

# Westfield High School

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**2018-2019**

## COURSE CATALOG

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### FRESHMEN



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## WESTFIELD HIGH SCHOOL

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Westfield, IN 46074

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## **WHS VISION & MISSION STATEMENT**

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### **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.

We will be purposeful in developing practices and habits that maintain a safe and student centered culture.

## **WWS VISION & MISSION STATEMENT**

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### **WESTFIELD WASHINGTON SCHOOLS VISION**

Westfield Washington Schools will provide rigorous and engaging experiences to prepare all children—socially, emotionally, and academically—for their future.

### **WESTFIELD WASHINGTON SCHOOLS MISSION**

To be an exemplary learning organization focused on collaboration, innovation, and continuous growth for all.

## LETTER FROM THE COUNSELING CENTER

Dear Westfield High School Student and Parent:

It is time to begin considering your course selections for the 2018-2019 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 office prior to **May 18, 2018**. Good luck with your course selections!

Sincerely,

*Westfield High School Counseling Center*

## WESTFIELD HIGH SCHOOL SCHEDULE CHANGE POLICY

Students should submit all Schedule Change Request forms by May 18, 2018. **After the Schedule Change deadline of May 18, 2018, a student may only change their schedule under specific circumstances. Students wishing to change their schedule based on the allowances listed below are strongly encouraged to do so before the start of the trimester in which they wish to make the change. Courses started more than five days after the trimester begins may not be taken for credit.**

**A counselor may adjust a student's schedule, after the Schedule Change Deadline, for the following reasons:**

- The student must retake a failed class in order to meet graduation requirements.
- The student no longer meets the pre-requisite for a class.
- 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; or a student is moving from a regular academic or elective class into an honors, AP or dual credit class.
- A student wishes to drop an elective to take another elective course. **Academic classes in the five core areas may not be dropped to take an elective course.**
- A senior wishes to take a course that would pertain to his or her chosen college major or commitment.
- In cooperation with the state of Indiana's career and technical education initiatives, a senior may choose to replace an elective course with an Independent Co-op, Cadet Teaching, Career Exploration Internship or Service Leadership course.
- A senior chooses to add a course to replace a Senior Seminar. **Seniors are not allowed to drop classes for a Senior Seminar release period after the May 18, 2018 deadline.**

**Students may not drop a course in-progress due to poor grades or attendance. Once a trimester has begun, the only changes which will be made will be based on the following:**

- 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.
- Medical reasoning with documentation explaining why the student cannot continue in the course. In this case, the counselor, student and parent will determine the best placement for the student for the remainder of the trimester.

### NEW COURSES FOR 2018-2019

ACP US GOVERNMENT

ACP US HISTORY

INTRODUCTION TO COMMUNICATIONS

MUSICAL THEATRE

ROBOTICS DESIGN AND INNOVATION

ELECTIVE PHYSICAL EDUCATION: BASKETBALL 101

ADVANCED SCIENCE (L), AGRICULTURAL BIOTECHNOLOGY

PRINCIPLES OF BUSINESS MANAGEMENT: RETAIL APPLICATIONS

ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE: C LEVEL SCHOOL STORE

MANAGEMENT

IVY TECH COMMUNITY COLLEGE TECHNICAL EDUCATION PROGRAMS

ABC CONSTRUCTION PREP ACADEMY

BUSINESS LAW AND ETHICS

MERCHANDISING II: RETAIL FASHION

ROCK BAND ENSEMBLE

JAZZ BAND ENSEMBLE

ETHNIC STUDIES

# WESTFIELD HIGH SCHOOL BRING YOUR OWN TECHNOLOGY (BYOT)

Westfield High School is developing an ongoing Bring Your Own Technology (BYOT) curriculum in many 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 their own technology, they may rent a device from Westfield High School during that BYOT class period.

Note: iPads can be used; however with some curriculum and online textbooks that require Adobe, issues have been encountered. Laptops and notebooks are the recommended, but not the required, devices at Westfield High School. Below is a list of those classes that have formally implemented a BYOT curriculum:

ACP Introduction to Business	AP Macroeconomics	French IV Honors
ACP US Government	AP Microeconomics	Geography and History of the World Honors
ACP US History	AP Physics	German III
Advanced Accounting	AP Physics C	Intro to Accounting
Agricultural Biotechnology	AP Spanish	Physics I
Anatomy and Physiology	AP US Government	Sociology
AP Art History	AP US History	Spanish III
AP Biology	AP World History	Spanish III Honors
AP Chemistry	Biology Honors	Spanish IV
AP Environmental Science	Chemistry Honors	Spanish IV Honors
AP European History	Creative Writing	Student Media—Yearbook
AP French	French III	Zoology
AP German	French III Honors	
AP Human Geography	French IV	

There may be more classes coming online for the school year. WHS will have an addendum for these classes prior to students beginning the scheduling process. A letter with more information will be mailed home in the summer to all students enrolled in a BYOT class.

All classes that are BYOT classes will have the following notation listed under the course title:

**This is a BYOT class**

## COLLEGE ENTRANCE REQUIREMENT INFORMATION

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Students are advised that enrolling in challenging, strong 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 schools 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. Indiana schools 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 & ADVANCE COLLEGE PROJECT

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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. All students enrolled in AP courses will take the corresponding AP exam.

**The Advance College Project (ACP)** is a dual-credit program offered through **Indiana University**. Students who meet admission criteria for ACP may choose to take courses for Indiana University credit. A minimum 2.7 GPA is required to be admitted to the ACP Program. 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.

**ADVANCED PLACEMENT COURSES** : All AP courses receive a full point weight for a C- or higher. We offer the following AP courses at Westfield High School:

<b>AP Courses Taught at Westfield High School</b>	<b>Number of Trimesters/ HS Credits</b>	<b>Grade Level</b>
AP Art History	2	10, 11, & 12
AP Biology	3	11 & 12
AP Calculus AB	3	11 & 12
AP Calculus BC	3	12
AP Chemistry	3	11 & 12
AP Computer Science A	2	10, 11 & 12
AP Computer Science Principles	2	10, 11, & 12
AP English Language & Composition	3	11 & 12
AP English Literature & Composition	2 or 3	12
AP Environmental Science	3	10, 11 & 12
AP European History	3	10, 11 & 12
AP French	3	12
AP German	3	12
AP Human Geography	1	9, 10, 11 & 12
AP Economics (Micro/Macro)	3	11 & 12
AP Macroeconomics	2	11 & 12
AP Microeconomics	2	11 & 12
AP Music Theory & Composition	2	10, 11 & 12
AP Physics I	3	9, 10, 11, & 12
AP Physics C	3	11 & 12
AP Psychology	2	10, 11 & 12
AP Research	2	12
AP Seminar (with AP Language)	3	11 & 12
AP Spanish	3	12
AP Statistics	2	10, 11 & 12
AP Studio Art 2-D Design & Drawing	3	11 & 12
AP Studio Art Photography	1	10, 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

## DUAL CREDIT CLASSES

Westfield High School offers a number of dual credit classes—classes that can count as both high school and college credit. The courses are college-level and are taught through a variety of different colleges and universities. College credit is based on the grade earned in the class and may be transferrable to other universities. Fees vary depending on the program, but are greatly reduced from typical college tuition.

## ADVANCE COLLEGE PROJECT (ACP)

ACP classes are offered through Indiana University Bloomington. All ACP classes receive a full-point weight for grades of C- or higher. Students must have a 2.7 cumulative GPA in order to take the classes for IUB credit. Tuition is \$25 per college credit. Students will register online in order to enroll for IUB credit.

WHS Course	Indiana University Course Title and Number	High School Credits	College Credits
ACP Brief Survey of Calculus	M 119 Brief Survey of Calculus	2	3
ACP Comp	W 131 Reading, Writing, and Inquiry	1	3
ACP Finite Math	M 118 Finite Mathematics	2	3
ACP Government	POLS Y 103 Introduction to American Politics	1	3
ACP Intro to Business	BUS X100 Business Administration: Introduction	1	3
ACP Speech	P 155 Public Speaking	1	3
ACP US History	H 105 and H 106 American History I and II	2	6

## IVY Tech Dual Credit Classes

A number of classes are offered through IVY Tech Community College on-site at Westfield HS at no cost to the student. Students who meet the standardized exam cut-off scores or a minimum GPA in order to be able to earn college credit will enroll with IVY Tech during the first few days of classes.

WHS Courses	IVY Tech Course Number	IVY Tech Course Title	HS Credits	Possible College Credits
Construction Trades I-1 and I-2	BCTI 100, 101 and 102	Intro to Construction Technology; Intro to Carpentry Part 1 & 2	2	9
Construction Trades II-3 and II-4	BCTI 103 & 104	Carpentry Framing and Finishing, Part 1 and 2	2	6
Intro to Adv Manufacturing & Log I-1 and I-2	MPRO 100 & 106	Introduction to Plant Floor and CNC; Intro to Workplace Safety	2	6
Advanced Manufacturing I-1 and I-2	MPRO 101	Introduction to Print Reading; Mechatronics Electrical Systems; and Lean Manufacturing		9
Intro to Engineering Design (IED) I-1 and I-2	PLTW DESN 101 & 113	Intro to Design Technology ; 2D Computer Aided Design	2	6
Principles of Engineering (POE) - PLTW	PLTW DESN 104	Mechanical Graphics	2	3
Civil Engineering and Architecture (CEA) PLTW	PLTW DESN 105	Architectural Design I	2	3
Intro to Accounting I-1 & I-2	ACCT 118	Financial Concepts for Accounting	2	3
Principles of Marketing (2 Trimesters)	MKTG 101	Principles of Marketing	2	3
Health Science Ed II: Nursing	HLHS 101 & 107	Medical Terminology and CNA Preparation	2	6
College Algebra	M 136	College Algebra	2	3
Introduction to Hospitality	HOSP 114	Introduction to Hospitality	1	3
Principles of Event Management	HOSP 171	Introduction to Convention/Meeting Management	1	3

## J. Everett Light Career Center and Advanced Technical Education through IVY Tech—Hamilton County

There are several career-based programs through J. Everett Light Career Center and IVY Tech—Hamilton County that students can elect to take for both high school and college credits. These programs are offsite, and vary in the number of college credits that students can earn. Please see the respective sections in the course book for more details.

## HONORS COURSES

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

English 9-12 Honors

Algebra II Honors

Biology I Honors

Spanish I-IV Honors

Geometry Honors

Chemistry I Honors

French I-IV Honors

Pre-Calculus Honors

Geography & History of the  
World I and II Honors

**ALL PROJECT LEAD THE WAY CLASSES IN ENGINEERING AND 2ND THROUGH 4TH YEAR  
BIOMEDICAL ENGINEERING CLASSES ARE HONORS LEVELS CLASSES**

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## ISTEP+: GRADUATION QUALIFYING EXAMS

Beginning in 2016-17, the ISTEP+ Grade 10 English/Language Arts and Mathematics tests replace the End of Course Assessments in Algebra I and English 10 as the graduation requirement for the class of 2019 and 2020.

Every Indiana student in the graduating class of 2019 and beyond must demonstrate mastery of the Indiana Academic Standards measured by the ISTEP+ Grade 10 English/Language Arts and Mathematics assessments. The ISTEP+ Grade 10 Math Assessment is based on standards adopted in 2014; the Grade 10 English Assessment is based on standards adopted in 2014.

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## 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 I 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.

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.ncaaeligibilitycenter.org](http://www.ncaaeligibilitycenter.org). Information on recruiting and eligibility can also be found on the NCAA website at [www.ncaa.org](http://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 requirements:**

<b>English</b>  <b>8 Credits</b>	English 9 or English 9 (Honors) 2 credits
	English 10 or English 10 (Honors) 2 credits
	English 11 or English 11 (Honors) 2 credits <b>OR</b> AP English Lang. & Comp/ AP Seminar 3 credits
	English 12 2 credits <b>OR</b> English 12 may be replaced with any two of the following electives: Contemporary Literature 1 credit      Composition ACP 1 credit Debate 1 credit      Creative Writing 1 credit Literary Interpretation ACP 1 credit      Speech 1 credit Speech ACP 1 credit
	<b>OR</b> English 12 may be completely replaced with: AP English Lit. & Comp (2 or 3 credits), AP Lang & Comp (3 credits) or AP Research (2 credits)
<b>Math</b>  <b>6 Credits</b>	Algebra I 2 credits Geometry or Geometry Honors 2 credits Algebra II or Algebra II Honors 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. Students must take a math or quantitative reasoning course each year in high school.
<b>Science</b>  <b>6 Credits</b>	Biology I or Biology Honors or AP Biology 2-3 credits Integrated Chemistry/Physics (ICP), 2 credits Chemistry I or Physics I Additional Core 40 Science Courses 2 credits
<b>Social Studies</b>  <b>6 Credits</b>	U.S. History or ACP US History 2 credits <b>OR</b> AP U.S. History 3 credits
	U.S. Government or ACP US Govt 1 credit <b>OR</b> AP U.S. Govt 2 credits
	Economics 1 credit <b>OR</b> AP Micro/Macroeconomics 2 or 3 credits
	Two credits in World History, 2 or 3 credits Geo./History of the World, or AP World History
<b>PE/Health</b>  <b>4 Credits</b>	PE I & PE II 2 credits Health 1 credit Advanced Health or Elective PE 1 credit
<b>Directed Electives</b>  <b>12 Credits</b>	World Languages, Fine Arts, Business, 5 credits Computers, etc.
	Seven additional electives in any area 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 languages, including the year-long World Language credits received in middle school.)
- Earn 2 Fine Arts credits (Art, Music, Theatre, or Yearbook)
- 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 at graduation

**AND Complete one of the following:**

- Complete two Advanced Placement courses and their corresponding AP exams
- Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
- Complete one Advanced Placement course (2 credits) and its corresponding AP exam, and a minimum of 3 verifiable transcribed college credits from the approved dual credit list.
- Earn a combined score of 1250 or higher on the SAT, and a minimum score of 590 on the Evidence Based Reading and Writing section and a 560 on the Math section .
- Earn an ACT composite score of 26 or higher 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:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College and Career Pathway and one of the following:
  1. State approved, industry recognized certification or credential, *or*
  2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits.
- Earn a grade of C- or above in courses that count towards the diploma.
- Have a grade point average of B (3.0) or above at graduation
- Complete one of the following:
  - A. Any one of the options (A-F) of the Core 40 with Academic Honors
  - B. Earn the following scores or higher on WordKeys; Reading for Information– Level 6, Applied Mathematics– Level 6, and Locating Information– Level 5.
  - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75
  - D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.

## AP CAPSTONE DIPLOMA

The **AP Capstone Diploma** is an innovative, new, and prestigious diploma program that gives students an opportunity to apply critical thinking, collaborative problem solving, and research skills in a cross-curricular context. The Class of 2016 was the first class of WHS with the opportunity to earn this high-level, nationally recognized diploma.

Students who are motivated and prepared for college-level coursework are best suited for the program, but the program benefits those students who show potential for AP coursework but have not yet enrolled in AP courses. Students should demonstrate curiosity about real world issues, a willingness to take intellectual risks, and a dedication to acquiring the skills that colleges and universities value – critical inquiry, analysis, and research. In short, AP Capstone students have an interest in becoming curious, independent, and collaborative scholars.

### Basic Requirements for AP Capstone Diploma



All students interested in pursuing the AP Capstone Diploma at WHS are required to select AP Seminar and AP English Language and Composition as their grade 11 English course.

For more information you may visit [www.collegeboard.org/apcapstone](http://www.collegeboard.org/apcapstone).

## MESSAGE FROM THE INDIANA DEPARTMENT OF EDUCATION

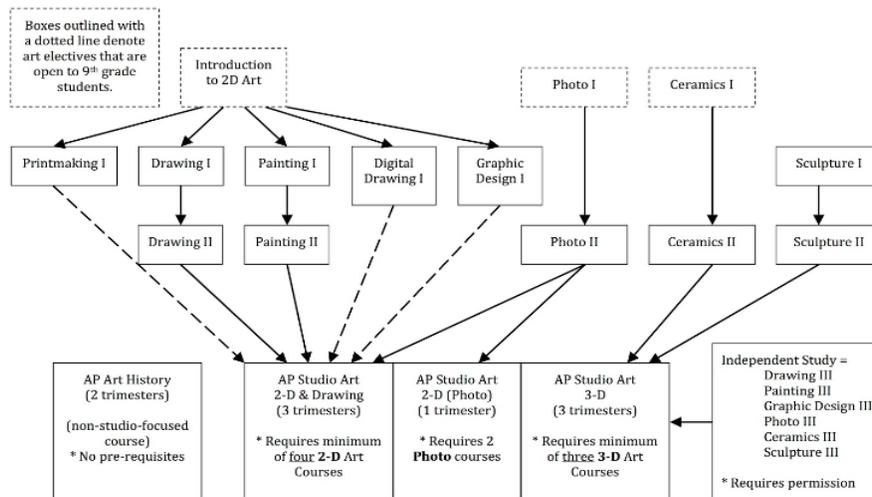
Beginning with the graduating Class of 2016, all students earning a Core 40, Academic Honors Diploma or Technical Honors Diploma must take a mathematics or a Quantitative Reasoning course **each year** they are enrolled in high school. The Indiana Department of Education defines a Quantitative Reasoning course as a class that advances a student's ability to apply mathematics in real world situations and contexts and that deepens a student's understanding of high school mathematical standards. Listed below are the WHS courses that will fulfill the Quantitative Reasoning requirements:

### Qualifying Quantitative Reasoning Courses at WHS

Course Title	Department	Approved for All Diplomas
Accounting	Business, Marketing and Information Technology	✓
Aerospace Engineering	Engineering and Technology	✓
Algebra I	Mathematics	✓
Algebra II	Mathematics	✓
AP Biology	Science	✓
AP Calculus AB	Mathematics	✓
AP Calculus BC	Mathematics	✓
AP Chemistry	Science	✓
AP Computer Science A	Business, Marketing and Information Technology	✓
AP Computer Science Principles	Business, Marketing and Information Technology	✓
AP Environmental Science	Science	✓
AP Macroeconomics	Social Studies	✓
AP Microeconomics	Social Studies	✓
AP Physics	Science	✓
AP Statistics	Mathematics	✓
Business Math	Business, Marketing and Information Technology	✓
Chemistry I	Science	✓
Civil Engineering and Architecture	Engineering and Technology	✓
Economics	Social Studies	✓
Engineering Design and Development	Engineering and Technology	✓
Geometry	Mathematics	✓
Integrated Chemistry Physics (ICP)	Science	✓
Personal Financial Responsibility	Business, Marketing and Information Technology	✓
Physics I	Science	✓
Pre-Calculus	Mathematics	✓
Principles of Engineering	Engineering and Technology	✓
Probability and Statistics	Mathematics	✓
Advanced Accounting	Business, Marketing and Information Technology	✓
Computer Science I– Game Programming I	Business, Marketing and Information Technology	✓
Computer Science– Special Topics– Game Programming II	Business, Marketing and Information Technology	✓
Computer Science I- Pre-AP Java Programming	Business, Marketing and Information Technology	✓
Computer Science II– C++ Programming	Business, Marketing and Information Technology	✓

## 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 or prepare for the AP Studio Course.



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.

## PHOTOGRAPHY I

- A course for grades 9, 10, 11, and 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**

## 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.

## STUDENT MEDIA-YEARBOOK

- Prerequisite: successful completion of Journalism, Photography I, OR Graphic Design. Students may also get approval from Yearbook Adviser.
- **This is a BYOT class**
- A course for grades 9, 10, 11, & 12
- Being in two or more trimesters is preferred.

A one, two or three credit course Student Publications (Yearbook) is a workshop class to plan, prepare, and produce Westfield High School's yearbook, the Shamrocket, for the current school year. Photography or writing experience is helpful, but students can be trained on yearbook construction guidelines. Students may specialize in specific roles such as a photographer, copywriter, business staffer, or design staffer. They may also be responsible for a broader range of jobs. Shamrocket staff members are expected to spend time outside of class time working in order to complete necessary tasks. Grades will be based on class participation, timely completion of projects and the final exam.

**ENTREPRENEURSHIP & INNOVATION PATHWAY**

	<u>Required Classes</u>	<u>Optional/Alternative Classes</u>
Year 1	<p align="center"><b>Entrepreneurship I &amp; II: The Retail Experience</b> <i>1 or 2 Trimesters</i></p> <p align="center"><b>Intro to Business</b> <i>1 Trimester</i></p>	<p align="center"><b>Alternative to Intro to Business:</b> Graphic Design/Web Design/Digital Applications/ Computer Science/ Prep for College and Careers Personal Financial Responsibility <i>1 Trimester</i></p>
Year 2	<p align="center"><b>Principles of Marketing I &amp; II</b> <i>2 Trimesters</i></p> <p align="center"><b>Merchandising II—Retail Experience</b> <i>1 Trimester</i></p>	<p align="center"><b>Alternative to Merchandising II:</b> Intro to Accounting <i>2 Trimesters</i> Merchandising I—Fashion <i>1 Trimester</i></p>
Year 3	<p align="center"><b>Principles of Business Management: Retail Applications</b> <i>2 or 3 Trimesters</i></p> <p align="center"><b>Bus. Law and Ethics</b> <i>1 Trimester</i></p>	<p align="center"><b>Alternative to Business Law &amp; Ethics:</b> ACP Introduction to Business Administration <i>1 Trimester</i> Sports and Entertainment Marketing <i>1 Trimester</i></p>
Year 4	<p align="center"><b>A Total of 3 Trimesters of:</b> Entrepreneurship and New Ventures Capstone: C-Level School Store Management Work Based Learning Capstone Professional Career Internship</p>	<p align="center"><b>Other Business, Marketing &amp; Merchandising classes can be taken in Senior Year, if space allows</b></p>

# BUSINESS, MARKETING & INFORMATION TECHNOLOGY

## INTRODUCTION TO ACCOUNTING

- **This is a BYOT class**
- 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.

Students will be provided the opportunity to earn 3 dual credit hours in ACT 118 through Ivy Tech. In order to be eligible for dual credit hours, both trimesters of Accounting must be completed. Students must earn a C or higher both trimesters. There is not a course fee for this Ivy Tech dual credit.

## INTRODUCTION TO BUSINESS

- A one credit course
- A Core 40 elective
- 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 level: 9, 10, 11 & 12

*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.

## PERSONAL FINANCIAL RESPONSIBILITY

- 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 level: 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.

# BUSINESS, MARKETING & INFORMATION TECHNOLOGY

## PRINCIPLES OF MARKETING I & II

- 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

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 a 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 for Sports & Entertainment Marketing and Merchandising. Various topics covered in Principles of Marketing include evolution of marketing, target markets, competitive advantage, SWOT analysis, breakthrough opportunities, marketing plan development, implementation and control, segmenting dimensions, marketing mix, uncontrollable variables, consumer behavior, marketing research methods, new product development, consumer adoption process (diffusion of innovation), product life cycle, physical distribution concept, distribution channels, ideal market exposure (levels of distribution), customer service, promotion mix, advertising/media selection, pricing strategies, and product classes.

Students will be provided the opportunity to earn 3 dual credit hours in MKTG101 through Ivy Tech. In order to be eligible for dual credit hours, both trimesters must be completed within the same school year. Students must earn a C or higher both trimesters. In addition, students must pass the required Accuplacer test or have met the SAT, ACT, or PSAT requirement. There is no course fee for this Ivy Tech credit.

## PREPARING FOR COLLEGE AND CAREERS

- 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 Level: 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.

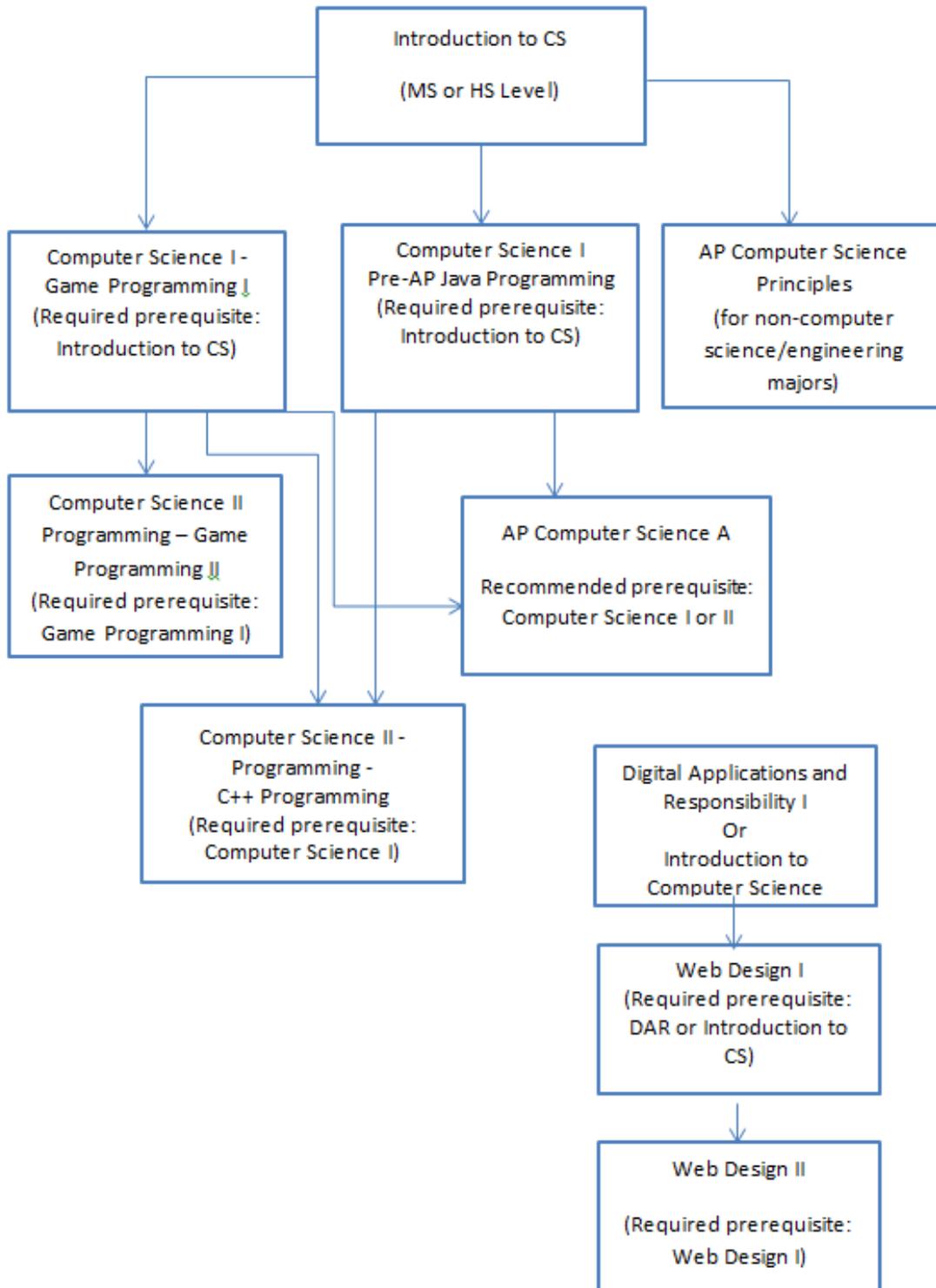
## ENTREPRENEURSHIP AND NEW VENTURES I and II (ENTREPRENEURSHIP I: THE RETAIL EXPERIENCE)

- Prerequisites: None
- A one or two credit course
- An Academic Honors and Technical Honors Diploma career program
- Recommended Grade Levels: 9, 10, 11 & 12

Entrepreneurship and School Store Experience builds upon the foundations of marketing, business and technologies classes and focuses on applying the information learned in those classes to either a new business the school *will* create or to the Rock Shop or Famous Phil's Cafe. Students will study the basic principles of consumer behavior and apply marketing and business ideas in real world settings. Further, students will 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. Additionally, topics of government and legal restrictions, intellectual property, location selection, basic business accounting, raising startup funding, sales and revenue forecasting and business plan development will be practiced. Students will also practice Google's idea of 20% time and spend time in the Idea Farm each week cultivating their creativity. Practical experience in store organization is gained through the actual operation of school stores.

## Computer Science Pathway

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



# BUSINESS, MARKETING & INFORMATION TECHNOLOGY

## COMPUTER COURSES

### INTRODUCTION TO COMPUTER SCIENCE

- A one credit course
- Recommended grade levels: 9, 10, 11 & 12
- **9th graders who have taken PLTW Computer Science at WMS should not take class**

Introduction to Computer Science allows students to explore the world of Computer Science. Students will gain a broad understanding of the areas involved in Computer Science. Additionally, there will be a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics. This is a great course for any student who is curious, but unclear, about what computer science really is. **NOT RECOMMENDED FOR STUDENTS WHO HAVE TAKEN COMPUTER SCIENCE I, COMPUTER SCIENCE II, OR AP COMPUTER SCIENCE.**

### DIGITAL APPLICATIONS AND RESPONSIBILITY

- A one or 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

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

### WEB DESIGN I

- A one credit course
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Prerequisite: Intro to Computer Science or Digital Applications/Responsibility
- Recommended grade levels: 9, 10, 11 & 12

**Web Design I** is a course that provides instruction in the principles of web design using HTML5/CSS and current/emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Instructional strategies may include peer teaching, collaborative instruction, project-based learning activates and school community projects Web Design I will focus on client-side development.

### WEB DESIGN II

- 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
- Prerequisite: Web Design I
- Recommended grade levels: 9, 10, 11 & 12

**Web Design II** is a course that provides instruction in the principles of web design using HTML5/CSS and current/emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Instructional strategies may include peer teaching, collaborative instruction, project-based learning activates and school community projects. Web Design II is designed to expand student knowledge of server side web development using HTML5, Javascript, PHP, and SQL or other language for managing database connectivity.

## BUSINESS, MARKETING & INFORMATION TECHNOLOGY

### COMPUTER SCIENCE I— GAME PROGRAMMING I

- A one credit course
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- This course is aligned with postsecondary courses for Dual Credit
- Prerequisite: Intro to Computer Science
- Recommended Grade Levels: 9, 10, 11 & 12
- 9th Graders who took PLTW Computer Science in 8th grade may take without prerequisite with teacher permission.

Computer Science I introduces the structured techniques necessary for efficient solution of game industry-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce correct and accurate outputs. Topics include program flowcharting, pseudo-coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation and system flowcharts for graphics problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, and control breaks and offers students an opportunity to apply skills in a laboratory environment using the Java programming language. This course will prepare students for AP Computer Science.

### AP COMPUTER SCIENCE PRINCIPLES

- Prerequisites: Recommended for students seeking the AP Capstone diploma and any student not on a computing/engineering career path
- A two 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
- 9th Graders who took PLTW Computer Science in 8th grade may take without prerequisite with teacher permission.

The AP Computer Science Principles curriculum focuses on the innovative aspects of computing as well as the computational thinking practices that help students see how computing is relevant to many areas of their everyday lives. Computational thinking practices capture important aspects of the work that computer scientists engage in at the level of competence expected of AP Principles students. The computational thinking practices taught help students coordinate and make sense of knowledge to accomplish a goal or task. They enable students to engage with the course content by developing computational artifacts and analyzing data. Skills developed in computational thinking practices include: computing, creating computational artifacts, abstracting, analyzing problems and artifacts, communicating, and collaborating. The major areas of the course are organized around seven big ideas, which encompass ideas foundational to studying computer science. These big ideas connect students to a curriculum scope that includes the art of programming but is not programming-centric. The big ideas included are: Creativity, Abstraction, Data and Information, Algorithms, Programming, The Internet, and Global Impact of Computing. **Students do not need to have prior knowledge of any programming language.**

# ENGINEERING & TECHNOLOGY EDUCATION

## TECHNOLOGY SYSTEMS

- A course for grades 9, 10, 11, and 12
- A one credit course
- A Core 40 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, 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, Design Processes can not be taken.

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.

## CONSTRUCTION TRADES I (1-2)

- A course for grades 9, 10, 11, and 12
- **This course is aligned with postsecondary courses for Dual Credit**
- 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.

# ENGINEERING & TECHNOLOGY EDUCATION

## 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, welding, 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

- 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

Transportation Processes 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.

## INTRODUCTION TO COMMUNICATIONS (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 Communications is a course that specializes in identifying and using modern communication to exchange messages and information. This course explores the application of the tools, materials, and techniques used to design, produce, use, and assess systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Major goals of this course include an overview of communication technology; the way it has evolved, how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, recording services, and other related systems. Basic film-making skills implementing such programs as Final Cut Pro are integral parts of this curriculum.

## ROBOTICS DESIGN AND INNOVATION (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

Robotics Design and Innovation allows students to design, program, and test innovative technological designs related to robotic systems. Topics involve mechanics, pneumatics, control technologies, computer fundamentals, and programmable control technologies. Students design, build, and optimize robots to perform a variety of predesignated tasks. Individuals or small teams may choose to participate in organized robotic competitions or develop their own events during the course. Through this course, students will investigate exciting career and collegiate programs of study.

# PROJECT LEAD THE WAY

## 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)

- A course for grades 9, 10, 11, and 12
- **This course is aligned with postsecondary courses for Dual Credit**
- A two credit course
- An Academic Honors and Technical Honors Diploma career program elective

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.

# FAMILY & 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.

# ENGLISH

## PLACEMENT INTO ENGLISH

Students are placed into 9th grade English classes based on a rubric score that includes middle school grades, NWEA scores, PSAT 8/9 scores and ISTEP scores. Placement will be listed on the schedule that is distributed in late April.

## ENGLISH 9 (1A, 1B, and 2A)

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

English 9 in 3 trimesters fulfills an English/Language Arts requirement for the General and Core 40 diplomas. English 9, an integrated English course based on *Indiana's Academic Standards for English/Language Arts* in Grade 9 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 a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

## ENGLISH 9 (1-2)

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

English 9 students use language as a tool for thinking and learning as they practice in identifying, analyzing, and composing with different elements, structures, and genres of written language. Literature instruction focuses on opportunities to read, comprehend, analyze, and respond to a broad variety of literature. Students will also develop vocabulary and language skills, analyzing the role of diction and syntax in literature. Students will write for various audiences and purposes while strengthening skills in paragraph and multi-paragraph writing. Using technology they will practice the writing process. This process includes: (1) prewriting, including summarizing, analyzing, and evaluating research; defining a problem or question; and outlining; (2) drafting; (3) revising; (4) editing; and (5) publishing. Oral Communication (speech) emphasizes effective listening and speaking techniques and provides opportunities for students to integrate other reading and language arts skills as they learn to express ideas verbally. Students will make presentations as well as become critical discussion participants and listeners.

## ENGLISH 9 HONORS (1-2)

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

English 9 Honors students use language as a tool for thinking and learning at a more rigorous level than English 9. Literature instruction focuses on opportunities to read, comprehend, analyze, and respond to a broad variety of literature. Students will also develop vocabulary and language skills, analyzing the role of diction and syntax in literature. Writing instruction focuses on narration, synthesis, persuasion, and analysis, all through multi-paragraph essays. Students are also expected to be critical discussion participants and listeners and give effective oral presentations that clearly express ideas and employ persuasive techniques.

# ENGLISH

## ENGLISH ELECTIVES

### JOURNALISM

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

Journalism is a one-trimester course designed to teach the Indiana Academic State Standards for Journalism. This class offers training and practice in all aspects of journalistic writing, including some participation in the design and production of the Westfield High School yearbook and writing for the Student Perspectives page of the school website. Students will study communications history and the legal boundaries and ethical principles that guide journalistic writing as they learn writing styles and visual design. Personality profiles, feature stories, news stories, food/movie reviews, photojournalism, editorials, and opinion writing will be explored in depth. Grades are based on biweekly writing and photography assignments as well as in-class activities.

### DEBATE

- A course for grades 9, 10, 11, and 12
- A Core 40 and AHD course
- A one, two or three credit course
- This course may replace one senior English class.

Debate, a course based on Indiana's Academic Standards for English/ Language Arts, is the study and application of the basic principles of debate involving support for the basic types of arguments and debate strategies (affirmative and negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking). Students will do a substantial amount of research, reading and writing in preparation for case development. 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 Speech and Debate Association.

### SPEECH

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

The Speech course will enable students to become proficient public speakers through the study of and practice in the basic techniques of effective communication. Course topics include the communication process, listening skills, group communication, verbal and nonverbal communication, and effective delivery. Both informal and formal speeches will be given and will include impromptu and ceremonial speeches. Major researched speeches include demonstration, informative and persuasive types. Students will learn to organize and improve speeches through structure and outlining, research, vocabulary and style, and preparation and presentation. Students will participate in the peer evaluation process as part of the development of critical listening skills. This course may replace either English 12-7 or 12-8 as the "other Core 40 or AHD course."

# MASS MEDIA

## MASS MEDIA (1-2)

- A course for grades 9, 10, 11,12
- A two credit course
- A Core 40, AHD and THD Elective

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.

Basic filmmaking skills implementing such programs as Final Cut Pro are integral parts of this curriculum.

# MATH

## PLACEMENT INTO MATH

Students are placed into Math classes based on a rubric score that includes middle school grades, NWEA scores, PSAT 8/9 scores and ISTEP scores. Placement will be listed on the schedule that is distributed in late April.

## ALGEBRA I IN 3 TRIMESTERS (1A, 1B and 2A)

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

This course covers the state of Indiana standards of first-year Algebra over 3 trimesters. 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.

## ALGEBRA I (1-2)

- A two 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 IN 3 TRIMESTERS (1A, 1B and 2A)

- Prerequisite: Algebra I (1-2 or 1A, 1B and 2A)
- A 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.

## GEOMETRY (1-2)

- Prerequisite: Algebra I (1-2 or 1A, 1B and 2A)
- A two 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.

## 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 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.

Honors Geometry 1 and 2 will develop many of the same topics with greater rigor and depth to help students prepare for future higher level math courses.

## ALGEBRA II (3-4)

- Prerequisite: Geometry (1A, 1B and 2A), Geometry (1-2) or Geometry (Honors) (1-2)
- A Core 40 and AHD course
- A two 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.

## 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.

## MULTI-DISCIPLINARY

### ACADEMY CLASS

- A one, two or three credit course for diploma track students
- Placement determined by administration.

- 9, 10 or 11/12 grade-specific classes

Academy's mission is to empower individuals to reach their full potential through a powerful mentor relationship, consistency, accountability, and a dynamic curriculum. Students are invited to participate in this year-long program based on academic performance and staff observations. Students enrolled in the program are assigned to an Academy Coach one period per school day each trimester. Students follow a set curriculum and are afforded some independent time to complete work for other classes so they can practice applying the powerful learning habits they are gaining through their Academy lessons. The Academy curriculum focuses on organization, self-discovery, goal setting, leadership development and study/test-taking skills. Students track their progress through various methods and complete reflective tasks. The class has separate offerings for Freshmen, Sophomores, and Upperclassmen.

# MUSIC

## INTERMEDIATE CHORUS (Mixed Choir)

- 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 (1-2-3)

- **Prerequisite: Prepared audition, two or more trimesters of Intermediate Chorus or permission of director**
- A course for grades 9, 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 instructor
- 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. 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 I —MARCHING BAND

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

This course correlates with the Extracurricular Marching Band and may be substituted for Intermediate Concert Band 1. Students will study music and physical choreography with an emphasis on competition and public performance. Students will perform as a marching band and pep band. Rehearsals and performances will be required outside of the school day.

## INSTRUMENTAL ENSEMBLE (ADVANCED PERCUSSION 1-2-3)

- Prerequisite: Membership in a WHS or WMS band during the prior school year or 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 1<sup>st</sup> trimester and as a percussion ensemble during 2<sup>nd</sup> and 3<sup>rd</sup> 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 will introduce students to playing the acoustic guitar. 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.

## ELECTRONIC MUSIC

- 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

## APPLIED MUSIC (L)—STEEL PAN WORLD DRUMMING

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

This course will introduce students to playing the steel pan and world drumming instruments. Elements of ensemble playing, critical listening skills, music theory, and cultural context will be covered. Instruments are provided and no prior musical experience is necessary.

## JAZZ BAND ENSEMBLE

- Prerequisite: Membership in a WHS or WMS band during the prior school year or permission of the instructor
- A course for grades 9, 10, 11, and 12
- A one credit course
- Offered in the second trimester

Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Student develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. Some time outside of the school day may be scheduled for rehearsals and performances. In addition, a number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom.

## MUSIC HISTORY BACH TO ROCK I

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

This course will introduce students to history of European art music, Jazz and Rock. Students will learn about prominent musical time periods, works, instruments, and musicians relating to these two areas. No prior musical experience is necessary.

## ROCK BAND ENSEMBLE

- Recommendation: Basic skills on a rock band instrument such as drum set, guitar, bass, piano and /or vocals.
- A course for grades 9, 10, 11, and 12
- A one credit course

This course will develop the skills necessary to play in a rock band. Focus will be given to styles, ensemble playing, arranging, performing, and recording. Students enrolling should have a basic proficiency on their instruments.

# SCIENCE

## PLACEMENT INTO SCIENCE

Students are placed into science classes based on a rubric score that includes middle school grades, NWEA scores, PSAT 8/9 scores and ISTEP scores. Placement will be listed on the schedule that is distributed in late April.

## 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
- 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**

## INTEGRATED CHEMISTRY— PHYSICS (L), (ICP I-2)/ BIOLOGY I (L) (1-2)

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

Students enrolled in this sequence will take ICP I-2 in 1st trimester, then will follow with Biology I-1 in 2nd trimester and Biology I-2 in 3rd trimester.

## BIOLOGY I (L) (1-2)

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

Honors Biology is a course geared for freshmen and sophomores and is 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, and Evolution.

## SCIENCE

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

- **This is a BYOT class**
- A course for grades 9, 10, 11, and 12
- Course is at least 25% laboratory
- A three credit course
- A Core 40 and AHD course
- Prerequisite: Successful completion of Honors Geometry (1-2) or Geometry (1-2)
- Recommendation: “B” or better in Honors Geometry (1-2) or “A” or better in Geometry (1-2)
- A freshman taking AP Physics 1 will take Honors Biology as a sophomore or take AP Biology her/her junior or senior year.

AP Physics 1 is a three-trimester, first year physics course that helps students develop life-long skills in problem solving as well as an understanding of the physical world around them! In order to take AP Physics 1 as a **freshman**, you must have successfully completed Honors Geometry with the grade of “B” or better as an **8<sup>th</sup> grade student**. *This course is designed around the needs of an incoming freshman student who has a high achieving ability but also needs help developing the skills to be successful in an AP course.*

In the immersive AP Physics 1 course, you don't just read about things, you get to learn how things really work. You won't just be memorizing facts and figures that you'll forget moments after the test. In AP Physics 1 you'll tackle concepts and do things that will stick with you long after the class is through. The hands-on approach to learning takes you out of the typical classroom and into an experience that will prepare you for college and beyond! With AP Physics 1, you'll explore new ideas side-by-side with your classmates and the AP teacher. When you get to college, you'll be asked to manage your own time and study habits while tackling challenging problems and subject areas. You experience the same rigor when you take an AP class, however, you have the added benefit of your AP Physics 1 teacher helping you throughout the journey. AP Physics 1 lets you to see and

feel what college work is like while receiving the support to help you get there. AP Physics 1 emphasizes problem solving and understanding of the physical world. It is designed to cater to high-achieving students by allowing them to learn through many self-guided hands-on assignments as well as various projects. Throughout the course of the year students will complete various projects including: the building and complete analysis of a balsa bridge, air powered bottle rockets, paper roller coasters, electric circuits, as well as many others. Additionally, this course will help students develop a firm foundation of problem solving skills on which to build in subsequent science and math courses. Finally, students will have the opportunity to earn college credit at the end of the year by completing the AP Physics 1 Exam given in May.

More information about AP Physics 1 can be found at: <https://apstudent.collegeboard.org/apcourse/ap-physics-1>

### PROJECT LEAD THE WAY: BIOMEDICAL SCIENCES (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 or AP Physics 1 is required
- 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. To determine the factors responsible for the death, the students investigate medical history and lifestyle choices. Students also consider 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. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses.

## SOCIAL STUDIES

The following courses specifically meet the Core 40, AHD & THD World History Requirements.

Students must complete one the following to meet requirements:

- **Geography and History of the World I & II**
- **Any two credits of World History & Civilization I, II or III**
- **Honors Geography and History of the World I & II/ AP Human Geography 3**
- **AP World History in 10th grade**

### GEOGRAPHY AND HISTORY OF THE WORLD I and II

- A two credit course
- A Core 40 and AHD course requirement option for grades 9, 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)

- 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. 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.

## SOCIAL STUDIES

### **HUMAN GEOGRAPHY, ADVANCED PLACEMENT COMBINED WITH HONORS GEOGRAPHY AND HISTORY OF THE WORLD I AND II**

*A student must enroll in ALL THREE classes. This will satisfy both Honors Geography I and II requirements as well as preparing them for AP Human Geography third trimester.*

### **HONORS GEOGRAPHY AND HISTORY OF THE WORLD I AND II**

- **This is a BYOT class**
- A Core 40 and AHD course requirement option for grades 9, 10, 11 and 12
- A two credit course

In the Honors Geography and History of the world course students will be introduced to topics that will be later be used and built upon in AP Human geography. Students will be introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface.

Class activities and discussions are created which challenge students to demonstrate their understanding of the vocabulary and theories of human geography. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They will also learn about the methods and tools geographers use in their science and practice. Pre AP Geography and History of the world will cover all 5 units in preparation for the 3rd Trimester AP Human Geography Course. All students are required to take the AP Human Geography third trimester

### **HUMAN GEOGRAPHY (3), ADVANCED PLACEMENT**

- **This is a BYOT class**
- A Core 40 and AHD course requirement option for grades 9, 10, 11 and 12
- A one credit course in 3rd trimester
- Students must have been enrolled in Honors Geography and History I and II to be enrolled in this class

In the AP Human Geography course students will be introduced to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Class activities and discussions are created which challenge students to demonstrate their understanding of the vocabulary and theories of human geography. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They will also learn about the methods and tools geographers use in their science and practice. All students are required to take the AP exam. Students may earn college credit by scoring sufficiently high on the AP exam administered through the College Board in the spring.

## SOCIAL STUDIES

### ADDITIONAL SOCIAL STUDIES ELECTIVES

**The following courses do not meet the specific Core 40, AHD & THD World History or Social Studies requirements.**

### 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 (3) problem-solving through small group collaboration and (4) improving verbal argument through debate. Issues selected will have contemporary relevance, yet be grounded in history.

### 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.

### ETHNIC STUDIES

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

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

# 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 one 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/test-taking skills, (7) organizational skills, (8) problem-solving skills, (9) self-awareness, and (10) self-advocacy skills. These skills 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.

## BASIC SKILLS DEVELOPMENT—READING/MATH LAB

- A three trimester course for diploma track students
- Placement determined by Case Conference Committee
- Recommended for 9<sup>th</sup> grade students only
- Students earn 1 credit per trimester for successfully completing class

BSD Reading/Math Lab is a course which provides students the opportunity for intensive remediation in basic reading and math skills.

This is a course that is taken in addition to the traditional Basic Skills Development class.

Focus areas in Reading include comprehension, decoding, fluency, vocabulary acquisition, and phonological awareness. Focus areas in Math include numbers and operations, measurement, decimals, percentages, time, and money.

## 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.**
- Students do not earn credits in this program
- Placement determined by Case Conference Committee
- Student must qualify through assessments and testing.

# 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. Major projects include writing and performing original monologues, scene work, and stage combat. This is a survey and performance course.

## TECHNICAL THEATRE

- 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, properties, costumes, stage makeup, and scenic design. 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. Special emphasis will be placed on set design and scale drawings, renderings, and models.

## MUSICAL THEATRE

- Prerequisite: Theatre Arts or permission from instructor
- A course for grades 9, 10, 11 and 12
- A one credit course

Students in this course study the history of musical theatre and its place in today's society. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. These activities will incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students will explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

# WELLNESS

## HEALTH EDUCATION

- A course for grade 9
- 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.

## PHYSICAL EDUCATION I

- A course for grade 9
- 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 skill evaluations.

## ELECTIVE PHYSICAL EDUCATION: STRENGTH AND CONDITIONING FOR THE FRESHMAN ATHLETE – MALE AND FEMALE

- Prerequisite: Successful completion of Physical Education I
- This is a coeducational class
- A course for grades 9, 10, 11, and 12
- A one credit course
- This class is focused for the athlete in competitive sports at Westfield High School.

This coeducational 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: RECREATIONAL ACTIVITIES

- Prerequisite: Successful completion of Physical Education I
- A course for grades 9, 10, 11, and 12
- Classes are coeducational
- A one credit course

This elective course is designed with activities that can be developed into life-long activities. As this course will increase proficiency of skills in certain activities (Bocci, Disc Golf, Croquet, Bowling, and many others), it will teach the students on specific activities that they can perform during their entire lives. This class' main focus is the development and refreshment of the body through activities that stimulate the body through play.

## ELECTIVE PHYSICAL EDUCATION: BASKETBALL 101

- Prerequisite: Physical Education I
- A course for grades 9, 10, 11, and 12
- A one credit course

Students in this class will immerse themselves in the sport of basketball. Skills will be taught and refined. Strategies of the game will be implemented and analyzed. Students will participate physically in basketball activities on the court. In the classroom we will learn how to take stats and analyze that data by watching and studying college and NBA games. Students will learn the ins and outs of how to be a coach, a referee, a scorekeeper, and a statistician.

# WELLNESS

## **ELECTIVE PHYSICAL EDUCATION: GROUP FITNESS**

- Prerequisite: Physical Education I
- A course for grades 9, 10, 11, and 12
- A one credit course

Group fitness is a fun and exciting way to get healthy. The fitness exercises offered in this class will give students a sampling of the types of activities that are available to them outside of school currently and later in their lifetime. Students will get the opportunity to try as many as 10 or more different fitness activities. Students will also learn how these activities can be adapted so that they may be able to do them on their own at home or in a gym.

## **ELECTIVE PHYSICAL EDUCATION: BOOT CAMP 101**

- Prerequisite: Physical Education I
- A course for grades 9, 10, 11, and 12
- A one credit course

The class will give students a sampling of what Boot Camp fitness is all about. It is separated into 4 three week sections with different focus areas of the body. This course is designed for those students who are self-motivated and want to improve their overall fitness level in fun and energetic ways, using minimal equipment. Students will take away from this course multiple fitness activities they can easily do at home with friends and family.

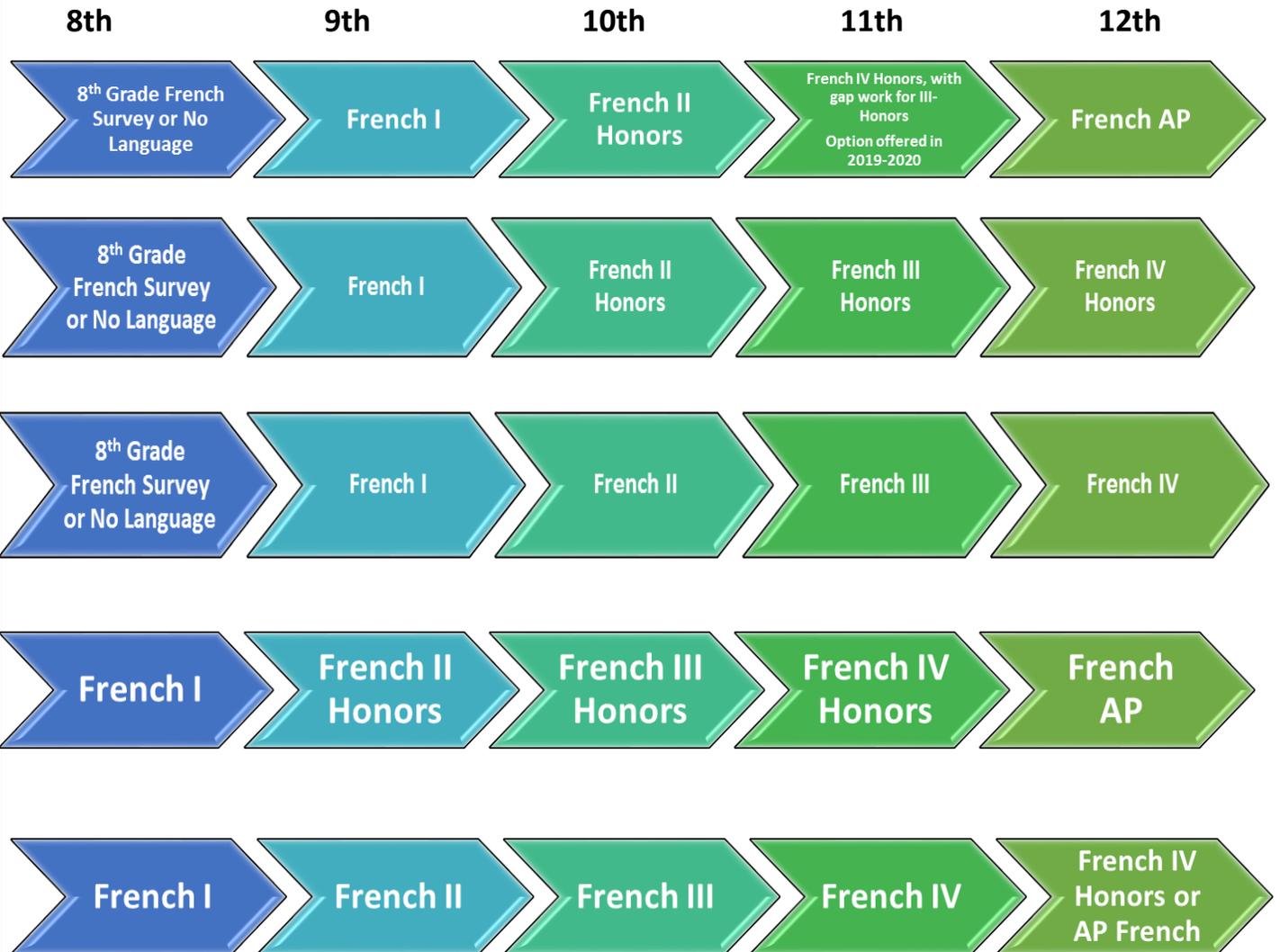
# WORLD LANGUAGE

**Year-long World Language classes taken for credit prior to high school count toward credits for diploma status.**

For a student to receive an Indiana Academic Honors Diploma, they must complete three years of one world language **OR** complete two years of two different world languages.

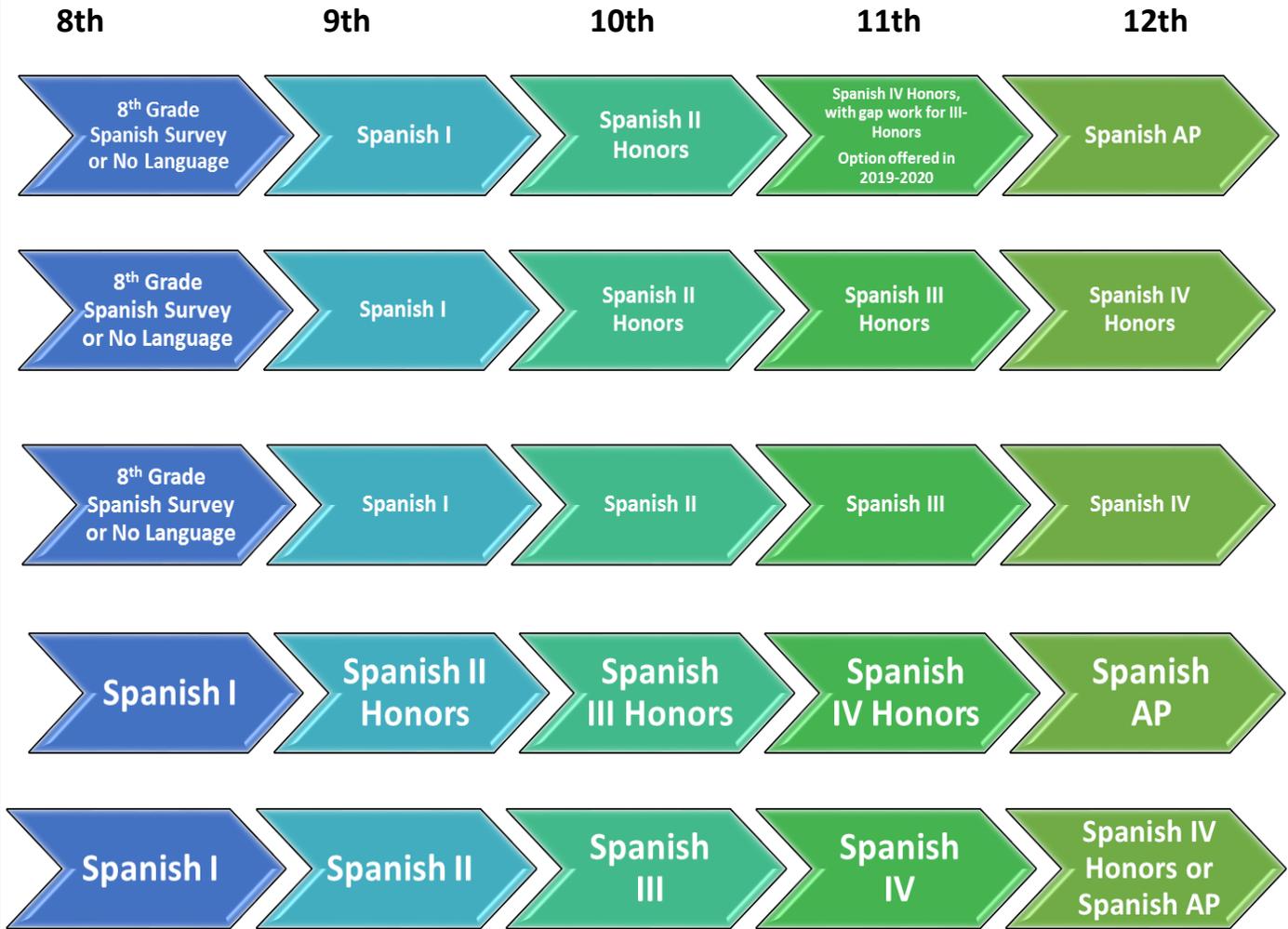
For each language, students will need to earn a grade of C- or higher in order to advance to the next section or level of the language.

## FRENCH PATHWAYS



# WORLD LANGUAGE

## SPANISH PATHWAYS



## GERMAN PATHWAY



# WORLD LANGUAGE

## FRENCH I (1-2)

- It is recommended that students have at least a “C” or higher in High School English or a “B” in 8<sup>th</sup> grade English
- Students 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 are introduced to various francophone cultures and learn to communicate basic needs and express likes and dislikes. They will also learn to 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 will have a 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 earn a grade of “C-” or higher in 8<sup>th</sup> grade French I.
- Students 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 as well as to express present and future hopes and desires for themselves and others. 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 II (3-4) HONORS

- Placement will be determined by performance in French I (1-2)
- Students 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) Honors is a transition to full immersion course for the student who has successfully complete French I and wants to pursue an honors-level French program with the ultimate goal of success in the Capstone course of Advanced Placement French Language and Culture. In French II Honors, students will continue to develop communicative competence. Authentic materials will be used to improve listening, speaking, reading, and writing skills. Students will be expected to communicate in French at a level commensurate with their study. Students will deepen their understanding of Francophone culture and learn to compare the products, practices and perspectives of a Francophone culture with those of their own culture as well.

## GERMAN I (1-2)

- It is recommended that students have at least a “C” or higher in high school English or a “B” or higher in 8<sup>th</sup> 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 to communicate basic needs; express likes and dislikes; as well as describe family, friends, and home, and talk about leisure time and school activities. Students will comprehend brief written directions and read short narrative texts on simple topics and write familiar words and phrases. As a result of this course, students will have the basic vocabulary and structure for minimal conversation and basic understanding of German-speaking cultures.

# WORLD LANGUAGE

## SPANISH I (1-2)

- It is recommended that students have at least a “C” or higher in high school English or “B” or higher in 8<sup>th</sup> grade English
- Students 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. As a result of this class, students will have basic vocabulary and structures for minimal communication and a basic understanding of the Hispanic culture.

## SPANISH II (3-4)

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

Spanish II (3-4) Honors is for the student who has successfully completed a year of Spanish I (1-2). This is a transition to immersion course that is designed for the student who 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 II Honors, students will continue to develop communicative competence. Authentic materials will be used to focus on listening, speaking, reading, and writing skills. The students will be expected to communicate in Spanish at a level commensurate with their study. Material from Spanish I (1-2) will be reviewed and new language and cultural material will be introduced. Students will further their understanding of Hispanic culture and learn to express themselves more creatively.