11, & 12
- A two or three credit course

Mixed Choir focuses on the fundamentals of singing, such as breathing, posture, tone production, and tone quality; fundamentals of music literacy, rehearsal procedures, and working together as a group. The choir will sing and study many types of choral music during the year. Extra-curricular rehearsals and performances are a required part of this class. Three trimester enrollment is strongly encouraged to maximize learning and prepare interested students for Advanced Chorus.

ADVANCED CHORUS

- Prerequisite: Prepared audition, two or more trimesters of Intermediate Chorus or permission of director
- A course for grades 10, 11, and 12
- A three credit course

Advanced Chorus builds upon the fundamental skills learned in Intermediate Chorus. Increased musical independence is expected from students. Students will sing advanced level music and study more advanced music literacy topics. The choir will sing and study many types of choral music during the year. Extra-curricular rehearsals and performances are a required part of this class.

INTERMEDIATE CONCERT BAND (1-2-3)

- Prerequisite: Membership in a WHS or WMS band during the prior school year or permission of the director
- A course for grade 9, 10, 11, 12
- A three credit course

Intermediate Concert Band provides students with a balanced comprehensive study of music through the concert band. Ensemble and solo activities are designed to develop elements of instrumental musicianship. There are many opportunities for student leadership, learning to work with others and personal growth. Students will present several formal and informal public performances throughout the school year. Rehearsals and performances will be required outside of the school day. This group performs at the ISSMA organizational contest, and participation in the ISSMA solo and ensemble events is encouraged. Students must participate in all three trimesters to receive credit.

ADVANCED CONCERT BAND (1-2-3)

- A course for grades 10, 11, and 12
- A three credit course
- Prerequisite: Audition and permission of the band director

Students will perform as a marching band, pep band, and symphonic band. Rehearsals and performances will be required outside of the school day. Students must participate in all three trimesters to receive credit. Participation in ISSMA solo and ensemble events is encouraged. Mastery of advanced wind band technique must be evident.

INSTRUMENTAL ENSEMBLE (Advanced Percussion) (1-2-3)

- Prerequisite: participation in a WHS instrumental ensemble during the prior school year and permission of the instructor
- A course for grades 9, 10, 11, and 12
- A three credit course

Students taking this course are provided with a balanced study of percussion skills and literature. The percussion ensemble will perform with the marching band during 1st trimester and at band performances during 2nd and 3rd trimesters. Students will participate in all after school band activities. This group performs at the ISSMA organizational contest. Participation in ISSMA solo and ensemble events is encouraged.

APPLIED MUSIC (L) - GUITAR I

- A course for grades 9, 10, 11, and 12
- A one credit course

This course is designed to teach students the fundamentals of music through the study of acoustic guitar. Students will study notation, melody, harmony, form, texture, and accompaniment techniques. Guitars will be provided. No prior musical experience is required.

APPLIED MUSIC (L) - PIANO I

- A course for grades 9, 10, 11, &12
- A one credit course

This course will introduce students to playing the piano. The class will stress technique, music theory, critical listening skills, improvisation, and performance of beginning piano literature. Instruments are provided and no prior musical experience is necessary.

APPLIED MUSIC (L) - STEEL PAN ENSEMBLE I

- A course for grades 9, 10, 11, &12
- A one credit course

This course will introduce students to playing the instruments of the steel pan ensemble. The class will stress tone production, elements of ensemble playing, critical listening skills, improvisation, and cultural context. Instruments are provided and no prior musical experience is necessary

MUSIC

APPLIED MUSIC (L) WORLD MUSIC DRUMMING I

- A course for grades 9, 10, 11, &12
- A one credit course

This course will introduce drumming techniques and practices of West African and Latin American music traditions. The class will stress tone production, elements of ensemble playing, critical listening skills, improvisation, and cultural context. Instruments are provided and no prior musical experience is necessary.

ELECTRONIC MUSIC I

- A course for grades 9, 10, 11, and 12
- A one credit course

This course will introduce students to the theory and fundamentals of using software and hardware tools for producing music (including waveform editor, multi-track recording software, synthesizer keyboard, signal processing plug-ins, computer music notation software, and microphone technique). The class will stress application and creative content, using a series of creative activities and projects which will give students exposure to performing with electronic instruments, multi-track recording (both MIDI sequencing and live instruments), music arranging, and equipment configuration. No previous musical experience is necessary.

MUSIC THEORY, ADVANCED PLACEMENT

- A course for grades 10, 11, and 12
- Prerequisite: high standing in piano class, choir, band, or permission from instructor
- A two credit course

AP Music Theory mirrors the curriculum of first-year university written and aural theory courses. Students will study and develop in the areas of rhythm, harmony, music notation, form, scales, composition, and aural skills. In addition to the benefits of gaining a better understanding of music elements and preparing oneself for potential undergraduate music study, the goal of the course is to prepare students to successfully pass the AP Music Theory examination offered in the spring if they so choose.

MUSIC APPRECIATION AND HISTORY (Bach to Rock)

- A course for grades 10, 11, and 12
- A one credit course

Students taking this course receive instruction designed to explore music and major musical style periods. Understanding music in relation to historical and contemporary periods will be emphasized. Activities include but are not limited to: (1) listening to, analyzing, and describing music; (2) evaluating music and musical performances; and (3) understanding relationships between music and the other arts, as well as disciplines outside of the arts. This class is designed for students who want an understanding of music, notation, terminology, instrumentation, and historical development. Students will learn to aurally recognize the characteristics of music. Prominent composers, pop musicians, musical forms, and the relationship between music and the other arts will be studied.

PHYSICAL EDUCATION AND HEALTH

PHYSICAL EDUCATION I

- Classes are coeducational
- Required for graduation
- A Core 40 and AHD course

Physical Education I places emphasis on health -related fitness and developing the skills and habits necessary for a lifetime of activity. The program provides an understanding and implementation of the overall benefits of physical fitness, cardiovascular fitness, muscular endurance and muscular strength through various movement forms. Also included are the understanding and implementation of skill related components into a personal fitness plan. Ongoing assessment includes both written and performance-based evaluations.

PHYSICAL EDUCATION II

- A course for grades 10, 11, & 12
- Prerequisite: Physical Education I
- Classes are coeducational
- Required for graduation
- A Core 40 and AHD course

Physical Education II emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and to demonstrate their knowledge of fitness concepts. The program includes analyzing the overall benefits of physical fitness along with demonstrating the knowledge and importance of cardiovascular fitness, muscular endurance and muscular strength. Also included is the application of skill related components into a personal fitness plan. Ongoing assessment includes both written and performance-based evaluations

ELECTIVE PHYSICAL EDUCATION: WEIGHT TRAINING

- A course for grades 10, 11, and 12
- Classes are coeducation
- A one credit course

This course is designed for the non-student-athlete who is interested in participating in weight training and personal fitness development. Students will explore the life-long benefits of weight training as well as the concepts behind each lift. Flexibility, agility, and core development will also be used to create a total body experience. Prerequisites: Physical Education I.

ELECTIVE PHYSICAL EDUCATION: STRENGTH AND CONDITIONING FOR THE MALE ATHLETE

- A course for grades 10, 11, and 12
- Classes are coeducational
- A one credit course

This elective course emphasizes the major objectives of development in the following areas: strength, explosive power, flexibility, agility, coordination, quickness, speed, muscular and cardiovascular endurance, self-discipline, proper work ethic, sacrifice, and commitment. A strenuous speed improvement and athletic movement routine for the male athlete will be combined with various weight training exercises. This class also includes the study of physical development concepts and principles of sport and exercise.

ELECTIVE PHYSICAL EDUCATION: STRENGTH AND CONDITIONING FOR THE FEMALE ATHLETE

- A course for grades 10, 11, and 12
- Classes are coeducational
- A one credit course

This elective course emphasizes the major objectives of development in the following areas: strength, explosive power, flexibility, agility, coordination, quickness, speed, muscular and cardiovascular endurance, self-discipline, proper work ethic, sacrifice, and commitment. A strenuous speed improvement and athletic movement routine for the female athlete will be combined with various weight training exercises. This class also includes the study of physical development concepts and principles of sport and exercise.

ELECTIVE PHYSICAL EDUCATION: INDIVIDUALIZED CARDIO AND EXERCISE

- Prerequisites: Physical Education I
- A course for grades 10, 11, and 12
- A one credit course

In this course students will be introduced to the overall health benefits that walking and other low impact exercises can provide for them. This course, developed through the guidance of the Mayo clinic to increase activity in teens, emphasizes the power of these exercises as an important way to maintain a level of fitness and health that can benefit any student no matter their fitness levels. Students will be introduced to the various benefits that this curriculum provides to them. They will learn about heart disease prevention, diabetes, and healthy weight management. In this course students will use pedometers and heart rate monitors to track and record their progress. Students will also keep a journal that will allow them to see the progress they make throughout the trimester.

ELECTIVE PHYSICAL EDUCATION: RUNNING PREPARATION

- Prerequisites: Physical Education I
- A course for grades 10, 11, and 12
- Classes are coeducational
- A one credit course

The running prep course will incorporate a mix of running, walking, and cross training to prepare students to run a 5K by the end of the trimester. This course will be tailored to meet the needs of all runners, from beginner levels to advanced. Each students running plan will be tailored to his/her individual needs will the end goal being their ability to complete a 5K. In this course we will also explore the nutritional factors that must be considered to perform at an optimal level.

This course will provide students with the knowledge to be able to incorporate a running/ jogging regimen that can benefit them throughout their lives.

PHYSICAL EDUCATION AND HEALTH

ELECTIVE PHYSICAL EDUCATION: AQUATICS

- Prerequisites: Physical Education I
- Proficient swimming skills are required for successful completion of this course
- A course for grades 10, 11, and 12
- Classes are coeducational
- A one credit course

This course introduces students to different forms of aquatic fitness and sports. Students will be exposed to a variety of water sport activities including lap swimming, water polo, water volleyball, basketball, baseball, football, frisbee, badminton, water aerobics, aquatic jogging, water workouts, badminton, basketball, and football.

ELECTIVE PHYSICAL EDUCATION: TEAM AND INDIVIDUAL SPORTS

- Prerequisites: Physical Education I and II
- A course for grades 10, 11, and 12
- Classes are coeducational
- A one credit course

Elective Physical Education provides an opportunity for an in-depth study and application of skills pertaining to team and individual sport, and recreational activities. This program includes refinement and mastery of the skills, rules, and strategies utilized in a variety of movement forms and games.

HEALTH EDUCATION

- Required for Graduation
- A one credit course
- A Core 40 and AHD course

Health Education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Standard Guide:

(1) Mental and Emotional Health, (2) Nutrition, (3) Community and Environmental Health, (4) Alcohol, Tobacco, and Other Drugs. (5) Family Life, (6) Personal Health, (7) Injury Prevention, and (8) Chronic and Communicable Disease. Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and disease prevention.

Students are encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy.

ADVANCED HEALTH AND WELLNESS: CURRENT HEALTH ISSUES

- Prerequisite: Health
- A course for grades 10, 11, and 12
- A one credit course

Current Health Issues is a course which focuses on emerging trends in health including but not limited to: (1) medical technology; (2) local, state, and national health policy; (3) health care issues; (4) health careers; and (5) chronic and communicable diseases; (6) drug and alcohol awareness and abuse. Special emphasis will be given to the importance of responsible decision making concerning significant health problems such as substance abuse, drinking and driving, STD's and teenage pregnancy.

ADVANCED HEALTH AND WELLNESS: SPORTS MEDICINE

- Prerequisites: Health I
- A course for grades 10, 11, and 12
- Classes are coeducational
- A one credit course

Advanced Health Education/Sports Medicine is designed to support any student interested in pursuing higher education in a sports or health care profession. Emphasis will be placed on the area of prevention, evaluation and treatment of sports related injuries, exercise physiology and basic kinesiology. Inquiry into the various sports and health care professions will also be offered. If a student chooses, he/she may volunteer to work in our athletic training room.

SCIENCE

BIOLOGY I (L) (1-2) or (1A, 1B, 2)

- A course for grades 9, 10, 11 & 12
- Course is at least 25% laboratory
- A two or three credit course
- A Core 40 and AHD course

Biology I is a course based on regular laboratory and field investigations that allow students to work with the concepts, principles, and theories of the living environment. At a minimum, students enrolled in Biology I explore the structure and function of cells and their genetic material, as well as the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. In addition, students will study the evidences for Evolution and learn how the theories of Charles Darwin help explain change over time.

BIOLOGY I (L) HONORS (1-2)

- **This is a BYOT class**
- Prerequisite for freshmen: Entry into this sophomore level course is restricted to freshmen who meet or exceed requirements based on middle school performance data
- Prerequisite for sophomores: "A" in each semester of ICP (1-2) and a recommendation from your ICP teacher
- Course is at least 25% laboratory
- A two credit course
- A Core 40 and AHD course

Honors Biology is a course designed to meet and exceed the Indiana Biology I standards. The Honors Biology curriculum emphasizes student engagement in the learning process while building those content and laboratory skills necessary to be well prepared for the rigor of AP Biology and other AP Science courses. Topics covered in detail include: Scientific Processes, Ecology, Biological Molecules, Cell Structures and Processes, Classical Genetics and Human Heredity, DNA Technology, Evolution, and Classification Systems.

BIOLOGY, ADVANCED PLACEMENT (1-2-3)

- **This is a BYOT class**
- Prerequisite: Successful completion of Biology I (1-2) and Chemistry I (1-2)
- Recommendation: "B" or better in each semester of Biology I (1-2) or Biology I Honors (1-2) and "B" or better in each semester of Chemistry I (1-2)
- A course for grades 11 & 12
- Course is at least 25% laboratory
- A three credit course
- A Core 40 and AHD course

Biology AP is designed to be the equivalent of a college introductory Biology course for Biology majors. The course is designed to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of Biology. The course follows the College Board Entrance Examination guidelines.

ANATOMY AND PHYSIOLOGY

- **This is a BYOT class**
- Prerequisite: Successful completion of Biology I and concurrent enrollment in Chemistry I, or a "B" or better in ICP.
- Recommendation: "C" or better in each semester of Biology I
- Course is at least 25% laboratory
- A two credit course
- A Core 40 and AHD course

This course is a study of the structure and function of human body systems. The course begins with a focus on cellular function & histology (tissues), and then proceeds through the various body systems. Activities include microscope work, detailed dissections of organs (rat, cat, sheep, cattle, etc), and lab activities that study human body function. The purpose of the course will be to prepare students going into the life science or health fields for a first year Anatomy & Physiology course. As such, the rigor is on par with college level academics, and students will be expected to complete a significant amount of work outside of class time (outside reading, online homework assignments, groups study, etc.). Students must be comfortable being active participants in the dissection of specimens listed above.

ADVANCED SCIENCE, SPECIAL TOPICS (L), ZOOLOGY

- Prerequisite: Successful completion of Biology I (1-2)
- Recommendation: "C" or better in each semester of Biology I (1-2)
- A course for grades 10, 11, & 12Course is at least 25% laboratory
- A one credit course
- A Core 40 and AHD course
- Offered in 2014-2015
  (This course is offered every other year)

This course studies various aspects of invertebrate and vertebrate animals including anatomy, habitat, behavior, evolution, and other topics. Activities include microscope work and animal dissections. Students must be comfortable being active participants in the dissection of various animals.

SCIENCE

ADVANCED SCIENCE, SPECIAL TOPICS (L), MICROBIOLOGY

- Prerequisite: Successful completion of Biology I (1-2)
- Recommendation: "C" or better in each semester of Biology I (1-2)
- A course for grades 10, 11, & 12Course is at least 25% laboratory
- A one credit course
- A Core 40 and AHD course
- Offered in 2014-2015

(This course is offered every other year)

This course primarily studies the structure and physiology of bacterial microorganisms, including the causation of and control of infectious disease. Lab work includes the preparation of culture media and slides, handling and staining techniques, and microscope work.

ADVANCED SCIENCE, SPECIAL TOPICS (L), HUMAN GENETICS

- Prerequisite: Successful completion of Biology I (1-2)
- Recommendation: "C" or better in each semester of Biology I (1-2)
- A course for grades 10, 11, & 12
- Course is at least 25% laboratory
- A one credit course
- A Core 40 and AHD course
- Not offered in school year 2014-2015 (This course is offered every other year)

This course provides an understanding of concepts that are essential to modern biologists and for disciplines ranging from agriculture to medicine. Topics include heredity, gene expression, genetic disorders, and biotechnology. Laboratory work includes heredity in fruit flies as well as various biotechnology laboratory skill developing experiences including gel electrophoresis.

ENVIRONMENTAL SCIENCE, ADVANCED PLACEMENT (L) (1-2-3)

- **This is a BYOT class**
- Prerequisite: Successful completion of Biology, successful completion of Chemistry I (1-2), or an "A" in both semesters of ICP I (1-2)
- Recommendation: "B" or better in Biology and Chemistry I (1-2),
- A course for grades 11 & 12
- A three credit course
- Course is at least 25% laboratory
- A Core 40 and AHD course

AP Environmental Science provides students with the scientific principles, concepts, and methodologies to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, and to evaluate the risks associated with these problems examining alternative solutions for resolving and/or preventing them. The course is designed to be equivalent of an introductory college course in environmental science that includes a laboratory and field investigation component. The topics covered represent those typically covered in a college environmental science course with regard to content and depth coverage.

EARTH/SPACE SCIENCE I (L) (1-2)

- Prerequisite: Successful completion of Algebra I (1-2)
- A course for grades 10, 11, & 12
- Course is at least 25% laboratory
- A two credit course
- A Core 40, AHD, and THD course

Earth and Space Science I begins with a study of the Earth's geologic structure and composition including the study of rocks and minerals, which is the basis for this trimester. The first trimester also focuses on the processes that have shaped the Earth's surface including plate tectonics, mountain-building processes, weathering, erosion, earthquakes, and volcanoes. Students examine energy at work in forming and modifying earth materials, landforms, and continents through geological time. The second trimester of the class focuses on Earth's atmosphere including its structure, composition, variability, and how it relates to weather and climate. The second trimester also includes astronomical studies including stars, galaxies, planets, asteroids, and comets.

ADVANCED SCIENCE, SPECIAL TOPICS (L), METEOROLOGY

- Prerequisite: Successful completion of Algebra I (1-2)
- Recommendation: "C" or better in each semester of Algebra I (1-2)
- A course for grades 10, 11 & 12
- Course is at least 25% laboratory
- A one credit course
- A Core 40 and AHD course
- Offered in 2014-2015

(This course is offered every other year).

Meteorology is an in-depth investigation of the atmosphere, atmospheric processes, and how they influence the weather. The primary emphasis of the course will be basic weather topics that directly influence one's everyday experiences and focuses on the understanding and application of the principles of meteorology. Students will gain an understanding of physical processes responsible for daily weather changes through laboratory and field studies. An in-depth look will be taken of air masses, weather fronts, and extreme weather. Students will be involved in individual and group projects which will incorporate the use of computers to monitor weather related topics.

SCIENCE

ADVANCED SCIENCE, SPECIAL TOPICS (L), ASTRONOMY

- Prerequisite: Successful completion of Algebra I (1-2)
- Recommendation: "C" or better in each semester Algebra I (1-2)
- course for grades 10, 11 and 12
- Course is at least 25% laboratory
- A one credit course
- A Core 40 and AHD course
- Not offered during the 2014-2015 school year

(This course is offered every other year).

Astronomy introduces the planets, stars, and galaxies of the universe. This course covers a variety of topics such as our moon, the planets of our solar system and their satellites, comets, the sun, our space program, red giants, black holes, alien life, the expanding universe, and the contributions of scientists such as Copernicus, Galileo, and Newton.

INTEGRATED CHEMISTRY—PHYSICS (L), (ICP) (1-2)

- Prerequisite: Algebra I (1-2) which may be taken concurrently with this course
- A course for grades 9, 10, 11 and 12
- A two credit course
- A core 40 and AHD course

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

NOTE: This course may not be completed if a student has already successfully completed Chemistry or Physics I

CHEMISTRY I (L) (1-2)

- Prerequisite: Successful completion of Algebra I (1-2)
- Recommendation: "C" or better in each semester of Algebra I (1-2)
- A course for grades 10, 11, and 12
- Course is at least 25% laboratory
- A two credit course
- A Core 40 and AHD course

Chemistry I (1-2) is a course based on laboratory investigations of matter, chemical reactions, and the role of energy in those reactions. Students enrolled in Chemistry I (1-2) compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of their interactions.

CHEMISTRY I (L) (1-2) HONORS

- Prerequisite: "B" or better in each semester of Honors Algebra I (1-2) or "A" or better in Algebra I (1-2)
- A course for grades 10, 11, and 12
- Course is at least 25% laboratory
- A two credit course
- A Core 40 and AHD course

This course is mainly intended for students pursuing science or math related fields in college such as engineering, medical related fields (pre-medicine), veterinary medicine, or science education.

Chemistry I (1-2) Honors is a course based on laboratory investigations of matter, chemical reactions, and the role of energy in those reactions. Students enrolled in Chemistry I (1-2) Honors compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of their interactions. Students in this course will work more independently in the lab and be required to complete a project each semester that illustrates an exemplary knowledge of material presented in class. Chemistry I (1-2) Honors is designed to prepare students for the rigor of ACP/AP Chemistry and other AP science courses.

CHEMISTRY, ADVANCED PLACEMENT (L) (1-2-3)

- **This is a BYOT class**
- Prerequisite: Successful completion of Chemistry I (1-2) and successful completion of Algebra II (3-4)
- Recommendation: "A" in Honors Chemistry I (1-2) and "B" or better in Algebra II (3-4)
- A course for grades 11 and 12
- Course is at least 25% laboratory
- A three credit course
- A Core 40 and AHD course

This course follows the syllabus for AP Chemistry prescribed by College Board. Students in this class should plan on spending a minimum of 1 hour per night on class work. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

Students who elect not to take the course will be required to take the AP Chemistry Exam.

SCIENCE

PHYSICS I (L), (1-2)

- **This is a BYOT class**
- Prerequisites: Successful completion of Geometry (1-2)
- Recommendation: "C" or better in each semester of Geometry (1-2)
- A course for grades 10, 11, and 12
- Course is at least 25% laboratory
- A two credit course
- A Core 40 and AHD course

Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics; modern physics. 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.

PHYSICS I (L) HONORS, (1-2)

- **This is a BYOT class**
- Prerequisite: "B" or better in each semester of Honors Geometry (1-2) or "A" in Geometry (1-2)
- A course for grades 10, 11, and 12
- Course is at least 25% laboratory
- A two credit course
- A Core 40 and AHD course
- **See Physics I (L), Honors 3 AP to earn college credit for this course.**

Honors Physics is a course that is **project** and **lab** intensive. At a minimum, you will design, build and test a basswood bridge, a straw rocket, an egg-drop protection device, a mousetrap car, a homemade musical instrument, a working model motor, and various other projects throughout the year. In addition, Honors Physics allows you to learn through a variety of labs including those that utilize cutting-edge educational technology. Much of the initial learning completed in Honors Physics occurs through the flipped classroom: students take interactive notes at home using Moodle to watch videos produced and directed by the teacher as well as interactive web activities such as Minds On Physics. In class students learn through teacher directed problem solving. In essence, the traditional homework is completed in class while the examples and lecture are completed online. Practicing of physics occurs in the classroom with the teacher allowing students to get immediate feedback and help when they need it the most. According to the State of Indiana, Physics I Honors is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. 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. Physics I (1-2) Honors is designed to prepare students for the rigor of AP Physics, other AP science courses, and for college level work in any science or math related discipline.

ADVANCED PLACEMENT/ HONORS PHYSICS (L)

- **This is a BYOT class**
- Prerequisite: Successful completion of Physics I Honors, (1-2)
- A course for grades 10, 11, and 12
- Course is at least 25% laboratory
- A one credit course
- A Core 40 and AHD course

In this continuation of Physics I (1-2) Honors, students will prepare for the AP Physics 1 exam that is given in May of 2015. Students taking this option may earn up to 5 college credit hours depending on the level of success on the AP Physics 1 Exam. Students considering this option must take Physics I (1-2) Honors during 1st and 2nd trimester of the same year.

PHYSICS, ADVANCED PLACEMENT (L), (1-2-3)

- **This is a BYOT class**
- Prerequisite: Successful completion of Physics I (1-2), or Honors Physics I (1-2) and Algebra II (3-4)
- Recommendation: "B+" or better in both Honors Physics I (1-2) and concurrent enrollment in ACP Calculus, AP Calculus AB, or AP Calculus BC
- A course for grades 10, 11, and 12
- A Core 40 and AHD course
- A three credit course

This course is designed for students who are interested in a science, math, or engineering program at any 4 year University or for students who are interested in non-science or math related fields but who would like to earn credit that will go toward science requirements. This course is the equivalent to the first semester of a College Physics course. AP Physics is a combination of the new AP Physics 1 combined with the existing AP Physics C: Mechanics course that will allow a student to earn up to 10 college credit hours based on their AP Exam Scores from the two tests given in May. Some calculus concepts will be taught and used throughout the course although students not concurrently taking calculus should be capable of learning the calculus concepts as presented in the course. The AP Physics course will continue to build skills based on the following topics: Kinematics, Newton's Laws of Motion, Work, Energy, Power, Linear Momentum, Torque, Rotational Motion and Angular Momentum, Gravitation and Circular Motion, Oscillations, Mechanical Waves and Sound, and Introduction to Electrical Circuits.

SCIENCE

PROJECT LEAD THE WAY (PLTW) - PATHWAY TO ENGINEERING

The PLTW Pathway To Engineering (PTE) program is a sequence of courses, which follows a proven hands-on, real-world problem-solving approach to learning. Throughout PTE, students learn and apply the design process, acquire strong teamwork and communication proficiency and develop organizational, critical -thinking, and problem-solving skills. They discover the answers to questions like how are things made and what processes go into creating products? Students use the same industry-leading 3D design software used by major companies. They explore aerodynamics, astronautics and space life sciences. They work collaboratively on a culminating capstone project. It's STEM education and it's at the heart of today's high-tech, high-skill global economy.

PTE courses complement traditional mathematics and science courses and can serve as the foundation for STEM-centered or specialized academies. The program is designed to prepare students to pursue a post-secondary education and careers in STEM-related fields.

AEROSPACE ENGINEERING (PLTW), ADVANCED SCIENCE HONORS

- Prerequisite: "C" or better in Introduction to Engineering Design & Principles of Engineering or Physics with recommendation from teacher
- An Academic Honors and Core 40 Science course
- Meets Technical Honors elective
- A course for grades 11, and 12
- A two credit course

Students will be exposed to the world of aeronautics, flight and engineering, applying engineering and scientific concepts in the solution of aerospace problems. Units of study include: evolution of flight, physics of flight, flight planning and navigation, materials and structure, propulsion, flight physiology, space travel, orbital mechanics, alternative applications of space technologies, remote systems (including VEX autonomous and user controlled robotics) and aerospace careers. Aerospace Engineering is a Project Lead the Way Course.

PROJECT LEAD THE WAY: BIOMEDICAL ENGINEERING (PLTW)

The PLTW Biomedical Sciences (BMS) Program is a sequence of courses, which follow a proven hands-on, real-world problem-solving approach to learning. Students explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health. Through activities, like dissecting a heart, students examine the processes, structures and interactions of the human body – often playing the role of biomedical professionals. They also explore the prevention, diagnosis and treatment of disease, working collaboratively to investigate and design innovative solutions to the health challenges of the 21st century such as fighting cancer with nanotechnology.

BMS courses complement traditional science courses and can serve as the foundation for STEM-centered or specialized academies. The program is designed to prepare students to pursue a post-secondary education and careers in the biomedical sciences.

PRINCIPLES OF BIOMEDICAL SCIENCES (PLTW)

- Prerequisite: Biology I or concurrent enrollment in Biology I is required or Honors Physics
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Fulfills a Core 40 Science **elective** requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
- A course for grades 9 and 10
- A two credit course

PLTW Principles of the Biomedical Sciences provides an introduction to this field through "hands-on" projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. These concepts are covered as students study the topics of crime scene investigation, diabetes, sickle-cell disease, heart disease, and infectious disease.

HUMAN BODY SYSTEMS (PLTW)

- Prerequisite: Principles of the Biomedical Sciences and Biology I
- Fulfills the requirements of a Life Science course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Grade Level: 10, 11, or 12 or permission of instructor
- A two credit course

Human Body Systems is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions.

SCIENCE

MEDICAL INTERVENTION (PLTW)

- Prerequisites: Principles of the Biomedical Sciences, Biology I, and Human Body Systems OR Principles of the Biomedical Sciences and Anatomy & Physiology
- Recommended Grade Level: 11th grade
- Fulfills the requirements of a Life Science course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- A course for grades 11, and 12
- A two credit course
- Not Offered in 2014- 2015 school year

Medical Intervention is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions including vascular stents, cochlear implants, and prosthetic limbs. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. Using 3-D imaging software, students will design and build a model of a therapeutic protein.

BIOMEDICAL INNOVATIONS (PLTW)

- Prerequisites: Principles of the Biomedical Sciences, Biology I, Human Body Systems and Medical Intervention OR Principles of the Biomedical Sciences, Anatomy & Physiology and Medical Intervention
- Fulfills the requirements of a Life Science course for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Grade Level: 12th grade or permission of the instructor
- A two credit course
- Not offered during the 2014-2015 school year

Biomedical Innovations is a capstone course designed to give student teams the opportunity to work with one or more mentors from the scientific and/or medical community. Teams will identify a research topic, conduct research, write a scientific paper, and defend team conclusions and recommendations to a panel of outside reviewers. Students taking this course may consider working with peers enrolled in a PLTW: Pre-Engineering capstone course to jointly engineer a product that could impact healthcare.

SOCIAL STUDIES

ECONOMICS

- A course for grade 12
- A one credit course
- A graduation requirement for Core 40 and AHD

Economics is a single-trimester course which provides students with an understanding of the basic characteristics of the American economic system. Economics includes a study of the allocation of scarce resources and their alternative uses for satisfying human wants. This course examines basic models of decision-making at various levels and in different areas including: (1) decisions made as a consumer, producer, saver, investor, and voter; (2) business decisions to maximize profits and understand the need for ethical standards in business; and (3) public policy decisions in specific markets dealing with output and prices in the national economy.

MICROECONOMICS (1-2), ADVANCED PLACEMENT

- **This is a BYOT Course**
- A course for grades 11 and 12
- A two credit course
- A Core 40, Academic Honors and Technical Honors course
- Meets the graduation requirement for Economics

The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

MACROECONOMICS, ADVANCED PLACEMENT

- **This is a BYOT Course**
- A course for grades 11 and 12
- A one credit course (plus two credits of AP Micro)
- Must be taken in conjunction with Microeconomics 1-2, cannot be taken as a single course
- A Core 40, Academic Honors and Technical Honors course
- Meets the graduation requirement for Economics

The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economies. Those enrolled in AP Macroeconomics for 1 trimester are required to be enrolled in AP Microeconomics for 2 trimesters. Taking AP Macroeconomics involves a 3 trimester AP Economics commitment. Students will sit for both AP exams.

UNITED STATES GOVERNMENT

- A one credit course
- A course for grade 12
- Graduation requirement for all diplomas

United States Government will examine not only the three branches of the US government at both the federal and state levels, but also political parties and voting behavior. Plus, we will explore various fundamental principles of government as well as the rights and responsibilities of citizens.

UNITED STATES GOVERNMENT (1-2), ADVANCED PLACEMENT

- A course for grades 11 or 12
- A two credit course
- Meets graduation requirements for United States Government
- A Core 40, Academic Honors and Technical Honors course

AP United States Government includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires students to become familiar with various institutions, groups, beliefs and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.

UNITED STATES HISTORY I & II

- United States History or AP United States History is required for graduation
- A course for grade 11
- A two credit course

United States History will build upon concepts developed in previous studies of American history. It will review major events from 1750 to 1877 and will emphasize national development from the end of the Reconstruction period through the Great Depression (U.S. History I) and the World War II period to the present (U.S. History II). Students will study key economic, social, political, and cultural events of these periods as well as the people, groups and movements that have impacted Indiana and the United States.

development of the United States from its colonial beginnings to present, with emphasis placed on developing analytical and interpretive skills. Students enrolling in AP U.S. History should understand that the reading level, vocabulary, writing demands and pace of the course are at the college level. All AP U.S. History students are required to take the College Board AP Exam in May; college credit may be earned by a sufficient score on the Exam. An extensive summer assignment is

SOCIAL STUDIES

UNITED STATES HISTORY (1-2-3), ADVANCED PLACEMENT

- United States History or United States History AP is required for graduation
- Recommendation: Advanced reading and writing skills; minimum grade of "B" in Honors English 10; English teacher recommendation for students who have not taken an honors English class or students who dropped honors English as sophomores
- A course for grade 11 or 12
- A three credit course

AP United States History is a year-long college-level course designed for the highly academically motivated student who has a strong interest and aptitude in United States history. Course content includes a study of the political, social, economic and cultural

The following courses specifically meet the Core 40, AHD & THD Social Studies Requirements:

GEOGRAPHY AND HISTORY OF THE WORLD I and II

- A two credit course
- A Core 40 and AHD course requirement option for grades 10, 11 and 12

Geography and History of the World focuses on twelve units of study over two trimesters. Unit One focuses on basic concepts of geography. Unit Two focuses on World History including the concepts of imperialism, revolution, and regional conflicts. Units three through twelve will include studies of the political, cultural, physical, and economic geography of the regions of North America, Latin America, Europe, Russia, North Africa, Southwest and Central Asia, Sub Saharan Africa, South Asia, East Asia, Southeast Asia and Australia, Oceania and Antarctica.

WORLD HISTORY AND CIVILIZATION I (ANCIENT)

- "B" average or above in English is recommended
- A one credit course
- A Core 40 and AHD course requirement option for grades 9, 10, 11 and 12

World History and Civilization provides a study of selected world cultures. Students will compare cultures and analyze patterns of culture, focusing on the diverse as well as the common characteristics of the human experience. World History and Civilizations I will focus on ancient civilizations such as those that existed in the Middle East, Asia, Africa, and Europe and the Americas. Architectural, artistic, philosophic, and political developments of early civilizations will be studied.

WORLD HISTORY AND CIVILIZATION II (MIDDLE AGES)

- A one credit course
- A Core 40 and AHD course requirement option for grades 9, 10, 11 and 12

World History and Civilizations II will emphasize the cultures unique to the Middle Ages of 500-1500 A.D. and how these cultures serve as a link between the ancient and modern worlds. Possible topics include the Byzantines, Islam, the Crusades, and the Renaissance. Attention will be paid to new ways of thought and advances in technology of the time period.

WORLD HISTORY AND CIVILIZATION III (MODERN)

- A one credit course
- A Core 40 and AHD course requirement option for grades 9, 10, 11 and 12

World History and Civilization III will explore modern history from the late 1400's to present day. The course will build upon the tension between modernism v. postmodernism and violence v. nonviolence. We will explore how modern history is a history of inhumanity while hearing the testimony of those who offered a different path through the power of nonviolence. We will focus on the Age of Exploration, the Scientific Revolution/ Enlightenment, the French Revolution, Colonial India and Africa, and 9/11 and the wars in Afghanistan and Iraq.

WORLD HISTORY (1-2-3), ADVANCED PLACEMENT

- **<u>This is a BYOT class</u>**
- Recommendation: Advanced reading and writing skills; minimum grade of "B" in an Honors English class; English teacher recommendation for students who have not taken an honors English class
- A course for grades 10, 11 or 12
- A three credit course
- A Core 40, Academic Honors and Technical Honors course

AP World History is a year-long college level course designed for the academically motivated student with a strong interest in world history. This course traces the development and interaction of cultures throughout history while applying a wide range of factual knowledge as students analyze various themes. This is a college level class in which the student will be expected to do extensive outside reading, detailed writing assignments and independent research. On the average, students could expect to spend seven hours during a calendar week studying outside of class. An extensive summer assignment is required.

SOCIAL STUDIES

ADDITIONAL SOCIAL STUDIES ELECTIVES

EUROPEAN HISTORY (1-2-3), ADVANCED PLACEMENT

- **This is a BYOT class**
- Recommendation: Student has taken and received a B or above in World History and Civilizations and/or Geography and History of the World
- An elective course for grades 10, 11 and 12
- A three credit course
- A Core 40, Academic Honors and Technical Honors course

The AP European History course begins in 1450 and introduces students to the cultural, economic, political and social developments that played a fundamental role in shaping today's world. The goals of AP European history are to develop an understanding of some of the principle themes in modern European history, develop an ability to analyze historical evidence and historical interpretation and develop an ability to express historical understanding in writing.

PSYCHOLOGY (1-2), ADVANCED PLACEMENT

- An elective course for grades 11 and 12
- A two credit course
- A Core 40, Academic Honors and Technical Honors course

AP Psychology provides students with an opportunity to have an experience similar to a college level Psychology course. The topics studied will include history, research, biology of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental, personality, testing, abnormal psychology, treatments and social psychology. Students will strive to develop the knowledge and skills required of them on the AP Psychology Exam.

LAW EDUCATION

- An elective course for grades 10, 11, and 12
- A one credit course
- B average or above in English recommended

Law Education provides students with a basic understanding of the American legal system. Topics discussed in this course include due process, criminal law, civil law, and ways of dealing with interpersonal conflict. Activities such as mock trials, field trips, simulations, and case studies may be used to develop critical thinking and problem-solving skills.

PSYCHOLOGY

- An elective course for grades 11 and 12
- A one credit course

Psychology provides an opportunity for students to study how psychologists apply their knowledge of methods to solving human problems. The content of Psychology includes understanding methods of research and insights into human behavior, emphasizing human perception, conscious experience, personality, and intelligence.

SOCIOLOGY

- **This is a BYOT Course**
- An elective course for grades 11 and 12
- A one credit course

Sociology will provide students the opportunity to study human social behavior from a group perspective, including recurring patterns of attitudes and actions and how these patterns vary across time, among cultures and in social groups. Students examine society, group behavior and social structures, as well as the impact of cultural change on society, through research methods using scientific inquiry.

TOPICS IN HISTORY: LEADERSHIP

- An elective course for grades 10, 11 and 12
- A one credit course

This class will study the topic of Leadership throughout history. We will examine prominent authors and their writings about the keys to effective leadership and put their theories to the test with engaging leadership challenges and written assignments that occur in and out of the classroom. Our class will also explore effective leaders throughout history, searching for the characteristics that made them dynamic in the eyes of their followers while evaluating their strengths and weaknesses as leaders.

SOCIAL STUDIES

TOPICS IN HISTORY: POP CULTURE IN THE UNITED STATES

- Recommendation: must have passed United States History I & II or U.S. History, Advanced Placement
- An elective course for grade 12
- A one credit course

In this class students will look at the impact of popular culture in American History from the years 1950 – 1999. Students will discover the social impact of music, movies, sports, art and literature on shaping who we are as a society today. A decade by decade look at the popular culture of each decade will take students on a trip through time to experience what it was like to have lived in each of these decades. Heavy emphasis on the ability to interpret primary sources will be required, and extensive participation in class will be required.

TOPICS IN HISTORY: THE HOLOCAUST

- An elective course for grades 11 and 12
- A one credit course

Topics in History: The Holocaust provides students the opportunity to study the European Holocaust of the WWII era, from exploration of genocide terminology and the rise of anti-Semitism to the chronology of the Holocaust itself. This course will also integrate international reactions to the Holocaust as well as other examples of 20th century genocide, such as Rwanda and the Sudan

CURRENT PROBLEMS, ISSUES, AND EVENTS

- An elective course for grades 9, 10, 11, and 12
- A one credit course

Current Issues/Problems provides students the opportunity to learn about and explore important events/issues that occur nationally and globally. Students will work towards developing these skills: (1) understanding perspectives that are different from one's own (2) learning to read critically and recognize fallacies in reasoning and propaganda devices and (3) problem-solving through small group collaboration. Issues selected will have contemporary relevance, yet be grounded in history.

CURRENT PROBLEMS, ISSUES, AND EVENTS: WORLD NEWS WORKSHOP

- Recommended: social studies elective or past participation in a BSD course
- An elective course for grades 9, 10, 11, and 12
- A one credit course

World News Workshop will be a chance to apply basic skills using current national and international news as the curriculum. Each week, students will practice and receive feedback on reading, writing (including the 6 traits of good writing), verbal communication, multi-step argument/debate, analysis of texts, fact/opinion, primary vs. secondary source, journalistic tools, service, and citizenship. Each week will be a different topic that is relevant to what is going on in the world today.

INDIANA STUDIES

- An elective course for grades 9, 10, 11, and 12
- A one credit course

Indiana Studies is an integrated program comparing and contrasting state and national development 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. Selections from Indiana arts and literature might also be analyzed for insights into historical events and cultural expressions. This course is offered in alternate years.

SPECIAL SERVICES

Students qualify for these courses based on assessments, development of an Individualized Educational Plan (IEP), and a case conference committee decision.

BASIC SKILLS DEVELOPMENT

- A 1 credit course for diploma track students
- Placement determined by Case Conference Committee
- 9/10 or 11/12 grade-specific classes

Basic Skills Development is a multidisciplinary course which provides students opportunities to develop basic skills including: (1) reading comprehension (2) written expression, (3) listening, (4) mathematical computation/ reasoning, (5) note-taking, (6) study skills, (7) organizational skills, (8) problem-solving skills, (9) self-awareness, and (10) self-advocacy skills that are essential for high school course work completion and college/career readiness. Determination of the skills to be emphasized in this course each trimester is based on a student's Individualized Educational Plan (IEP) and the General Education curriculum.

FUNCTIONAL ACADEMICS

- **Not a course for diploma track students**
- Placement determined by Case Conference Committee
- Students will acquire skills and demonstrate knowledge in the following areas: Vocational, Social, Self-Help, Social Sciences, Mathematics, and English/Language Arts.

LIFE SKILLS

- **Not a course for diploma track students.**
- Placement determined by Case Conference Committee
- Students will acquire personal management skills, community participation skills, and develop vocational skills

THEATRE

THEATRE ARTS

- A course for grades 9, 10, 11 and 12
- Text: Exploring Theatre
- A Core 40 and AHD Course
- A one credit course

This course explores the art of theatre with an emphasis on acting. Students will utilize their own personal resources while building their acting skills through creative drama, pantomime, improvisation, role preparation, and characterization. Students will learn to be more expressive, develop self-confidence, develop their voice and diction, and improve their ability to work with others. Students will gain an understanding of the production process from multiple perspectives and will discover how performances are prepared for an audience. Performance skills will include movement, voice, motivation, emotional recall, and sensory recall. Major projects include writing and performing original monologues, scene work, and stage combat. This is a survey and performance course.

TECHNICAL THEATRE 1

- A course for grades 9, 10, 11 and 12
- A Core 40 and AHD Course
- A one credit course

This class explores the behind-the-scenes world of theatre and focuses on play production and stagecraft. Units of study will include: theatre staff and crews, the physical theatre, safety, tools, properties, costumes, stage makeup, scenery construction, and scenic painting. Students will explore the evolution of stage technology and its impact on contemporary theatre. Students will explore career opportunities in theatre and related fields. Students understand the ways technical theatre relies on knowledge of other disciplines, such as language arts, mathematics, social studies, science and technology. They also understand the ways technical theatre incorporates all the arts. Light design will include the history of stage lighting, the art of design, computer applications in design, and instrument focus, care, and operation. Sound design will include multiple microphone mixing, sound effects, and use, care, and operation of both wired and wireless sound equipment.

THEATER PRODUCTION

- Prerequisite : One of the following: Theatre Arts OR Technical Theatre
- A course for grades 10, 11 and 12
- A Core 40 and AHD Course
- A one credit course

Theatre Production is a co-curricular class, involving an outside-of-class rehearsals and performances. Students in this class will take on the responsibilities associated with rehearsing, directing, and presenting a fully mounted production. Depending on the area of interest (acting, directing or technical,) some students will read and analyze plays to prepare for production; conceive and realize a design for the production, including set, lighting, sound and costumes. Some students will be involved in the decision-making through script selection, design, set construction, directing, and auditioning. Some students will create original designs, plans, and models and will be responsible for set design, light design, and sound design of the class production. Students will be expected to learn concepts individually and work independently. The final project will be to produce a student-directed play for an audience. There will be one evening required for dress rehearsal and performance. Each student will have one or more specific and individual responsibilities to the production, and will investigate a theatre arts career associated with that responsibility. This course may be repeated for credit since each class produces a completely different show, and students will have different roles and responsibilities depending on the particular show.

WORLD LANGUAGE

FRENCH I (1-2)

- It is recommended that students have at least a "B" or higher in 8th grade English
- You must earn a C- or higher in French I-1 to go on to French I-2
- A two credit course

This course introduces the French language and francophone cultures to students. Emphasis is placed on developing the skills of listening, speaking, reading, and writing within cultural context. Students begin to become familiar with various francophone cultures by exploring similarities and differences in everyday life, becoming aware of events in cultures, learning the major holidays and geographical features of the countries being studied, and the appropriate way to respond in various social settings. In addition, students learn to communicate basic needs; express likes and dislikes; as well as describe family, friends, and home, and talk about leisure time and school activities. As a result of this course, students will have the basic vocabulary and structure for minimal conversation and basic understanding of francophone cultures. Students will comprehend brief written directions and read short narrative texts on simple topics and write familiar words and phrases.

FRENCH II (3-4)

- Students must receive a grade of "C-" or higher in French I (1-2)
- You must earn a C- or higher in French II-3 to go on to French II-4
- A two credit course

French II (3-4) reviews material from level one and introduces new language and cultural skills. Students expand their vocabulary and skills to function within additional cultural settings. Students will write briefly in response to given situations such as letter writing and descriptive paragraphs. Students learn how to communicate thoughts, ideas, and basic information in the past. They also learn to express present and future hopes and desires for themselves and others. Students will interact in a variety of situations to meet personal needs and will understand main ideas and facts from simple texts over familiar topics. Students will become familiar with different aspects of the culture including the visual arts, architecture, literature, and music, using the foreign language where appropriate.

FRENCH III (5-6)

- Students must receive a grade of "C-" or higher in French II (3-4)
- You must earn a C- or higher in French III -5 to go on to French III-6
- A two credit course

French III (5-6) provides a comprehensive review of fundamentals from former levels and continues to introduce new language and cultural material. Students are given the opportunity to further their communication skills through the introduction of new vocabulary and verb tenses including the subjunctive and conditional. Students will write and correct compositions as well as have oral projects and presentations. There is a large emphasis on speaking at this level and students are expected to communicate and participate in the target language. Students will also learn about major French historical events and figures as well as read authentic French literature during this year.

FRENCH LANGUAGE AND CULTURE, ADVANCED PLACEMENT

- Students must receive a grade of "C-" or higher in French III (5-6)
- A three credit course

The Advanced Placement French Language and Culture course is an optional third trimester added to French IV (7-8). Students enrolled in this course will cover additional items tested on the Advanced Placement French Exam. The AP French Language and Culture course is designed to promote proficiency in French and to enable students to explore culture in contemporary and historical contexts. AP French helps students develop language skills that can be applied beyond the French course in further French study and everyday life. The course focuses on communication, encourages cultural awareness, and incorporates themes in meaningful contexts. The course prepares students to demonstrate language fluency and accuracy through Interpersonal (interactive), Interpretive (receptive), and Presentational (productive) modes of communication. The course is conducted in French and focuses on the mastery of listening, speaking, reading, and writing skills through the use of authentic materials and discourse. All students enrolled in this course will be expected to take the AP exam in May.

WORLD LANGUAGE

GERMAN I (1-2)

- Students It is recommended that students have at least a "C" or higher in high school English or a "B" or higher in 8th grade English.
- You must earn a C- or higher in German I-1 to go on to German I-2
- A two credit course

This course introduces students to effective strategies for beginning German language learning and to various aspects of German-speaking culture. Emphasis is placed on developing the skills of listening, speaking, reading, and writing within a cultural context. Students compare and contrast cultures by exploring similarities and differences in everyday life, becoming aware of events in cultures and appropriate responses in various social settings. In addition, students learn

GERMAN II (3-4)

- Students must receive a grade of "C-" or higher in German I (1-2)
- You must earn a C- or higher in German II -3 to go on to German II-4
- A two credit course

German II (3-4) reviews material and builds upon effective strategies learned in German I (1 -2). Students expand their vocabulary and skills to function in a variety of social and cultural settings. Students learn how to communicate thoughts, ideas, and basic information in the past in addition to writing more descriptively in response to various situations. They also learn to compare different viewpoints and opinions while expressing present and future hopes and desires for themselves and others. Students will interact in a variety of situations to meet personal needs and will understand main ideas and facts from simple texts over familiar topics. Students will become familiar with different aspects of the German-speaking culture, including music, literature, art, and everyday life, using the target language where appropriate. This course further emphasizes making connections across content areas and recognizing the impact of the German language and culture outside of the classroom.

GERMAN III (5-6)

- Students must receive a grade of "C-" or higher in German II (3-4)
- You must earn a C- or higher in German III-5 to go on to German III-6
- A two credit course

This course builds upon fundamentals from German I (1-2) and II (3-4) and continues to introduce new language, complex grammar structures, and cultural material. Students are given the opportunity to deepen their communication skills through the introduction of new vocabulary and verb tenses. Students will read from a variety of authentic materials such as selections of poetry, plays, and short stories, as well as write paraphrases, summaries and brief compositions in the target language. They will also participate in conversations about personal interests and current events.

GERMAN LANGUAGE AND CULTURE, ADVANCED PLACEMENT

- Students must complete German III-6 with a C- or higher.
- A three credit course

Students enrolled in this course will cover additional items tested on the Advanced Placement German Exam. The AP German Language and Culture course is designed to promote proficiency in German and to enable students to explore culture in contemporary and historical contexts. AP German helps students develop language skills that can be applied beyond the German course in further German study and everyday life. The course focuses on communication, encourages cultural awareness, and incorporates themes in meaningful contexts. The course prepares students to demonstrate language fluency and accuracy through Interpersonal (interactive), Interpretive (receptive), and Presentational (productive) modes of communication. The course is conducted in German and focuses on the mastery of listening, speaking, reading, and writing skills through the use of authentic materials and discourse. All students enrolled in this course will be expected to take the AP exam in May.

WORLD LANGUAGE

SPANISH I (1-2)

- It is recommended that students have at least "B" or higher in 8th grade English
- You must earn a C- or higher in Spanish I-1 to go on to Spanish I-2
- A two credit course

Spanish I (1-2) introduces the Spanish language and Hispanic culture to students. Emphasis is placed on developing the skills of listening, speaking, reading, and writing within the cultural context. Students begin to become familiar with various Hispanic cultures by exploring similarities and differences in everyday life. They will learn about major holidays and geographical features of the countries being studied. Students learn how to communicate basic needs, express likes and dislikes, as well as describe family, friends, and home. They will ask and answer simple questions and participate in brief guided conversations related to their needs and interests. Students will read short narrative texts on simple topics and comprehend brief written directions and information. They will write familiar words and phrases in appropriate contexts and respond in writing to various situations.

SPANISH I (1-2) HONORS

- Students must pass a placement exam administered by a WHS Spanish Instructor
- Students must receive a grade of "B" or higher in middle schools Spanish and "A" or higher in 8th grade English. Student placement will ultimately be determined by a rubric that includes exam scores, and historical grades.
- You must earn a C- or higher in Spanish I-1 Honors to go on to Spanish I-2 Honors
- A two credit course

Spanish I Honors is for the student who has successfully completed a year of middle school Spanish and wants to pursue an honors-level Spanish program with the ultimate goals of lifetime language fluency and success in the capstone course of Advanced Placement Spanish. In Spanish I Honors, students will develop communicative competence. They will learn about major holidays and geographical features of the countries being studied; they will also learn how to communicate basic needs, express likes and dislikes, and describe family, friends, and home in the target language. The rigorous course is taught entirely in Spanish and focuses on listening, speaking, reading and writing skills through the use of authentic materials. Students will be expected to communicate in Spanish at a level commensurate with their study. Students will begin to produce and comprehend Spanish in a manner that is in accordance with preparing them for the Advanced Placement Spanish course and its accompanying exam. Students and parents will be expected to return a signed document affirming they understand the terms of the course, and the accompanying rigor and requirements of the course.

SPANISH II (3-4)

- Students must receive a grade of "C-" or higher in Spanish I (1-2)
- You must earn a C- or higher in Spanish II -3 to go on to Spanish II-4
- A two credit course

Spanish II (3-4) reviews material from Spanish I and introduces new language and cultural material. Emphasis is placed on further development of listening, speaking, reading, and writing skills. Students become more familiar with the people and culture of the Hispanic world and further their understanding of Hispanic culture in different aspects of visual arts, literature, geographical features and historical events, using the foreign language where appropriate. Students learn to communicate thoughts, ideas, and basic information in the past tense. They also learn to express present and future hopes and desires for themselves and others. They will read aloud with appropriate intonation and pronunciation and write briefly in response to given situations. As a result, students will be able to function more effectively in Spanish; learning to appreciate the value of being able to use Spanish in a global economy.

SPANISH II (3-4) HONORS

- Students must earn a grade of "B" or higher in Spanish I (1-2) Honors.
- A two credit course
- You must earn a grade of C- or higher in Spanish II-3 Honors to go on to Spanish II -4 Honors.

Spanish II (3-4) Honors is for the student who has successfully completed a year of Spanish I (1-2) Honors. The course is designed for the student who wants to continue to pursue an honors-level Spanish program with the ultimate goals of lifetime language fluency and success in the capstone course of Advanced Placement Spanish. In Spanish II Honors, students will continue to develop communicative competence. Authentic materials will be used to focus on listening, speaking, reading, and writing skills. The rigorous course is taught entirely in Spanish. The students will be expected to communicate in Spanish at a level commensurate with their study. Material from Spanish (1-2) Honors will be reviewed and new language and cultural material will be introduced. Students will further their understanding of Hispanic culture through lessons including daily life, holidays, visual art, literature, music, geography, and history. Students will learn to ask informative questions, give recommendations, discuss daily routines, travel preparation, and vacations, getting around town, ordering in restaurants, shopping and personal needs, sporting events, staying healthy, narrate past events, and express future plans. Students will be able to express themselves more creatively .

WORLD LANGUAGE

SPANISH III (5-6)

- Students must receive a grade of "C-" or higher in Spanish II (3-4)
- You must earn a C- or higher in Spanish III-5 to go on to Spanish III-6
- A two credit course

Students will have the opportunity to acquire greater facility in all language skills. Students will learn to recognize compound tenses and detailed grammatical structures. They will respond to factual and interpretive questions and interact in a variety of situations. They will be given the opportunity to express original ideas and expand vocabulary to individual interests. They will read for comprehension from a variety of authentic materials such as newspapers, magazines, short literary selections of poetry, and short stories. Students will write paraphrases, summaries, and brief compositions .

SPANISH III (5-6) HONORS

- **This is a BYOT class**
- Students must receive a grade of "B" or higher in Spanish II (3-4)
- You must earn a C- or higher in Spanish III-5 Honors to go on to Spanish III-6 Honors
- A two credit course

Honors Spanish III is designed for the student who has successfully completed Spanish II and wants to continue to AP Spanish. In Spanish III Honors, students will continue to develop their communicative competence. Students are expected to communicate primarily in Spanish and focuses on listening, speaking, reading and writing skills through the use of authentic materials. Students will exchange and support opinions on a variety of topics related to contemporary and historical events and issues at a proficiency level commensurate with their study. Students will begin to produce and comprehend Spanish in a manner that is in accordance with preparing them for success in Advanced Placement Spanish.

SPANISH IV (7-8)

- Students must receive a grade of "C-" or higher in Spanish III (5-6)
- You must earn a C- or higher in Spanish IV-7 to go on to Spanish IV-8
- A two credit course

Students will have the opportunity to extensively review and refine their communication skills in speaking, reading, and writing activities. They will read and interpret literature of the country or countries speaking the language through selected reading from major authors. Students will discuss these readings in the foreign language and write well-organized compositions about them and other given topics. They will begin using the language creatively in writing simple poetry and prose. Students will become aware of major literary, musical, and artistic periods of the different cultures in which the language is spoken.

SPANISH LANGUAGE, ADVANCED PLACEMENT (1-2-3)

- **This is a BYOT class**
- Students must receive a grade of "B" or better in Honors Spanish III (5-6)
- You must earn a C- or higher in AP Spanish to continue to the next trimester
- A three credit course

The AP Spanish Language and Culture course has a holistic approach to language proficiency and stimulates participants to improve communication in interpretive, interpersonal and presentational modes. It is taught and managed at the college level. This rigorous course is taught almost exclusively in Spanish and students are held accountable for their participation. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources; as well as traditional print resources that include literature, essays, and magazine and newspaper articles; and also a combination of visual/print resources such as charts, tables, and graphs; all with the goal of providing a diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level. Students explore the products, practices and perspectives of the target cultures. Opportunities to speak Spanish for authentic purposes and gain cultural knowledge are promoted within the classroom and are sought out in the community.

Central to communication is the following premise from the AP Spanish Language and Culture Curriculum Framework: When communicating, students in the AP Spanish Language and Culture course demonstrate an understanding of the culture(s), incorporate interdisciplinary topics (Connections), make comparisons between the native language and the target language and between cultures (Comparisons), and use the target language in real-life settings (Communities).

J. EVERETT LIGHT CAREER CENTER

The J. Everett Light Career Center advocates ***Skills Training for Success in College and the Workplace***. JEL is administered by the Metropolitan School District of Washington Township and serves high school students and adults from 12 school corporations in northern Marion, Boone, and Hamilton counties.
The facility consists of approximately 150,000 square feet including classrooms, laboratories, offices, and other instructional resource facilities.

WHO CAN TAKE OUR CLASSES?

Our classes are available to students from our 12 sending high schools. JEL is available to Westfield High School juniors and seniors.

WHEN DO CLASSES MEET?

Career Center classes meet every day for three hours. See the specific course descriptions for the number of hours that each course meets. We have a morning session and an afternoon session.

Morning Session Times	*Afternoon Session Times*
3 Hr. Class 7:30 am – 10:23 am	3 Hr. Class 12:08 pm – 3:00pm

***Please note that Cosmetology meets four hours a day in the afternoon. First year meets from 12:00-4:00 PM and second year meets from 1:00-5:00 PM. You MUST have your own transportation home from JEL to participate in the Cosmetology program.**

HOW MANY CREDITS CAN I EARN?

Our students can earn elective high school credits for our courses. JEL is on a semester system. Upon passing a course a student can earn three credits for a three-hour course each semester for a total of six credits per year. The students' high school will add these credits to the transcript.

WHAT ELSE CAN I EARN?

Students will receive a certificate of employability, which will list the job skills they have mastered. Upon recommendation by your teacher, the Career Center Director also will provide a written guarantee that you, the graduate, can perform the skills listed on the technical certificate. The Student Skills Guarantee is valid for a period of one year following completion of the program.

HOW DO I APPLY FOR A CLASS?

Students may obtain an application for our classes from their School Counselors. Typically, Counselors will meet with students in January and February to plan a schedule of classes for the next school year, and provide an application to be completed. Many of our classes fill up quickly, so it is important that the student complete and return the application to his/her Counselor as soon as possible.

WHAT STUDENT SERVICES ARE AVAILABLE?

Different support services are offered to any student enrolled in our classes. Many students benefit from counseling and instructional support to be successful in our programs. Staff members are available to provide these support services during the school day. Contact your high school counselor or the counselor at the Career Center for further information.

J. EVERETT LIGHT COURSE OFFERINGS 2014-2015

ANIMATION/FILM PRODUCTION
AUTOMOTIVE COLLISION REPAIR
AUTO MAINTENANCE DETAILING
AUTOMOTIVE SERVICE TECH
BARBERING
BUIDLING TRADES TECHNOLOGY
BUSINESS TECHNOLOGY LAB
COMPUTER REPAIR
COSMETOLOGY
CULINARY ARTS
DENTAL ASSISTING
DIGITAL MEDIA ARTS
EARLY CHILDHOOD EDUCATION
EMERGENCY MEDICAL TECHNICIAN
EMS, FIRST RESPONDER
FIREFIGHTING
HEALTH CARE CAREERS
LAW ENFORCEMENT
MEDICAL ASSISTING
MUSIC/SOUND PRODUCTION
VETERINARY ASSISTING
VISUAL DES./ADVERTISING
WEB & SOFTWARE PROGRAMMING
WELDING

COLLEGE CREDIT AGREEMENTS FOR JEL COURSES

Animation/Film Production	Ivy Tech	3 credits
Auto Service	Ivy Tech	9 credits
Computer Repair	Vincennes University	12 credits
Dental Assisting	Ivy Tech	3 credits
Digital Media Arts	Ivy Tech	3 credits
Education/Early Childhood	Ivy Tech	6 credits
Firefighting/EMT	Ivy Tech	9 credits
	Vincennes University	12 credits
Health Care/CAN	Ivy Tech	8 credits
Hospitality	Ivy Tech	6 credits
Veterinary Assisting	Purdue University	3 credits
Web Design & Programming	Ivy Tech	3 credits
	Vincennes University	12 credits
Welding	Ivy Tech	9 credits

WESTFIELD HIGH SCHOOL

J. EVERETT LIGHT CAREER CENTER STUDENT/PARENT CONTRACT

The J. Everett Light Career Center offers Westfield High School students an exciting educational opportunity. It is our goal to provide these types of learning experiences to our students. Our district spends approximately $3,000.00 on each student for tuition at J. Everett Light. Once a student is accepted and enrolled at JEL, the student will be required to complete the 180-day program. **Students will not be allowed to drop or change programs anytime during the year, including semester breaks.**

The following must be signed by both student and parent in order to participate in the J. Everett Light Career Center classes:

_____ and _____ agree to **ALL** policies stated below.

(Student Name) (Parent/Guardian Name)

- ♣ Student and parent are familiar with all policies and procedures of JEL
  We have attended the JEL Open House or plan to make a site visit.
- ♣ Student **cannot** change or drop their JEL class after **May 23, 2014**
- ♣ Student will attend JEL on days when Westfield High School is not in session
  and attend Westfield High School on days when JEL is not in session.
- ♣ Student may miss Westfield High School pep sessions, bonus periods, and other school activities due to the JEL class schedule
- ♣ Student will conduct himself/herself in an appropriate manner at all times
- ♣ Student will attend their scheduled JEL class for the entire school year

IF A STUDENT FAILS TO COMPLETE THE 180 DAY PROGRAM, THE FAMILY WILL BE RESPONSIBLE FOR REIMBURSEMENT OF TUITION TO WESTFIELD WASHINGTON SCHOOLS

_____ _____

Student Signature Date

_____ _____

Parent/Guardian Signature Date