

# 2025-2026 Academic Handbook



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### Programs of Study:

<u>Agriculture Education</u>	<u>Business Education</u>
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This guide for students and parents contains the essential information for success at Franklin County High School. Seldom do students have identical needs or interests, so individual planning is necessary. FINAL COURSE SELECTION IS THE RESPONSIBILITY OF EACH STUDENT, AS APPROVED BY HIS/HER PARENTS OR GUARDIANS. Teachers, school counselors, and principals are available for assistance. Students and parents/guardians have an open invitation to confer with these people. Requirements for graduation, program options, course descriptions, and other topics are discussed in this booklet. Each student is advised to use this information to establish a plan suited to his or her personal interest and future. The task of building a "Master Schedule" to include course selections for the entire student body necessitates that course choices be final as soon as possible.

## GRADUATION REQUIREMENTS

In general, students are encouraged to leave FCHS with a Core 40 Diploma. Accelerated students and those pursuing technical certificates through the Whitewater Career Center (WCC) are encouraged to earn their Academic Honors or Technical Honors Diplomas respectively. For those students needing assistance meeting the graduation requirements, a number of **waiver options** are available. Please see your school counselor for more information.

INDIANA CORE 40	
<b>English / Language Arts</b>	<b>8 Credits</b> Including a balance of literature, composition, and speech
<b>Mathematics</b> (Students must take a math or quantitative reasoning course each year in high school)	<b>6 Credits (earned in grades 9-12)</b> 2 Credits: Algebra I 2 Credits: Geometry 2 Credits: Algebra II
<b>Science</b>	<b>6 Credits</b> 2 Credits: Biology 2 Credits: Chemistry or Physics or ICP 2 Credits: Any Core 40
<b>Social Studies</b>	<b>6 Credits</b> 2 Credits: US History 1 Credit: US Government 1 Credit: Economics 2 Credits: World History/Civilization or Geography/History of the World
<b>Directed Electives</b>	<b>5 Credits</b> World Languages; Fine Arts; Career/Technical Education
<b>Physical Education</b>	<b>2 Credits</b>
<b>Health/Wellness</b>	<b>1 Credit</b>
<b>Electives</b>	<b>6 Credits</b>
<b>40 Total State Credits Required</b>	

<b>Core 40 - Academic Honors (47 Credits)</b>	<b>Core 40 - Technical Honors (47 Credits)</b>
<p>In addition to the Core 40, students must:</p> <ul style="list-style-type: none"> <li>• Earn 2 additional math credits</li> <li>• Earn 6-8 world language credits</li> <li>• Earn 2 Core 40 fine arts credits</li> <li>• Earn a grade of "C" or better in courses that count towards graduation</li> <li>• Have a GPA of 3.0 or better</li> <li>• Complete one of the following:</li> <li>• Earn 4 credits in 2 or more AP courses &amp; take the corresponding AP exams</li> <li>• Earn 6 verifiable, approved college credits</li> <li>• Earn 3 college credits &amp; 2 AP credits with exams</li> <li>• SAT of 1250 or higher (minimum 560 on math and 590 on EB Read &amp; Writ)</li> <li>• ACT of 26 (with writing)</li> </ul>	<p>In addition to the Core 40, students must:</p> <ul style="list-style-type: none"> <li>• Earn 6 credits in the college &amp; career preparation courses (state approved)</li> <li>• Earn state approved certification/credential</li> <li>• Pathways dual credits (6 college credits)</li> <li>• Earn a "C" or better in courses that count towards graduation</li> <li>• Have a GPA of 3.0 or better</li> <li>• Complete one of the following:</li> <li>• Any of the options from above</li> <li>• Earn the following scores or higher on WorkKeys; Workplace Documents level 6 – Level 6; Applied Math Level 6; Graphic Literacy Level 5</li> <li>• Earn the following minimum scores on Accuplacer: Writing-80; Reading-90; Math-75. Compass: Algebra 66; Writing 70; Reading 80.</li> </ul>

These requirements reflect the state requirements for the Class of 2016 and beyond. General diploma requirements reflect a reduction of 2 math credits, 2 science credits, and 2 social studies credits. However, these 6 credits must be taken in other subject areas, resulting in a total of 40 credits earned in order to graduate. In order to be considered for a general diploma, a signed waiver must be on file.

## GRADUATION PATHWAYS (IMPORTANT INFORMATION)

Students in the graduating class of 2023 and beyond must satisfy all three of the following Graduation Pathways Requirements by completing one of the associated pathway options.

Graduation Requirements	Graduation Pathway Options
<b>1) High School Diploma</b>	Meet the statutorily defined diploma credit and curricular requirements.
<b>2) Learn and Demonstrate Employability Skills</b> (Students must complete <u>at least one</u> of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> of the following: <ul style="list-style-type: none"> <li>• <b>Project-Based Learning Experience;</b> OR</li> <li>• <b>Service-Based Learning Experience;</b> OR</li> <li>• <b>Work-Based Learning Experience.</b></li> </ul>
<b>3) Postsecondary-Ready Competencies</b> (Students must complete <u>at least one</u> of the following.)	<ul style="list-style-type: none"> <li>• <b>Honors Diploma:</b> Fulfill all requirements of either the Academic or Technical Honors diploma; OR</li> <li>• <b>ACT:</b> College-ready benchmarks; OR</li> <li>• <b>SAT:</b> College-ready benchmarks; OR</li> <li>• <b>ASVAB:</b> Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR</li> <li>• <b>State- and Industry recognized Credential or Certification;</b> OR</li> <li>• <b>State-, Federal-, or Industry-recognized Apprenticeship;</b> OR</li> <li>• <b>Career-Technical Education Concentrator:</b> Must earn a C <u>average</u> or higher in at least 6 high school credits in a career sequence; OR</li> <li>• <b>AP/IB/Dual Credit/Cambridge International courses or CLEP Exams:</b> Must earn a C <u>average</u> or higher in at least three courses; OR</li> <li>• <b>Locally created pathway</b> that meets the framework from and earns the approval of the State Board of Education.</li> </ul>

***\*\*Student in the graduating class of 2023 and beyond will not be taking the ISTEP exam. They will be required to fulfill the graduation pathway requirements listed above, designated by the Indiana Department of Education. \*\****

## QUANTITATIVE REASONING COURSES

### Quantitative Reasoning Courses

In November 2011, the State Board of Education passed graduation requirements that affected incoming freshman beginning in 2012-2013, including requirements for quantitative reasoning (applied mathematics) courses.

- For the Core 40, Academic Honors (AHD), and Technical Honors (THD) diplomas, students must take a mathematics course or a quantitative reasoning (applied mathematics) course each year they are enrolled in high school. 511 IAC 6-7.1-6 (a) (4)
- For the General Diploma, students must earn two credits in a mathematics course or a quantitative reasoning (applied mathematics) course during their junior or senior year. 511 IAC 6-7.1-4 (c) (4)
- A quantitative reasoning (applied mathematics) course is a high school course 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 mathematics standards."
- The following list of courses have been determined to meet the criteria for quantitative reasoning (applied mathematics) courses and are offered at FCHS and the Whitewater Career Center.

#### FCHS

AP Biology  
AP Microeconomics  
AP Chemistry  
Agribusiness Management  
Advanced Life Science: Animals  
Chemistry I  
Chemistry II  
Integrated Chemistry-Physics  
Physics I  
Principles of Engineering  
Digital Electronics  
Business Math  
Principles of Computing  
Computer Science II  
Personal Financial Responsibility  
Economics

#### WHITewater CAREER CENTER

Construction Trades: Electrical II  
Construction Trades II  
Diesel Service Technology II  
Precision Machine I  
Precision Machine II  
Computer Science I

## AUDITING CLASSES

Occasionally students may find it necessary to retake a class or a portion of a class for which they have already received credit. This practice, called auditing, is permissible, but credit can only be granted once. The grade received when the course is taken the second time shall replace the grade from the initial semester provided that the student's initial semester grade was a "D" or an "F". Auditing is not permitted without permission from the Building Principal and the School Counseling Department. Such permission will be granted only when absolutely necessary.

**NOTE:** Students who choose to withdraw from a course, without a valid academic reason, after the start of each semester may receive a withdraw fail "WF" on their transcript. If a student chooses to retake the course at a later time the FCHS Auditing Policy will be applied. Students who choose to withdraw from a course must receive both administrator and teacher approval.

## AP & DUAL CREDIT COURSES

Franklin County High School offers several Advanced Placement and Dual Credit courses. **These courses are weighted and may result in a student receiving college credit, depending on their final grade or AP exam result.** These courses are subject to adequate enrollment, teacher credentialing, and/or approval of the College Board. These courses are denoted accordingly throughout each department's offerings in this handbook. A comprehensive listing of these courses is located on the [FCHS School Counseling Department website](#) and on our School Profile.

## SCHEDULE CHANGES

Students will have an opportunity to change their schedule each academic school year. They will have an opportunity in May after students are informed that the schedule is completed for the following school year. Students will need to fill out a schedule change request form and have their parent sign it. Schedule changes will be completed by the end of the school year. Students will have an opportunity to change their second semester schedules during first semester. Students will be allowed to fill out a schedule change request form after Fall Break. The forms will need to be turned in by Thanksgiving Break in order for the schedule change request to be considered.

Any schedule change that is completed must **meet one** of the following guidelines:

1. A student is scheduled for the wrong class
2. Change is recommended by the teacher and is approved by the principal and counselor
3. Any other academic reason deemed appropriate by the principal and counselor

Schedules **will not be changed** for the following reasons:

1. Change lunch period
2. Teacher change
3. Flip class periods
4. Swapping out one elective class for another or no longer wanting to take the class

## CLASS RANK

Grades from non-accredited, non-public schools shall not be included in determining class rankings. The class valedictorian and salutatorian are determined as students with the two highest grade point averages that have completed eight semesters of high school. These semesters shall contain a full day schedule of at least six (6) out of seven (7) course opportunities. Also, these eight semesters shall be completed consecutively. Summer school coursework completed at FCHS, beginning with the summer immediately prior to the freshman year, shall be included in the student's course history. In the event of a tie with the grade point average to three decimal places, multiple recipients shall be recognized for each position. Students who are guests of FCHS as international exchange students shall not be considered in the determination of class rank.

## COMMENCEMENT EXERCISES

A total of 40 credits are required for graduation, and the student must pass the required State of Indiana graduation exams as determined annually by the Department of Education OR complete a pathway. In order for a student to participate in commencement, the credits shall be earned and recorded in the office prior to the commencement ceremony. The class valedictorian and salutatorian are determined as the students with the two highest grade point averages after they have completed eight semesters of work respectively. Commencement is a formal occasion and seniors are to dress and act appropriately. In order to have a well-organized and efficient commencement, practice for the ceremony is conducted. Seniors who plan to participate in the commencement exercises shall attend and participate in commencement practice as scheduled by the principal. Seniors dressed inappropriately at commencement will not be permitted to participate. Graduates seen disrupting the ceremony will not receive their diplomas or certificates. Specific instructions for dress, behavior, and other commencement details will be shared with seniors during a class meeting. In order for students to receive their diplomas or certificates, all financial and other obligations to the school shall be met.

## CORRESPONDENCE COURSES

The Indiana Department of Education stipulates that correspondence classes may account for only eight credits toward graduation. FCHS administration will only accept correspondence credit from approved/accredited institutions, and only then when the class is arranged through the school counseling department. Most students who elect to take a class by correspondence, elect to do so only when it appears they may be short of regular credit for graduation. Correspondence credit is acceptable only when a student has failed that particular class at FCHS. Administration and school counselors will consider special circumstances for the acceptance of correspondence credit as needed.

## CREDIT FROM NON-ACCREDITED, NON-PUBLIC SCHOOLS

Franklin County High School has both the right and responsibility to assess the academic status of the students who are transferring from non-accredited/non-public schools and who are initially entering or re-entering FCHS.

This is done in order to make a determination of the student's placement in the school's program, which can most likely assure the proper continuation of his/her educational growth.

The following are the guidelines for determining the recognition of credits of students previously enrolled in non-accredited, non-public schools:

1. Parents shall submit any and all pertinent materials requested by FCHS including but not limited to test results, attendance records, and curriculum used by the school/parent.
2. Students shall be tested using tests selected by FCHS, such as final examinations, to help determine acceptance of credit.
3. A committee consisting of one administrator, the student's school counselor, and the chairs of the departments in which the transfer courses are involved shall make the final determination of the recognition of credit. Only credit or noncredit will be determined, not grades.
4. Any credits granted shall be designated on the student's permanent record as having been transferred from a non-accredited/nonpublic school.

## CREDIT RECOVERY THROUGH PLATO

Students that have failed one or more classes have an opportunity to make up their credit(s) through PLATO only if the course(s) do not fit into their seven period class schedule. Students may sign up for a PLATO course for either semester and/or during the summer. Through PLATO, students will have an opportunity to make up one or more classes in a semester. Parents/guardians and students may consult with their child's school counselor in order to determine the best course of action and to enroll in a PLATO course.

## JUNIOR GRADUATES

A school corporation may, under procedures adopted by the state, graduate students after six semesters. Students may elect to graduate from FCHS after their **JUNIOR** year, if they have met **ALL** the requirements to earn a **Core 40** diploma and therefore qualifying for the Mitch Daniels Early Graduation Scholarship. The following requirements must take place if you plan to be a junior graduate:

- 1) A student must meet graduation pathway requirements by the end of his/her Junior year
- 2) Students must earn a Core 40 diploma, Academic Honors diploma or Technical Honors diploma
- 3) Students must be accepted and enrolled as a full time student into a post-secondary institution in the academic year following graduation (proof must be shown to a counselor or administrator).

Students planning to graduate early will need to complete classes during summer. Early graduate students will not be allowed to "work ahead" by taking PLATO courses. Furthermore, students will not be allowed to decide their junior year to graduate early. Students should apply and plan to attend a postsecondary institution in order to continue their education.

Early graduates will be allowed to attend the Whitewater Career Center their junior year; however, will not be allowed to return and attend their senior year. Early graduates will be permitted to participate in senior activities but will continue to be considered part of the junior cohort. Further, these students are not eligible for consideration as the Valedictorian or Salutatorian.

***\*\*Final approval for a student to be an early graduate will be completed by the principal. \*\****

***\*\*If there is an extenuating circumstance such as a financial hardship, student is a parent/becoming a parent, enlisting in the military or another situation deemed extenuating, a student may present their case to an early graduation decision-making board which will determine if the student is eligible to graduate as a junior\*\****



## **MIDTERM GRADUATES (DECEMBER OF SENIOR YEAR)**

Seniors who have completed all graduation requirements at the end of their seventh semester are qualified to graduate. Those seniors graduating after seven semesters may participate in prom and commencement. Participation in extra-curricular activities such as sports requires full time enrollment. Forms must be completed, signed by parent/guardian and then by an administrator before they can declare being a midterm graduate. This must be declared by the last day of school their junior year. Students must be in good academic standing to be considered for midterm graduation. Students graduating midterm will NOT be permitted to any FCHS after school activities or events (participate in sports, prom, etc.) unless invited by an attending student. Students can participate in end of school year activities (senior breakfast, graduation practice and commencement).

## **EMANCIPATION DECLARATION**

An emancipated student is an 18-year old individual who lives on his/her own without financial support from a parent/guardian or other adult. Students may be declared emancipated in one of the following ways:

1. The student's parent/guardian, with legal custody, presents a notarized affidavit declaring the student emancipated.
2. The student presents a bona fide court document, which declares the student emancipated.
3. The student presents a copy of a marriage license. No student will be regarded as emancipated until the proper documentation has been filed in his/her permanent record.

The proper forms are available in the office. Because emancipated students are responsible for themselves, certain special requirements are in effect when parental permission or verification is normally required. They are listed below:

1. When an emancipated student is absent, the student must call the attendance office on the day of the absence. Failure to do so will result in an unexcused absence being assigned.
2. When written parent permission is necessary (ex: field trip) the emancipated student shall sign for him or herself.
3. When an emancipated student is suspended or expelled, parent notification is not required, although parents may be informed if an address is available.

## **FCHS STUDENTS – INTERNATIONAL EXCHANGE**

Students from FCHS planning to study as international exchange students shall receive approval from the principal of Franklin County High School prior to enrolling in an exchange program if any credits are to be recognized by FCHS. Recognition of credit will be based on the titles of the courses studied, a detailed description of the curriculum studied, the length of the course of study, and any other pertinent information as requested by the administration.

## **INTERNATIONAL EXCHANGE STUDENTS**

Franklin County High School Administration/staff recognizes the value of international exchange programs and welcomes International Exchange Students (IES). The most common concern of the School Corporation, teachers, and administrators regarding international exchange students in the school is the student's qualifications. In order for the international exchange student(s) (IES) to be enrolled in FCHS, these guidelines shall be followed:

1. All IES shall be represented by a USIA designated exchange visitor program and accepted for listing with the Council of Standards for International Educational Travel. No exceptions shall be allowed.
2. IES shall meet strict criteria for English language proficiency test (high intermediate proficiency). Results of the test and explanation of the scores shall accompany each application. In the absence of a proficiency test, the student shall have the minimum grades of 80% or equivalent in all of his/her formal English classes. IES is placed in the grade that corresponds to the number of years of school already completed.
3. IES shall be between 15 to 18 years old and be academically strong based on his/her transcripts and GPA (minimum 80%).
4. If scheduling allows, no two international exchange students should be placed in the same class.
5. International exchange students shall be encouraged to communicate in English.
6. An IES who has graduated high school in their country is allowed to join the FCHS commencement and be given an honorary diploma. However, if an IES has not yet graduated high school but is enrolled as a senior at FCHS, he/she is eligible to participate in the FCHS commencement exercises and receive an honorary diploma upon



successful completion of courses at FCHS.

7. In order to take advantage of the opportunity to attend a U.S. high school, each participant shall take each course seriously with a passing grade although he/she is taking classes on a non-credit basis. Any failing grade is subject to notification of his/her organization. If no improvement is made on the part of the participant, he/she is ineligible to continue further studies at FCHS.

8. If a major disciplinary problem arises, all FCHS rules apply and the organization representing the exchange student shall be notified immediately to correct the problem or he/she will be ineligible to continue studies in FCHS.

9. Each organization shall have its own guidelines, rules and name of the local representative on file with the principal and school counselors.

10. The international exchange student may serve as a resource person in a classroom or the school community as a whole depending on his/her schedule.

11. If possible, acceptance of international students shall be limited to one student speaking a particular language.

12. Area local representatives who need to place IES in FCHS shall contact the Building Administrator. International exchange students attending FCHS shall not be listed as a part of the class ranking for any FCHS class.

## **TRAVEL ABROAD**

New to FCHS! Students will have the opportunity to take a trip abroad through FCHS. This trip will take place every two years and only be available to juniors and seniors. Students going on this trip will have the chance to earn high school and college credit through Education First Tours. This company allows us to have this opportunity. In order to earn the college credit, students will have to pay a fee of approximately \$215.00 and complete coursework. If a student wishes to earn the high school credit, they will be required to do some course work after completing their trip abroad.

## **FINAL EXAMINATIONS**

Students who are absent with an excused absence during final examinations shall make up their examinations within two weeks, ten (10) school days, following the end of the semester. If an examination is not completed during the two-week period, a grade of zero (0) for the examination shall be used in determining the course average.

## **FCHS ACADEMIC HALL OF FAME AWARDS**

To promote academic excellence, the Franklin County Community School Corporation recognizes seniors who have attained a grade point average of 3.75 or higher after their seventh semester of high school. A program is held to honor these students and a medallion is presented to each of the recipients.

## GRADE POINT AVERAGES & GRADING SYSTEM

To more accurately reflect the scholastic achievement of our students, the formula for determining grade point averages will distinguish the value placed on A's and A+'s. In the past A's and A+'s were calculated at a value of 4.0. Beginning in 1995-1996, A+'s shall be valued at 4.33 and A's at 4.0. In determining grade point averages for weighted courses, grades will be calculated using the value of one (1) point higher than the regular formula. Additionally, starting with the class of 2016, students who successfully complete seven out of seven classes per semester will no longer be awarded one (1) GPA point to their course history per semester.

Franklin County High School operates on a nine-week grading period system. Grade reports will be issued during the week following the end of each grading period, when possible. Semester grades will be computed by assigning a value of forty-five (45) percent to each nine-week grade and ten (10) percent for the final exam. Semester examinations or projects are given in all academic subjects. Transfer students' grades are converted to the FCHS system at face value regardless of the values placed by the sending school. Franklin County High School operates on a 4.33-point grading system.

### Grade Point Averages (GPA) - points awarded for non-weighted/standard courses:

A+ = 4.33	B+ = 3.33	C+ = 2.33	D+ = 1.33
A = 4.00	B = 3.00	C = 2.00	D = 1.00
A- = 3.67	B- = 2.67	C- = 1.67	D- = .67

### Grade Point Averages (GPA) - points awarded for weighted, dual credit and AP courses:

A+ = 5.33	B+ = 4.33	C+ = 3.33	D+ = 2.33
A = 5.00	B = 4.00	C = 3.00	D = 2.00
A- = 4.67	B- = 3.67	C- = 2.67	D- = 1.67

### Grade Point Averages (GPA) - points awarded for Honors English and Math courses (non-dual credit):

A+ = 4.83	B+ = 3.83	C+ = 2.83	D+ = 1.83
A = 4.50	B = 3.50	C = 2.50	D = 1.50
A- = 4.17	B- = 3.17	C- = 2.17	D- = 1.17

### School-Wide Grading Scale:

A+ = 98-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = 59 and below
A = 93-97	B = 83-86	C = 73-76	D = 63-66	WF = Withdraw/Fail
A- = 90-92	B- = 80-82	C- = 70-72	D- = 60-62	I = Incomplete

## HOMEBOUND INSTRUCTION

In the event of an extended illness or hospitalization, please notify the school. We can then investigate the possible need for homebound instruction for your student.

## HOMESCHOOL POLICY

The Franklin County Community School Corporation Administration and Board of School Trustees regard home-based educational units as non-accredited unless done through an accredited institution. Upon enrollment at FCHS from an accredited home schooling program, the student's transcript shall be evaluated as to the number of credits earned.

When a student enters or reenters FCHS from a non-accredited home schooling program, an evaluation will be made by the School Counseling Department and Administration as to the number of credits, if any, the student may possess. We reserve the right to require testing, or any other means we deem appropriate to determine grade level placement of any student entering Franklin County High School from a non-accredited home-based educational program. Such testing is best done at the end of a semester, and grade level placement may or may not correspond with the level achieved by the student in the non-accredited home-based educational unit. Classes taught at any educational institution are most beneficial to the student when taken in their entirety; therefore, the administration and staff of

FCHS strongly recommend that a student who is home schooling enter or re-enter the school corporation at the beginning of a semester. To graduate from FCHS, a student shall enroll and attend at least the final semester of his/her senior year. If extraordinary circumstances arise, a waiver, concerning this enrollment policy, may be granted in writing by the Building Principal.

## HONORS PROGRAM

Franklin County High School maintains a comprehensive honors program to make it possible for academically talented and high achieving students to increase the challenge of their studies and prepare for post-secondary education. Franklin County High School is dedicated to helping students achieve and excel in their academic endeavors. Teachers in the honors programs are committed to preparing students to achieve academic excellence that will ensure superior preparation for college course work. Therefore, honors level courses are more rigorous than regular courses. Teachers cover curriculum at a faster pace and in greater depth while incorporating more complex analysis. The instructional program offers in-depth study and is not intended to accelerate the date of graduation. Students are considered part of the honors program when they are enrolled in an honors course.

Honors program students are expected to: Maintain a minimum grade of B- in all honors courses. Remain in the course(s) for the duration of the semester. Students not maintaining at least a B- at the end of a semester grading period in an honors class will be removed from the honors program in that subject area. Student success is our goal at FCHS and students not succeeding in an honors class may be considered for continued honor placement based on extenuating circumstances.

## HONOR ROLL

To provide students with the proper recognition for their academic achievements, FCHS administrative personnel will publish the honor roll at the end of each grading period. The honor roll will be published according to grade point averages. All GPAs higher than a 3.00 will be published with the following exceptions: Students will not be placed on the honor roll who receive an Incomplete (I) except for documented health reasons in physical education; those who receive an unsatisfactory (U) in conduct; or those who receive an "F" on a six-weeks or semester test grade. High Honors will be denoted for those with a 3.50 - 3.99 GPA. Highest Honors will be awarded to those with a 4.00 GPA or higher.

## NATIONAL HONOR SOCIETY

Students will be considered for National Honor Society if they meet ALL of the following criteria:

- 3.75 cumulative GPA or higher after 5 semesters of final grades
  - Students may NOT take classes on PLATO for the sole purpose of increasing their GPA for NHS
- Students must be on track to graduate
- Complete an application (this will be given to the students who meet the GPA requirement)
- Attendance - excused, unexcused and exempt, will all be taken into account
- Teacher comment/evaluation sheets will be taken into account
- Students following the Code of Conduct/Academic Handbook/State Laws will be taken into account

A list of these students is provided to a faculty selection committee who further judge the candidates on leadership, character, and service in addition to scholarship. A student's who GPA is just at or just above the 3.75 level may have their induction delayed until they have completed three and a half (3.5) years of high school. Induction into the N.H.S. is a privilege, not a right. Students with a 3.75 GPA are not automatically guaranteed membership. The faculty committee's decision is final. Neither the N.H.S. sponsor nor the school administration has a vote in the selection process. The NHS board decision is **FINAL** in the selection process.

## POST-SECONDARY ENROLLMENT & HIGH SCHOOL CREDIT

FCCSC is committed to providing a variety of opportunities to participate in supplemental post-secondary programs. A junior or senior student attending Franklin County High School may enroll in post-secondary credit classes if the following criteria are met under 511IAC6-10.

1. The institution shall be an accredited public or private college or university located in Indiana that grants a Bachelor or Associate Degree.
2. Each student who wishes to enroll in an eligible institution under the program shall secure prior approval

from the school counseling department and the Building Administrator.

3. Students shall meet the prerequisite of each course taken at the eligible institution. Course content will determine eligibility for the post-secondary credit.

4. The student and his/her parents shall be responsible for providing his/her own transportation and for paying the costs of the post-secondary credit course.

5. A student is ineligible to participate in the program if doing so would delay the student's progress toward graduation.

6. A student is ineligible to participate in the program if the request is for enrollment in a course offered by Franklin County High School and/or participation would result in cancellation of the course due to low enrollment.

7. Students who wish to receive high school credit for courses taken for post-secondary credit shall receive prior approval from the school counseling department at Franklin County High School, the Building Administrator, and the post-secondary institution. The student's grades will be recorded on the high school cumulative record from a transcript of the post-secondary institution.

8. Post-secondary credit will be equivalent to high school credit according to the following scale: ½ high school credit for 1 or 2 college (Semester. Hour) credits, 1 high school credit for 3 or 4 college (Semester. Hour) credits, 2 high school credits for 5 college (Semester. Hour) credits.

The FCHS School Counseling Department shall make recommendations to the Building Administrator regarding participation in post-secondary classes. The Building Administrator shall make a determination and notify the student, parent and/or legal guardian, and the Superintendent of School in writing.

## TRANSCRIPTS

Students will need to request transcripts electronically through Major Clarity. Once the student has completed the Major Clarity account, a designee from the school will submit transcripts on the student's behalf. However, if you are a graduate of FCHS you will need to contact the school and request one through the Counseling Department. A transcript generation fee for graduates may be assigned.

## WEIGHTED COURSES

In determining grade point averages, grades in all classes that follow a College or Advanced Placement curriculum, also known as Dual Credit courses shall be factored using a value one (1) point higher than the regular formula. For instance, on the traditional scale, a B = 3.00 grade points. In weighted courses, a B is equivalent to a 4.00. Please note, students must receive a grade of C- or higher to earn the weighted calculation. Please note that Dual Credit courses are based on teacher accreditation that may change annually.

Grades in English and Math courses that do not follow a College or Advanced Placement curriculum but are considered Honors courses shall be factored using a value one half (.5) point higher than the regular formula. For instance, on the traditional scale, a B = 3.00 grade points. In an Honors English or Math course, a B is equivalent to 3.50 grade points.

The weighted grading system is listed above under Grade Point Averages & Grading System. Please see your School Counselor if you have questions.

## EARLY COLLEGE HIGH SCHOOL

The Early College High School at FCHS offers students an opportunity to earn dual credit in a purposeful and meaningful way. Students will be able to earn not only a high school diploma but also college credit which could equal up to two years of college coursework. FCHS has worked with Ivy Tech in Richmond and Muncie to offer students the opportunity to earn college credit for free. The main goal of the Early College High School is to allow students to get a jump start on their college coursework and help students start working on their college degree while in high school. Another goal of the Early College High School is to encourage more students to pursue postsecondary education and prepare them for the workforce.

**The Early College High School Vision Statement:** The Early College program at FCHS will prepare students through rigorous curriculum for meaningful careers by utilizing their potential to become valuable assets to society.

**The Early College High School Mission Statement:** Franklin County Early College High School will provide opportunities and supports for students to earn college credentials through focused pathways.

## OFFICE OF STUDENT SERVICES

FCHS has two School Counselors and one College and Career Readiness Coordinator. School Counselors advise students on the academic, personal, social, and emotional aspects of the student's life. The College and Career Coordinator assists students with their postsecondary plans, whether it be college, trade school, military or direct admittance into the workforce. Students can meet with their School Counselor or College and Career Readiness Coordinator by making an appointment through their school email account or by contacting the Office of Student Services Secretary.

## SCHEDULING INFORMATION & TIMELINE

Franklin County High School operates on a seven period day with each class period lasting approximately 45-50 minutes. Each semester is 18 weeks long. We run on a two semester per year system. Students will have the opportunity to register for required courses to meet graduation requirements. This opportunity will be granted through a scheduling form. It will be the student's responsibility to fill out this form and return it to his/her school counselor during scheduling. Scheduling will be completed in the spring semester for the following school year. The school counselors will meet with each of their students to ensure the student is signing up for the correct classes. Required subjects failed must be repeated. For example, you may not take Geometry unless credit was earned for both semesters in Algebra I. Students interested in summer school, online, or correspondence courses must obtain prior approval from a counselor in order to receive credit for such courses.

The school counselors will visit Franklin County M.S. and St. Michael School to distribute and discuss credits, classes, diploma types and enrollment forms. The school counselors then return to the middle schools one to two weeks later to meet with each student (and parent, if available) to pick up the student's class selections and answer questions.

During the scheduling process, we stress to the students that selection of courses should include these criteria:

- Recommendations by the eighth grade teachers and principal
- Future career interests
- Diploma types (taking the required courses to meet your diploma selection)
- Whitewater Career Center

It is the responsibility of the parents and students to make the final selection of classes. The school counselors encourage the parents to talk with their child about their class selections. The parents are to then sign the enrollment sheet with the classes they have discussed and agreed upon to take the following school year. Remember the criteria for taking Honors courses is listed below under subject areas. Students must meet the criteria before they can be placed in an Honors course. After the class selections are collected from the students, a master schedule will be built. The classes offered and the number of sections of each class offered are based on the number of students who initially signed up for the class. Students will receive a copy of their schedule in May for the following school year. Students will have an opportunity to change their schedule based on the guidelines outlined in the schedule change section of the academic handbook.

## FINANCIAL AID & SCHOLARSHIP INFORMATION

Specific information about yearly planning, [college and careers](#), [financial aid](#) and [scholarships](#) are available on the [FCHS School Counseling website](#). Students and parents are encouraged to visit this webpage frequently so as to access the most current information, offerings and special programs.

# **COURSE TITLES AND DESCRIPTIONS BY DEPARTMENT**

*This symbol (\*) denotes a Dual Credit/weighted course.*

*This symbol (+) denotes a CTE (Career and Technical Education) Course.*



## AGRICULTURE EDUCATION

The Agriculture Education Department is intended not only for those interested in agriculture and agricultural occupations, but any student who has an interest in a hands-on learning environment. Because FFA is an intra-curricular program of Agricultural Education courses, all students enrolled in an Agriculture Education course will automatically be registered as members of the FFA Organization at no cost. Many FFA projects and activities are built into the coursework of the Agriculture Education courses, however, FFA activities held outside of class time will remain optional but strongly encouraged. **Starting with the Class of 2025, Principles of Agriculture will be a prerequisite for ALL Agriculture Education classes.**

### 5070 ADVANCED LIFE SCIENCE: ANIMALS - IVY TECH AGRI107 +\*

Grades: 11-12

Course Type: Year

**Advanced Life Science: Animals** is a two-semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students will explore concepts related to history and trends in animal agriculture as related to animal welfare, husbandry, diseases and parasites, laws and practices relating to handling, housing, environmental impact, global sustainable practices of animal agriculture, genetics, breeding practices, biotechnology uses, and comparative knowledge of anatomy and physiology of animals used in animal agriculture.

**Prerequisites:** Biology (B-);  
Chemistry or ICP (B-); 2.5 GPA;  
Principles of Agriculture;  
Animal Science

**Special Notes:** No testing required to earn Dual Credit.  
**Diploma Fulfillment:** Science (all diplomas), Elective and QR course

### 5074 ADVANCED LIFE SCIENCE: PLANTS & SOILS - IVY TECH AGRI105/109 +\*

Grades: 11-12

Course Type: Year

**Advanced Life Science: Plants and Soils** is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students study concepts, principles, and theories associated with plants and soils. Knowledge gained enables them to better understand the workings of agricultural and horticultural practices. They recognize how plants are classified, grow, function, and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratories and fieldwork, how plants function and how soil influences plant life.

**Prerequisites:** Biology (B-);  
Chemistry or ICP (B-); 2.5 GPA;  
Principles of Agriculture; Plant &  
Soils

**Special Notes:** No testing required to earn Dual Credit.  
**Diploma Fulfillment:** Science (all diplomas) OR Elective

### 5002 AGRIBUSINESS MANAGEMENT - IVY TECH AGRI102 +\*

Grades: 10-12

Course Type: Year

**Agribusiness Management** provides foundation concepts in agricultural business. It is a two semester course that introduces students to the principles of business organization and management from a local and global perspective, with the utilization of technology. Concepts covered in the course include; accounting and record keeping, business planning and management, food and fiber, forms of business, finance, management, sales and marketing, careers, leadership development. Students will demonstrate principles and techniques for planning, development, application and management of agribusiness systems through a supervised agriculture experience (work based learning) programs.

**Prerequisites:** Principles of  
Agriculture

**Special Notes:** No testing required to earn Dual Credit.  
**Diploma Fulfillment:** Elective and QR course



#### 5008 ANIMAL SCIENCE - IVY TECH AGRI103 +\*

Grades: 10-12

Course Type: Year

**Animal Science** is a two-semester program that provides students with an overview of the animal agriculture industry. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study may be applied to both large and small animals. Topics to be covered in the course include: history and trends in animal agriculture, laws and practices relating to animal agriculture, comparative anatomy and physiology of animals, biosecurity threats and interventions relating to animal and human safety, nutrition, reproduction, careers, leadership, and supervised agriculture experiences relating to animal agriculture.

**Prerequisites:** Principles of Agriculture

**Special Notes:** No testing required to earn Dual Credit.  
**Diploma Fulfillment:** Science (all diplomas) OR Elective

#### 5088 AGRICULTURE POWER, STRUCTURE, AND TECHNOLOGY - IVY TECH AGRI 106 +\*

Grades: 10-12

Course Type: Year

**Agriculture Power, Structure and Technology** is a two semester, up to six semester, lab intensive course in which students develop an understanding of basic principles of tool selection, operation, maintenance, and management of agricultural equipment in concert with the utilization of technology. 57 Indiana Department of Education High School Course Titles and Descriptions Topics covered include: safety, problem solving/troubleshooting, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience, and career opportunities in the area of agriculture power, structure, and technology.

**Prerequisites:** Principles of Agriculture

**Special Notes:** No testing required to earn dual credit  
**Diploma Fulfillment:** Elective

#### 5132 Horticultural Science - IVY TECH AGRI 116 +\*

Grades: 10-12

Course Type: Year

**Horticultural Science** is a two semester course that provides students with a background in the field of horticulture. Coursework includes hands-on activities that encourage students to investigate areas of horticulture as it relates to the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Students are introduced to the following areas of horticulture science: reproduction and propagation of plants, plant growth, growth-media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest, greenhouse management, floral design, and pest management. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

**Prerequisites:** Principles of Agriculture

**Special Notes:** No testing required to earn Dual Credit.  
**Diploma Fulfillment:** Science (general diploma) OR Elective

#### 5056 INTRODUCTION TO AGRICULTURE, FOOD AND NATURAL RESOURCES +

Grades: 9-12

Course Type: Year

**Introduction to Agriculture, Food and Natural Resources** is highly recommended as a prerequisite to and a foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure and technology, leadership development, supervised agricultural experience and career opportunities in the area of agriculture, food and natural resources.

**Prerequisites:** None

**Special Notes:** No longer offered starting with 2022-2023 school year.  
**Principles of Agriculture (7117) will be the required prerequisite for all Agriculture classes moving forward.**

#### 5136 Landscape Management I - IVY TECH AGRI 164 +

Grades: 10-12

Course Type: Year

**Landscape Management** is a two semester course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program.

**Prerequisites:** Principles of Agriculture

**Special Notes:** No testing required to earn Dual Credit.  
**Diploma Fulfillment:** Elective

#### 5102 Food Science - IVY Tech AGRI 104+\*

Grades 10-12

Course Type: Year

Food Science is a two semester course that provides students with an overview of food science and the role it plays in the securing of a safe, nutritious, and adequate food supply. A project-based approach is utilized in this course, along with laboratory, team building, and problem solving activities to enhance student learning. Students are introduced to the following areas of food science: food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry.

**Prerequisites:** Principles of Agriculture

**Special Notes:** No testing required to earn Dual Credit.  
**Diploma Fulfillment:** Elective

#### 5180 NATURAL RESOURCES - IVY TECH AGRI115 +\*

Grades: 9-12

Course Type: Year

**Natural Resources** provides students with a foundation in natural resources. Hands-on learning activities in addition to leadership development, supervised agricultural experience and career exploration encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, rangelands, wetlands, animal wildlife and safety.

**Prerequisites:** Principles of Agriculture

**Special Notes:** No testing required to earn Dual Credit.  
**Diploma Fulfillment:** Science (all diplomas) OR Elective

#### 5170 PLANT & SOIL SCIENCE - IVY TECH AGRI116 +\*

Grades: 9-12

Course Type: Year

**Plant and Soil Science** a two semester course that provides students with opportunities to participate in a variety of activities including laboratory and field work. Coursework includes hands-on learning activities that encourage students to investigate areas of plant and soil science. Students are introduced to the following areas of plant and soil science: plant growth, reproduction and propagation, photosynthesis and respiration, diseases and pests of plants and their management, biotechnology, the basic components and types of soil, soil tillage, and conservation.

**Prerequisites:** Principles of Agriculture

**Special Notes:** No testing required to earn Dual Credit.  
**Diploma Fulfillment:** Science (all diplomas) OR Elective

#### 5228 SUPERVISED AGRICULTURE EXPERIENCE

Grades: 10-12

Course Type: Summer

**Supervised Agricultural Experience (SAE)** is designed to provide students with opportunities to gain experience in the agricultural field(s) in which they are interested. Students will experience and apply what is learned in the classroom, laboratory and training site to real-life situations with a standards-based plan for learning. Students work closely with their agricultural teacher(s), parents and/or employers to get the most out of their SAE program. This course will allow the student to develop or continue their Supervised Agricultural Experience project. This project can be entrepreneurship (4-H projects may be eligible) or placement (a summer job, volunteer experience, farm work, etc.). In addition to the ongoing SAE project, the course requires:

- 3 classroom sessions will be held in at FCHS.
- 10 hours of community service - FCHS gardens, mural project, 4-H Fair set up/clean up, working at the FFA booth during the fair, etc.
- 2 scheduled, on-site SAE visits from the FFA Advisor/Ag Teacher
- Weekly journal entries in the Ag Experience Tracker to log hours and skills - the student must have a reliable weekly internet connection to accomplish this.
- Each student will complete a proficiency application for awards.
- Each student will present their summer experience to the class for their final project at the final class session.
- Completion of this course will allow the student to be eligible for FFA membership for the following school year. (Any student wishing to join FFA must be enrolled in an agriculture class for the school year.)

**Prerequisites:** Principles of Agriculture

**Special Notes:** Only offered during the summer and a minimum of 15 students must register for the course to be held. Not completing the course will result in an F on the student's transcript.  
**Diploma Fulfillment:** Elective

#### 7117 Principles of Agriculture

Grades: 9-12

Course Type: Year-Long

Principles of Agriculture is a two-semester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding of the role of agriculture in the United States and globally. Students will explore Agriculture, Food, and Natural Resource (AFNR) systems related to the production of food, fiber and fuel and the associated health, safety and environmental management systems. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, and agribusiness. Participation in FFA and Supervised Agricultural Experiences (SAE) will be an integral part of this course in order to develop leadership and career ready skills.

**Prerequisites:** None

**Special Notes:** This course is a prerequisite for all other agriculture classes.  
**Diploma Fulfillment:** Elective

### BUSINESS, MARKETING & INFORMATION TECHNOLOGY EDUCATION

Classes in the Business, Marketing and Information Technology Education Department are designed for a variety of students. Whether a student intends to enter college, is interested in office technology employment after graduation, or merely wants to learn computer skills – there are abundant opportunities.

#### 5268 ADMIN. & OFFICE MGMT. - IVY TECH BUSN105 - PRINCIPLES OF MANAGEMENT +\*

Grades: 11-12

Course Type: Year

**Administrative & Office Management** prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and to perform business-related functions. Students are provided opportunities to develop aptitudes and apply skills and knowledge in the areas of business administration, management, and finance. Individual experiences will be based upon the student's career and educational goals.

**Prerequisites:** Principles of Bus. Management OR Principles of Marketing

**Special Notes:** Not Offered for 23-24 school year; Dual Credit can be earned upon meeting the specific testing requirements (PSAT/SAT/ACT or Knowledge Assessment).

## Diploma Fulfillment: Electives

### 4560 BUSINESS LAW & ETHICS - IVY TECH BUSN201 BUSINESS LAW +\*

Grades: 11-12

Course Type: Semester

**Business Law** provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods, case review and situational analyses.

**Prerequisites:** None

**Special Notes:** Not offered for the 23-24 school year; Dual Credit can be earned upon meeting the specific testing requirements (PSAT/SAT/ACT or Knowledge Assessment)  
**Diploma Fulfillment:** Elective

### 4512 BUSINESS MATH

Grades: 10-12

Course Type: Year

**Business Math** is a course designed to prepare students for roles as entrepreneurs, producers and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing and management. Instructional strategies should include simulations, guest speakers, tours, and Internet research and business experiences.

**Prerequisites:** Algebra I

**Diploma Fulfillment:** Math (general diploma only), Elective or QR course

### 4528 DIGITAL APPLICATIONS & RESPONSIBILITY I and DIGITAL APPLICATIONS II

Grades: 9-12

Course Type: Semester

**Digital Applications and Responsibility I** prepares students to use technology in an effective and appropriate manner in school, in a job or in everyday life. Students develop skills related to word processing, spreadsheets, presentations and communications software (Microsoft Office Word, Excel and PowerPoint). 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 should be provided with the opportunity to seek industry-recognized digital literacy certifications.

**Prerequisites:** None

**Diploma Fulfillment:** Elective

### 4528 DIG APPS RESP II - IVY TECH CINS101 INTRO TO MICROCOMPUTERS +\*

Grades: 9-12

Course Type: Semester

**Digital Applications and Responsibility II** introduces the physical components and operation of microcomputers. Focuses on computer literacy and provides hands-on training in four areas of microcomputer application software: word processing, electronic spreadsheets, and database management and presentation software. Use of a professional business integrated applications package is emphasized.

**Prerequisites:** Digital Applications & Responsibility I

**Special Notes:** Dual Credit can be earned upon meeting the specific testing requirements (PSAT/SAT/ACT or Knowledge Assessment)  
**Diploma Fulfillment:** Elective

### 5966 ENT VENT CAP - IVY TECH ENTR101 THE ENTREPRENEUR & ENTERPRISE +\*

Grades: 11-12

Course Type: Year

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

**Prerequisites:** 4 credits in Intro to Bus., Prin. of Bus. Mgmt., Intro to Acc., Bus. Law & Ethics, Prin. of Mktg., Digital Apps I/II

**Special Notes:** Not Offered for 23-24 school year; Dual Credit can be earned upon meeting the specific testing requirements (PSAT/SAT/ACT or Knowledge Assessment)  
**Diploma Fulfillment:** Elective

#### 4524 ACCOUNTING FUNDAMENTALS +

Grades: 10-12

Course Type: Year

**Accounting Fundamentals** introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing and interpreting financial reports as a basis for decision-making.

**Prerequisites:** None

**Diploma Fulfillment:** Elective

#### 4518 INTRODUCTION TO BUSINESS I +

Grades: 9-12

Course Type: Semester

**Introduction to Business I** introduces students to the world of business and our global economic systems. Students will discuss how businesses are organized, social responsibility for business and our government, and our cultural diversity. Students will use their skills in technology to learn about entrepreneurship, small business management and what it takes to be a leader and a manager. This course develops business vocabulary and provides an overview in business and the role that business plays in our economic, social, and political environments.

**Prerequisites:** None

**Special Notes:** May be taken as a full year course as well.  
**Diploma Fulfillment:** Elective

#### 4518 INTRODUCTION TO BUSINESS II +

Grades: 9-12

Course Type: Semester

**Introduction to Business II** continues to introduce students to the world of business, including the concepts of marketing functions, plans, and strategies to develop appropriate methods to serve potential customers. Students will integrate their knowledge of consumer buying decisions, business ethics, business management functions, and learn about the management of human resource development. This course develops business vocabulary and provides an overview in business and the role that business plays in economic, social, and political environments.

**Prerequisites:** None

**Diploma Fulfillment:** Elective

#### 4540 PERSONAL FINANCIAL RESPONSIBILITY

Grades: 10-12

Course Type: Semester

**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 observation and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

**Prerequisites:** None

**Diploma Fulfillment:** Elective and QR course

#### 4562 BUS. MAN. - IVY TECH BUSN101 INTRO. TO BUSINESS (Prin. Of Bus. Mgmt.) \*

Grades: 11-12

Course Type: Year

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

**Prerequisites:** None

**Special Notes:** Dual Credit can be earned upon meeting the specific testing requirements (PSAT/SAT/ACT or Knowledge Assessment)  
**Diploma Fulfillment:** Elective

#### 5914 MARKETING FUNDAMENTALS - IVY TECH MKTG101 PRINCIPLES OF MARKETING \*

Grades: 11-12

Course Type: Year

**Marketing Fundamentals** 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.

**Prerequisites:** None

**Special Notes:** Dual Credit can be earned upon meeting the specific testing requirements (PSAT/SAT/ACT or Knowledge Assessment)  
**Diploma Fulfillment:** Elective

#### 4574 WEB DESIGN +

Grades: 10-12

Course Type: Semester

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

**Prerequisites:** None

**Diploma Fulfillment:** Elective  
**Special Note:** Not offered for 23-24 school year

### TECHNOLOGY & ENGINEERING EDUCATION

The Technology & Engineering Education Department is committed to preparing students for college and career opportunities by providing the knowledge and problem solving skills to understand, design, produce, use, and manage the human-made world in order to contribute and function in a technological society. Courses offered at FCHS prepare students for career pathways in manufacturing, engineering, communication, transportation, and construction trades. During their sophomore, junior and senior years, students may elect to continue these pathways at WCC.

#### 4796 INTRO. TO ADV. MANUFACTURING & LOGISTICS TECH MPRO100 & MPRO106 INTRODUCTION TO PLANT FLOOR AND CNC and INTRODUCTION TO THE WORKPLACE AND SAFETY +\*

Grades: 10-12

Course Type: Year

**Introduction to Advanced Manufacturing** focuses on manufacturing systems and their relationship to society, individuals, and the environment. Students apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students investigate the properties of engineered materials and study major types of material processes. After gaining a working knowledge of these materials, students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, chart and graph reading, and MSSC concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the employability skills employers seek.

**Prerequisites:** Principles of Adv. Manufacturing

**Special Notes:** Not offered for the 23-24 school year; No testing required to earn Dual Credit.  
**Diploma Fulfillment:** Elective



**5538 DIGITAL ELECTRONICS - IVY TECH EECT112 DIGITAL FUNDAMENTALS +\***

Grades: 11-12

Course Type: Year

**Digital Electronics** is a course of study in applied digital logic that encompasses the design and application of electronic circuits and devices found in video games, watches, calculators, digital cameras, and thousands of other devices. Instruction includes the application of engineering and scientific principles as well as the use of Boolean algebra to solve design problems. Using computer software that reflects current industry standards, activities

should provide opportunities for students to design, construct, test, and analyze simple and complex digital circuitry software will be used to develop and evaluate the product design. This course engages students in critical thinking and problem-solving skills, time management and teamwork skills.

**Prerequisites:** Introduction  
Engineering Design & Principles  
of Engineering Design

**Special Notes:** Not offered for the 23-24 school year; No testing  
required to earn Dual Credit. This course is in the PLTW sequence.  
**Diploma Fulfillment:** Elective

**4802 INT ENG DES – IVY TECH DESN101 INTRODUCTION TO DESIGN TECHNOLOGY +\***

Grades: 9-12

Course Type: Year

**Introduction to Engineering Design** is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students begin with completing structured activities and move to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented.

**Prerequisites:** None

**Special Notes:** Dual Credit eligible with at least a grade of C or better  
per semester and a score of Proficient or Advanced on End of Course  
(EoC) Assessment. This course is in the PLTW sequence.  
**Diploma Fulfillment:** Elective

**5644 PRINCIPLES OF ENGINEERING - IVY TECH DESN104 MECHANICAL GRAPHICS +\***

Grades: 10-12

Course Type: Year

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

**Prerequisites:** Introduction to  
Engineering Design

**Special Notes:** Dual Credit eligible with at least a grade of C or better  
per semester and a score of Proficient or Advanced on End of Course  
(EoC) Assessment. This course is in the PLTW sequence.  
**Diploma Fulfillment:** Science (all diplomas) OR Elective



## Intro. communication 4790

Grades: 10-12

Course Type: Semester

**Introduction to Communications** is a course designed to provide a foundational knowledge of 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, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems. Student will use the design process to solve design projects in each communication area.

**Prerequisites: None**

**Diploma Fulfillment: Elective**

## 7183 PRINCIPLES OF COMPUTING- IVY TECH SDEV120 +\*

Grades: 9-12

Course Type: Year

**Principles of Computing** provides students the opportunity to explore how computers can be used in a wide variety of settings. The course will begin by exploring trends of computing and the necessary skills to implement information systems. Topics include operating systems, database technology, cybersecurity, cloud implementations and other concepts associated with applying the principles of good information management to the organization. Students will also have the opportunity to utilize basic programming skills to develop scripts designed to solve problems. Students will learn about algorithms, logic development and flowcharting.

**Prerequisites: Intro to Comp. Sci. I or understanding of material**      **Diploma Fulfillment: Science (all diplomas) OR Elective**

## 4801 COMPUTER SCIENCE II- IVY TECH SDEV 140 +\*

Grades: 10-12

Course Type: Year

**Computer Science II** explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. Coursework emphasizes logical program design involving user-defined functions and standard structure elements. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers, and data file access methods. An emphasis on logical program design using a modular approach, which involves task-oriented program functions.

**Prerequisites: Comp. Sci. I**      **Diploma Fulfillment: Science (all diplomas) OR Elective**

## 4792 INTRODUCTION TO CONSTRUCTION

Grades: 8-12

Course Type: Year

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

**Prerequisites: None**

**Diploma Fulfillment: Elective**

## 7108 PRINCIPLES OF ADVANCED MANUFACTURING +

Grades: 9-12

Course Type: Year

***Principles of Advanced Manufacturing*** is a course that includes classroom and laboratory experiences in Industrial Technology and Manufacturing Trends. Domains include safety and impact, manufacturing essentials, lean manufacturing, design principles, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

**Prerequisites:** None

**Diploma Fulfillment:** Elective

## 4798 INTRODUCTION TO TRANSPORTATION +

Grades: 10-12

Course Type: Semester

***Introduction to Transportation*** is an introductory course designed to help students become familiar with fundamental principles in modes of land, sea, air, and space transportation, including basic mechanical skills and processes involved in transportation of people, cargo, and goods. Students will gain and apply knowledge and skills in the safe application, design, production, and assessment of products, services, and systems as it relates to the transportation industries. Content of this course includes the study of how transportation impacts individuals, society, and the environment. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant transportation related activities, problems, and settings.

## 7185 WEBSITE AND DATA BASE DEVELOPMENT- IVY TECH SDEV 153+\*

**Grades 10-12**

**Course Type: Year**

**WEB DATA DEV** Website and Database Development will provide students a basic understanding of the essential Web and Database skills and business practices that directly relate to Internet technologies used in Web site and Database design and development. Students will learn to develop Web sites using Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS). Additionally students will be introduced to the basic concepts of databases including types of databases, general database environments, database design, normalization and development of tables, queries, reports, and applications. Students will be familiarized with the use of ANSI Standard Structured Query Language. Students will be introduced to data concepts such as data warehousing, data mining, and BIG Data. Students will develop a business application using database software such as Microsoft Access.

## 7184 SOFTWARE DEVELOPMENT- IVY TECH SDEV 140+\*

**Grades 10-12**

**Course Type: Year**

Software Development introduces students to concepts and practices of programming languages and software development. Students are introduced to algorithms and development tools used to document/implement computer logic. Discusses the history of software development, the different types of programming such as real time processing, web/database applications, and different program development environments. Concepts will be applied using different programming languages, and students will develop and test working programs in an integrated system

## ENGLISH

The Indiana DOE requires four years (eight credits) of language arts for graduation from high school. Students planning on attending a four-year college are strongly encouraged to enter the honors track.\* Students will enroll in their grade-level appropriate course each year until their senior year. During the senior year, students will select two electives to complete that year.

\*Honors track students must meet the following requirements each year to enroll: 1) maintain a minimum of 80% average in English each semester, 2) have a NWEA score at or above the minimum for that course as outlined in the course descriptions, and 3) complete all summer reading requirements. Dual credit courses also have a 3.0 GPA requirement.

Incoming freshmen wishing to enter English 9 Honors must have a minimum NWEA score of 229 by the end of their 8th grade year. You may NOT drop from an honors course to a regular course until the semester has completed (example: dropping from English 9 honors to English 9 before Christmas break, semester 1, or before summer break, semester 2).

	Academic Honors	Core 40 Diploma	General Diploma
<b>Freshman Year</b>	English 9 Honors A & B	English 9 A & B	English 9 A & B
<b>Sophomore Year</b>	English 10 Honors A & B	English 10 A & B	English 10 A & B
<b>Junior Year</b>	AP English and Literature & Composition (W)	English 11 A & B	English 11 A & B
<b>Senior Year</b>	Adv. English (Dual Credit) Adv. Speech (Dual Credit)	English 12 A & B	English 12 A & B

<b>Senior Electives</b>	Adv. Speech (Dual Credit) Creative Writing (not offered for 24-25) Technical Communication (not offered for 24-25) Etymology (not offered for 24-25) Classical Literature (not offered for 24-25) Film Literature Dramatic Literature (not offered for 24-25) Journalism (not offered for 24-25)
Choose <b>ONE</b> of the electives from this list.	

#### 1124 ADVANCED ENGLISH – IVY TECH ENG111—ENGLISH COMPOSITION\*

Grades: 12 and 11

Course Type: Semester

**English Composition** is designed to develop students' abilities to think, organize, and express their ideas clearly and effectively in writing. This course incorporates reading, research, and critical thinking. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison, analysis, persuasion, and argumentation. A research paper is required. Numerous in-class writing activities are required in addition to extended essays written outside of class.

**Prerequisites:** NWEA score of at least 230, 80% or better AVG in AP English Lit & Composition or 90% in English 11,

**Special Notes:** Dual Credit – Student must have a 2.6 GPA or higher to qualify for dual credit  
**Diploma Fulfillment:** English credit for all diplomas

**3.0 GPA. Not meeting all 3 prerequisites will require department approval.**

#### 1078 ADVANCED SPEECH AND COMMUNICATION – INDIANA UNIVERSITY SPCH - S121 PUBLIC SPEAKING \*

Grades: 12

Course Type: Semester

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

**Prerequisites:** NWEA score of at least 230, 80% or better AVG in AP English Lit & Composition or 90% in English 11, 3.0 GPA. Not meeting all 3 prerequisites will require dpt. aprvl.

**Special Notes:** Dual Credit – Student must have a 3.0/4.0 cumulative GPA and will need to pay a course fee of \$75 to the university.  
**Diploma Fulfillment:** English credit for all diplomas

### 1092 CREATIVE WRITING – IVY TECH CREATIVE WRITING ENG202\*

Grades: 11 and 12

Course Type: Semester

***Creative Writing***, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for 171 Indiana Department of Education High School Course Titles and Descriptions writing, and the style of their own writing. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

**Prerequisites:** None

**Special Notes:** Junior graduates may take this during their junior year to meet graduation requirements.

**Diploma Fulfillment:** English credit for all diplomas

### 1028 DRAMATIC LITERATURE

Grades: 9-12

Course Type: Semester

***Dramatic Literature***, a course based on the Indiana Academic Standards for English/Language Arts, is a study of plays and literary art as different from other literary genres. Students view live, televised, or filmed productions and stage scenes from plays or scripts. Students examine tragedies, comedies, melodramas, musicals or operas created by important playwrights and screenwriters representing the literary movements in dramatic literature. Students analyze how live performance alters interpretation from text and how developments in acting and production have altered the way we interpret plays or scripts. Students analyze the relationship between the development of dramatic literature as entertainment and as a reflection of or influence on the culture. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

**Prerequisites:** None

**Special Notes:** Students will have an additional \$10 playbook fee.

**Diploma Fulfillment:** English credit for all diplomas

### 1026 CLASSIC LITERATURE

Grades: 12

Course Type: Semester

***Classical Literature***, a course based on the Indiana Academic Standards for English/Language Arts, is a study of Greek and Roman Empire literature by the major authors, such as Aristotle, Cicero, Dante, Euripides, Homer, Ovid, Plato, Plutarch, Sappho, Sophocles, St. Augustine, Virgil, and others. Students examine a variety of literary genres, such as tragedy, comedy, epic, lyric, novel, oratory, and others. Students analyze themes as they relate to the transition from oral to literate cultures, the emergence of cities and empires, the use of mythology, and the rise and fall of democracy. Students analyze how classical literary patterns, themes, and conventions have influenced modern literature. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

**Prerequisites:** None

**Special Notes:** Junior graduates may take this during their junior year to meet graduation requirements.

**Diploma Fulfillment:** English credit for all diplomas

### 1058 AP English Literature and Composition

Grades: 11

Course Type: Year

***AP English Literature and***

***Composition*** is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

**Prerequisites:** NWEA score of at least 230, B or better Average in English 10 Honors, 3.0 GPA. Not meeting all 3 prerequisites will require department approval.

**Special Notes:** Students may be responsible for buying their own novels

**Diploma Fulfillment:** English Credit for all Diplomas

## 1002 ENGLISH 9

Grades: 9

Course Type: Year

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

**Prerequisites:** None

**Diploma Fulfillment:** English credit for all diplomas

## 1002 ENGLISH 9 HONORS

Grades: 9

Course Type: Year

**English 9 Honors** shall be offered to students who have shown an advanced aptitude in written and communication skills. Along with fulfilling the English 9 criteria, this class shall provide accelerated study and practice in developing effective written and oral communication skills, as well as abilities for understanding and making independent critical evaluations of literature. Each student shall complete an English Honors Project consisting of a formal research report, a major product, and an oral presentation.

**Prerequisites:** Completion of summer reading requirements; NWEA score MUST be at least 229; Not meeting all requirements requires department approval

**Special Notes:** Students must maintain an average of B- or better. Students will be evaluated at Midterm, Q1 and semester and will be moved to English 9 if grade is lower than a B- average.  
**Diploma Fulfillment:** English credit for all diplomas

## 1004 ENGLISH 10 HONORS

Grades: 10

Course Type: Year

**English 10 Honors** - Along with fulfilling the English 10 criteria, this course involves an accelerated program designed to stress writing as a logical skill combining thinking, reflecting, and creating. Each student shall complete an English Honors Project consisting of a formal research paper, a major product, and an oral presentation.

**Prerequisites:** Completion of summer reading requirements; NWEA score MUST be at least a 229. Must have a B- or higher AVG English 9 Honors. Not meeting all requirements requires Dept. aprvl.

**Special Notes:** Students must maintain an average of B- or better. Students will be evaluated at Midterm, Q1 and semester and could be placed in a different English course.  
**Diploma Fulfillment:** English credit for all diplomas

## 1006 ENGLISH 11

Grades: 11

Course Type: Year

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

**Prerequisites:** English 9 & 10 or teacher recommendation

**Diploma Fulfillment:** English credit for all diplomas

### 1004 ENGLISH 10

Grades: 10

Course Type: Year

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

**Prerequisites: English 9 or teacher recommendation**

**Diploma Fulfillment: English credit for all diplomas**

### 1006 ENGLISH 12

Grades: 12

Course Type: Year

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

**Prerequisites: English 9, 10 & 11 or teacher recommendation**

**Diploma Fulfillment: English credit for all diplomas**

### 1060 ETYMOLOGY

Grades: 10 (Sem. 2)-12

Course Type: Semester

**Etymology**, a language studies course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (Latin, Greek, Germanic, and Romance Languages). Students analyze meanings of English words by examining roots, prefixes, and suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation

**Prerequisites: None**

**Special Notes: Junior graduates may take this during their junior year to meet graduation requirements.**

**Diploma Fulfillment: English credit for all diplomas**

### 1034 FILM LITERATURE

Grades: 12

Course Type: Semester

**Film Literature**, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

**Prerequisites: None**

**Special Notes: Junior graduates may take this during their junior year to meet graduation requirements.**

**Diploma Fulfillment: English credit for all diplomas**



## 0500 LANGUAGE ARTS LAB – ENGLISH

Grades: 9-12

Course Type: Semester

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

**Prerequisites:** None

**Special Notes:** Students who have not passed the English SAT and/or have been identified as in need of additional skill development will be enrolled.  
**Diploma Fulfillment:** Elective

## 1082 LIBRARY MEDIA

Grades: 10-12

Course Type: Semester

**Library Media** is the study and application of procedures based on library science theory. Students examine the role of the library and technology in the current Information Age. Students use electronic resources for specific research needs and use multimedia presentation technology for practical applications.

**Prerequisites:** None

**Diploma Fulfillment:** Elective

## 1084 DIGITAL MEDIA

Grades: 9-12

Course Type: Year

**Digital Media**, Digital Media, a course based on the Indiana Academic Standards for English/Language Arts and Media Literacy Standards, is a study of media literacy and production skills. This course examines the impact of informational, narrative, and persuasive media on everyday life. This course will focus on changes in media and includes practice in broadcast journalism, audio/visual storytelling, multimedia storytelling, as well as different platforms such as online and social media. Students will analyze local, national, and global media through the lens of law, ethics, and social responsibility. Students use course content to become knowledgeable consumers and producers of media. For the second credit: Students continue to develop media production skills in addition to continuing critical media analysis. By the end of the semester, students write and produce media projects.

**Prerequisites:** None

**Special Notes:** This is not an alternative credit for English 9-12.  
**Diploma Fulfillment:** English credit for all diplomas

## 1096 TECHNICAL COMMUNICATIONS

Grades: 12

Course Type: Semester

**Technical Communication**, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the processes and conventions needed for effective technical writing-communication. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

**Prerequisites:** None

**Special Notes:** Junior graduates may take this during their junior year to meet graduation requirements.  
**Diploma Fulfillment:** English credit for all diplomas



#### 1124 ADVANCED ENGLISH– IVY TECH ENGL206 Introduction to Literature

Grades: 11

Course Type: 2nd Semester

Students will develop analytical, researching, and writing skills by completing an extensive literature analysis..

**Prerequisites:** Ivy Tech ENG111 credit (80% or higher), NWEA score of 230 or higher, GPA of 3.0 or higher.

**Special Notes:** Dual Credit—students must have a 2.6 GPA or higher to qualify for dual credit

**Diploma fulfillment:** English credit for all diploma

### FAMILY AND CONSUMER SCIENCES

Family and Consumer Sciences Education empower individuals and families across the lifespan to manage the challenges of living and working in a diverse global society. Our unique focus is on the families, work and their interrelationships. The mission of Family and Consumer Sciences Education is to prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitude, and behaviors needed.

#### 5330 ADULT ROLES & RESPONSIBILITIES +

Grades: 11-12

Course Type: Semester

**Adult Roles and Responsibilities** is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of adult roles and responsibilities. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to individual and family life.

**Prerequisites:** None

**Special Notes:** Course counts towards the Health and Safety credit  
**Diploma Fulfillment:** Elective/Health Waiver

#### 5360 ADVANCED CHILD DEVELOPMENT +

Grades: 10-12

Course Type: Semester

**Advanced Child Development** is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from age 4 through age 8 (grade 3). It builds on the Child Development course, which is a prerequisite. Advanced Child Development includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach that utilizes higher order thinking, communication, Indiana Department of Education 90 High School Course Titles and Descriptions leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory laboratory/field experiences with children in preschool and early elementary school settings, and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

**Prerequisites:** None

**Diploma Fulfillment:** Elective

#### 5340 ADVANCED NUTRITION & WELLNESS I/II+

Grades: 9-12

Course Type: Semester

**Advanced Nutrition and Wellness** is a course which provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. Advanced Nutrition and Wellness is an especially appropriate course for students interested in careers in the medical field, athletic training and dietetics. This course builds on the foundation established in Nutrition and Wellness, which is a required prerequisite. This is a project-based course; utilizing higher-order thinking, communication, leadership and management processes. Topics include extensive study of major nutrients, nutritional standards across the lifespan, influences on nutrition/food choices, technological and scientific influences, and career exploration in this field. Laboratory experiences will be utilized to develop food handling and preparation skills; attention will be given to nutrition, food safety and sanitation. This course is the second in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

**Prerequisites: No Prerequisites**

**Diploma Fulfillment: Elective**

#### 5362 CHILD DEVELOPMENT +

Grades: 10-12

Course Type: Semester

**Child Development** is an introductory course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; childcare giving and nurturing; and support systems for parents and caregivers. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct, concrete mathematics and language arts proficiencies will be applied. Authentic applications such as introductory laboratory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children are strongly recommended. This course provides the foundation for continuing and postsecondary education in all career areas related to children, child development, and nurturing of children.

**Prerequisites: None**

**Special Notes: Course counts towards the Health and Safety credit**  
**Diploma Fulfillment: Elective/Health Waiver**

#### 5364 INTERPERSONAL RELATIONSHIPS

Grades: 9-10

Course Type: Semester

**Interpersonal Relationships** is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of interpersonal relationships. Direct, concrete language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides a foundation for continuing and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

**Prerequisites: None**

**Special Notes: Course counts towards the Health and Safety credit**  
**Diploma Fulfillment: Elective/Health Waiver**

### 5380 INTRODUCTION TO FASHION & TEXTILES +

Grades: 9-12

Course Type: Semester

**Introduction to Fashion and Textiles** is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. This course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashion, textile, and apparel arena. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; factors influencing the merchandising and selection of fashion, textile, and apparel goods and their properties, design, and production; and consumer skills. A project-based approach integrates instruction and laboratory experiences including application of the elements and principles of design, aesthetics, criticism, history and production; selection, production, alteration, repair, and maintenance of apparel and textile products; product research, development, and testing; and application of technical tools and equipment utilized in the industry. Direct, concrete mathematics proficiencies will be applied. Service learning and other authentic applications are Indiana Department of Education 101 High School Course Titles and Descriptions strongly recommended. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers.

**Prerequisites:** None

**Special Notes:** Counts as a fine art credit.

**Diploma Fulfillment:** Elective/Fine Arts Credit

### 5350 INTRODUCTION TO HOUSING & INTERIOR DESIGN +

Grades: 9-12

Course Type: Semester

**Introduction to Housing and Interior Design** is an introductory course essential for those students interested in academic enrichment or a career within the housing, interior design, or furnishings industry. This course addresses the selection and planning of designed spaces to meet the needs, wants, values and lifestyles of individuals, families, clients, and communities. Housing decisions, resources and options will be explored including factors affecting housing choices and the types of housing available. Developmental influences on housing and interior environments will also be considered. Basic historical architectural styling and basic furniture styles will be explored as well as basic identification of the elements and principles of design. Design and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces. Presentation techniques will be practiced to thoroughly communicate design ideas. Visual arts concepts including aesthetics, criticism, history and production, are addressed. Direct, concrete mathematics proficiencies will be applied. A project based approach will be utilized requiring higher-order thinking, communication, leadership and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries.

**Prerequisites:** None

**Special Notes:** Counts as a fine art credit.

**Diploma Fulfillment:** Elective/Fine Arts Credit

### 5342 NUTRITION AND WELLNESS +

Grades: 9-12

Course Type: Semester

**Nutrition and Wellness** is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. This is a nutrition class that introduces students to only the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied. This course is the first in a sequence of courses that provide a foundation for continuing and postsecondary education in all career areas related to nutrition, food, and wellness.

**Prerequisites:** None

**Special Notes:** Course counts towards the Health and Safety credit.

**Diploma Fulfillment:** Elective/Health Waiver

## 5394 PREPARING FOR COLLEGE & CAREERS +

Grades: 9-12

Course Type: Semester

***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.

**Prerequisites: None**

**Special Notes: Course counts towards the Health and Safety credit**

**Diploma Fulfillment: Elective/Health Waiver**

## FINE ARTS – MUSIC COURSES

Music classes are available for every type of student. Many will choose to become members of the FCHS Band, and others will be interested in vocal music or music appreciation. Our facility enables students to take piano lessons in our keyboard classes. By offering a variety of choices in both music and art, the faculty hopes to encourage each student to find and develop his/her talent as much as possible. Students are also able to take Honors Band or Honors Chorus. The Honors courses require additional requirements than the regular courses.

### 4188 ADVANCED CHORUS (SYMPHONIC CHOIR-MIXED)

Grades: 9-12

Course Type: Year

***Advanced Chorus*** is based on the Indiana Academic Standards for High School Choral Music. Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

**Prerequisites: Auditions (Only 24 spots available)**

**Diploma Fulfillment: Fine Arts credit**

### 4160 BEGINNING CONCERT BAND (HIGH SCHOOL BAND)

Grades: 9-12

Course Type: Year

***Beginning Concert Band*** is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

**Prerequisites: Admission through 8<sup>th</sup> grade band or Director Approval**

#### 4168 INTERMEDIATE CONCERT BAND (HIGH SCHOOL BAND) –

Grades: 9-12

Course Type: Year

**Intermediate Concert Band** is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Students study a varied repertoire of developmentally appropriate concert band literature and develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

**Prerequisites:** Successful completion from 4160 Beginning Concert Band

#### 4170 ADVANCED CONCERT BAND (HIGH SCHOOL BAND)

Grades: 9-12

Course Type: Year

**Advanced Concert Band** is based on the Indiana Academic Standards for High School Instrumental Music. This course provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals. Public performances serve as a culmination of daily rehearsals and are a required part of the band class. Therefore, students are required to participate in performances outside of the school day.

**Prerequisites:** 8<sup>th</sup> grade band, audition or director approval

**Special Notes:** 8<sup>th</sup> Grade band, audition, or director approval. Failure to participate in out of school performances may result in removal from the band class.

**Diploma Fulfillment:** Fine Arts credit

#### 4200 APPLIED MUSIC (L) - GUITAR

Grades: 9-12

Course Type: Semester

**Applied Music-Guitar** is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music-Guitar offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music. This course is intended for beginning to intermediate level students and is recommended for students planning a career in the field of music.

**Prerequisites:** None

**Special Notes:** Course will be capped at 15 students

**Diploma Fulfillment:** Fine Arts credit

#### 4182 BEGINNING CHORUS (CONCERT CHOIR)

Grades: 9-12

Course Type: Year

**Beginning Chorus** is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

**Prerequisites:** Successful audition and director approval

**Special Notes:** Successful audition and Director approval

**Diploma Fulfillment:** Fine Arts credit

#### 4146 DANCE PERFORMANCE: BALLET, MODERN, JAZZ, or ETHNIC FOLK (L)

Grades: 9-12

Course Type: Semester

**Dance Performance** is based on the Indiana Academic Standards for Dance. Sequential and systematic learning experiences are provided in the specific genre offered, whether it is Ballet, Modern, Jazz, or Ethnic-Folk. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the genre, including individual and group instruction in performance repertoire and skills. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. The performance class provides opportunities for students to experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. Students describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre. They also become aware of the career opportunities in dance.

**Prerequisites:** Auditions

**Special Notes:** Students involved will participate in Color Guard  
**Diploma Fulfillment:** Fine Arts credit

#### 4202 ELECTRONIC MUSIC I

Grades: 9-12

Course Type: Semester

**Electronic Music** is based on the Indiana Academic Standards for High School Music Technology. Students taking this course are provided with a wide variety of activities and experiences to develop skills in using electronic media and current technology to perform, create, and respond to music. The Music Technology class will give students experience with using loops, MIDI, and audio tracks in a mainstream DAW. Students will learn how to record, edit, and mix tracks. Time will also be spent discussing the history of music technology and the recording industry.

**Prerequisites:** Although the ability to read music and familiarity of the piano keyboard are not official prerequisites, students will need to become familiar with these skills during the class (limited class time will be spent on this topic)

**Diploma Fulfillment:** Fine Arts credit  
**Special Note:** Course limit will be determined by technology availability. Course may be limited to 10 students per section. Students may be responsible for buying headphones/materials.

#### 4202 ELECTRONIC MUSIC II

Grades: 9-12

Course Type: Semester

**Electronic Music** is based on the Indiana Academic Standards for High School Music Technology. Electronic Music II will extend upon concepts covered in Electronic Music I. Students should expect more in-depth experiences with studio recording and editing, MIDI recording and editing, and other related concepts. Students taking this course are provided with a wide variety of activities and experiences to develop skills in using electronic media and current technology to perform, create, and respond to music.

**Prerequisites:** Students must have successfully completed Electronic Music I. It is recommended, but not required, to have experience with piano, guitar, voice, or another instrument.

**Diploma Fulfillment:** Fine Arts credit  
**Special Note:** Course limit will be determined by technology availability. Course may be limited to 10 students per section. Students may be responsible for buying headphones/materials.



#### 4170 HONORS BAND (W)

Grades: 11-12

Course Type: Year

**Honors Band** is for students who are members of the instrumental music organization that represents FCHS at concerts, contests, athletic events, parades, and other such performances. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Advanced Concert Band members are expected to perform at concerts, rehearsals, and other events outside of the school day. Each musician shall display adequate participation in order to be enrolled. All performances are required. **In addition to the regular band class requirements, the weighted band class will require additional course work. This supplemental course work will require out-of-school activities such as concert attendance, solo and ensemble performances, and other such activities.**

**Prerequisites:** Performed solo in group III, II or I at ISSMA. 4 semesters of Beg or Adv Bnd with a B- or higher, good attendance, instructor approval. Good Academic & Behavior standing.

**Diploma Fulfillment:** Fine Arts credit

**Special Notes:** Failure to participate in out of school performances may result in removal from the band class.

#### 4188 HONORS CHORUS (W)

Grades: 11-12

Course Type: Year

**Honors Chorus**, students are selected for this class by auditions and interviews held the previous year. The size of Advanced Chorus is at the Director's discretion. Advanced Chorus members are chosen for their singing talent, motivation, and for correct ensemble balance. Vocal and choral technique as well as music reading and theory skills will be emphasized. Advanced Chorus members are expected to perform at concerts, community activities and competitions that are held outside of the school day. **In addition to the regular choir class requirements, the weighted choir class will require additional course work. This supplemental course work will require out-of-school activities such as concert attendance, solo and ensemble performances, and other such activities. Failure to complete these assignments will result in removal from the weighted class. In such cases, the student will be enrolled in the regular choir class.**

**Prerequisites:** Performed solo in group III, II or I at ISSMA. 4 semesters of Beg or Adv Chorus with a B- or higher, good attendance, instructor approval. Good Academic & Behavior standing.

**Diploma Fulfillment:** Fine Arts credit

#### 4186 INTERMEDIATE CHORUS (TREBLE CHOIR)

Grades: 9-12

Course Type: Year

**Intermediate Chorus** is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

**Prerequisites:** Beginning Chorus/Director Approval

**Diploma Fulfillment:** Fine Arts credit



#### 4206 MUSIC HISTORY & APPRECIATION

Grades: 9-12

Course Type: Semester

**Music History and Appreciation** is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

**Prerequisites: None**

**Diploma Fulfillment: Fine Arts credit**

#### 4208 MUSIC THEORY & COMPOSITION

Grades: 9-12

Course Type: Semester

Course Fee: \$6.00/semester

**Music Theory and Composition** is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. They develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

**Prerequisites: Ability to read music or learn quickly is a must.**

**Special Notes: This class may be taken more than once for credit.**  
**Diploma Fulfillment: Fine Arts credit**

#### 4204 PIANO & ELECTRONIC KEYBOARD - BEGINNER

Grades: 9-12

Course Type: Semester

**Piano and Electronic Keyboard** is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

**Prerequisites: none**

**Diploma Fulfillment: Fine Arts credit**

#### 4204 PIANO & ELECTRONIC KEYBOARD - INTERMEDIATE

Grades: 9-12

Course Type: Semester

**Piano and Electronic Keyboard** is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

**Prerequisites: Completion of Beginner Piano or audition**

**Diploma Fulfillment: Fine Arts credit**

#### 4204 PIANO & ELECTRONIC KEYBOARD - ADVANCED

Grades: 9-12

Course Type: Semester

**Piano and Electronic Keyboard** is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions. Advanced level piano will expand on the concepts learned in the intermediate level piano class with a focus on expanding technique and exposure to more advanced repertoire. This class may be taken multiple times for credit.

**Prerequisites: Completion of Intermediate Piano or audition**

**Diploma Fulfillment: Fine Arts credit**

## FINE ARTS – VISUAL ARTS COURSES

The Visual Arts involve a progression of courses allowing students to pursue and expand on specific areas of study in either the two-dimensional or three-dimensional field. Advanced courses, denoted as level II, may only be taken by juniors or seniors who have earned a B or better in the corresponding intermediate level courses, taken at least two of these courses, and those who have submitted an electronic portfolio; thus earning departmental approval.

### 4040 CERAMICS I/II+

Grades: 10-12

Course Type: Semester

**Ceramics** is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

**Prerequisites:** Intro to 3D Art (B) or you must be a junior or senior.

**Special Notes:** May be taken at the intermediate and then advanced level.

**Diploma Fulfillment:** Fine Arts credit

### 4060 DRAWING

Grades: 10-12

Course Type: Semester

**Drawing** is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

**Prerequisites:** Intro to 2D Art (B) or you must be a junior or senior.

**Special Notes:** Dual Credit –

**Diploma Fulfillment:** Fine Arts credit

### 4002 INTRODUCTION TO THREE-DIMENSIONAL ART

Grades: 9-12

Course Type: Semester

**Introduction to Three-Dimensional Art** is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources. Student supplies will be required

**Prerequisites:** None

**Diploma Fulfillment:** Fine Arts credit

#### 4006 ADVANCED THREE DIMENSIONAL ART (L) (ADV 3D ART)

Grades: 9-12

Course Type: Semester

**Advanced Three-Dimensional Art** is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources

**Prerequisites:** Intro to 3-D Art

**Diploma Fulfillment:** Fine Arts credit

#### 4000 INTRODUCTION TO TWO-DIMENSIONAL ART

Grades: 9-12

Course Type: Semester

**Introduction to Two-Dimensional Art** is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources. Student supplies will be required.

**Prerequisites:** None

**Diploma Fulfillment:** Fine Arts credit

#### 4004 ADVANCED TWO- DIMENSIONAL ART (L) (ADV 2D ART)

Grades: 9-12

Course Type: Semester

**Advanced Two-Dimensional Art** is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

**Prerequisites:** Intro to TWO –Dimensional Art

#### 4042 JEWELRY

Grades: 10-12

Course Type: Semester

**Jewelry** is a course based on the Indiana Academic Standards for Visual Art. Students in Jewelry engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

**Prerequisites:** Intro to 3D Art (B) or you must be a junior or senior.

**Special Notes:** May be taken at the intermediate and then advanced level.

**Diploma Fulfillment:** Fine Arts credit

#### 4064 PAINTING I/II+

Grades: 10-12

Course Type: Semester

**Painting** is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

**Prerequisites:** Intro to 2D Art (B) or you must be a junior or senior.

**Special Notes:** May be taken at the intermediate and then advanced level.

**Diploma Fulfillment:** Fine Arts credit

#### 4062 PHOTOGRAPHY I/II+

Grades: 10-12

Course Type: Semester

**Photography** is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

**Prerequisites:** Intro to 2D Art (B) or you must be a junior or senior.

**Special Notes:** May be taken at the intermediate and then advanced level. A 35-millimeter single reflex camera or a 35mm automatic camera with a zoom lens will be required for this class. Students will be expected to purchase personal supplies including film and photography paper all of which is available at the bookstore. Cost will be spread out over the semester.

**Diploma Fulfillment:** Fine Arts credit

#### 4044 SCULPTURE I/II+

Grades: 10-12

Course Type: Semester

**Sculpture** is a course based on the Indiana Academic Standards for Visual Art. Students in sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

**Prerequisites:** Intro to 3D Art (B) or you must be a junior or senior.

**Special Notes:** May be taken at the intermediate and then advanced level.

**Diploma Fulfillment:** Fine Arts credit

## HEALTH AND PHYSICAL EDUCATION

The Indiana Department of Education requires that students pass two (2) semesters of Physical Education and one (1) semester of Health Education. The goal of the physical education and health classes is to promote awareness among students that a fit, healthy body is an important part of leading a long and rewarding life. Abuse of harmful substances shortens one's life span and often leads to unhappiness and despair.

The Indiana Department of Education does not permit waivers for the state mandated Physical Education credit. Franklin County High School will offer an adapted Physical Education program to satisfy this requirement for the needs of properly documented students. Inquiries shall be directed to the Department Chairperson.

These courses are required to meet state graduation requirements. Classes are coeducational unless the activity involves bodily contact or groupings are based on an objective standard of individual performance developed and applied without regard to gender. Adapted Physical Education shall be offered, as needed, in the least restricted environment and shall be based on individual assessment.

A student with a medical excuse will receive an "Incomplete" until the days are made up. The change in schedule will occur only after a letter is sent to parents and/or a conference is held with the student and his/her parents. Students who are withdrawn from physical education class will need to re-enroll during a later semester to complete the graduation requirement.

Any student enrolled in a physical education class is expected to wear appropriate clothing. Students will need athletic shorts, non-marking gym shoes, socks and a standard physical education shirt.

PE I & II are required for graduation, one of these courses may be completed over the summer, contingent on the availability of summer school funding. For those interested in this option, please see your School Counselor.

In order for a student to take an elective PE class (Lifetime Sports, Weights, and Advanced Weights), a student must have earned a C+ or better in the previous PE class (PE I, PE II, Lifetime Sports, etc.) A student will not be allowed to take an elective PE class the following semester.

### 3560 ELECTIVE PHYSICAL EDUCATION – LIFETIME SPORTS I/II (semester each – different curriculum)

Grades: 10-12

Course Type: Semester

***Elective Physical Education***, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

**Prerequisites:** PE I & II (grade of C or better)

**Special Notes:** \$7.00 lock replacement fee  
**Diploma Fulfillment:** Elective

### 3560 ADVANCED ELECTIVE PHYSICAL EDUCATION – PERSONAL FITNESS

Grades: 10-12

Course Type: Semester

**Elective Physical Education**, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

**Prerequisites:** PE I & II (grade of C or better) & Personal Fitness.

**Special Notes:** \$7.00 lock replacement fee  
**Diploma Fulfillment:** Elective

### 3560 ELECTIVE PHYSICAL EDUCATION – PERSONAL FITNESS

Grades: 10-12

Course Type: Semester

**Elective Physical Education**, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

**Prerequisites:** PE I & II (grade of C or better)

**Special Notes:** \$7.00 lock replacement fee  
**Diploma Fulfillment:** Elective

### 3506 HEALTH & WELLNESS EDUCATION

Grades: 10-12 (9<sup>th</sup> if WCC bound)

Course Type: Semester

**Health & Wellness**, a course based on Indiana's Academic Standards for Health & Wellness, provides the foundational information needed to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; and develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum that addresses critical health knowledge and skills for successfully maintaining a healthy lifestyle during a child's school years and beyond. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco-free lifestyle and an alcohol and other drug-free lifestyle; and promoting human development and family health. This course provides students with important core concepts of health and wellness and the knowledge and skills needed to successfully access valid health information, analyze the influence of others on their health behaviors, demonstrate the ability to communicate in a way to enhance and avoid or reduce health risks, demonstrate the ability to use decision-making skills to enhance health, demonstrate the ability to practice health-enhancing behaviors, and demonstrate the ability to advocate for personal, family and community health.

**Prerequisites:** None

**Diploma Fulfillment:** Health



### 3542 PHYSICAL EDUCATION I

Grades: 9-12

Course Type: Semester

**Physical Education I** focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

**Prerequisites: None**

**Special Notes: \$7.00 lock replacement fee**  
**Diploma Fulfillment: PE (1) credit**

### 3544 PHYSICAL EDUCATION II

Grades: 9-12

Course Type: Semester

**Physical Education II** focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in four of the following areas that were not covered in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

**Prerequisites: None**

**Special Notes: \$7.00 lock replacement fee**  
**Diploma Fulfillment: PE (1) credit**

### 3542/3544 SUMMER PHYSICAL EDUCATION I OR II

Grades: 9-12

Course Type: Semester

**Summer Physical Education** is a class in Physical Education is offered during the summer for 1 credit. Students will be instructed on health related fitness, skill development and the application of rules and strategies for individual and team sports. Field trips may be taken to local parks and pools. The course meets daily for 4 hours. Dates and times will be determined at a later date. Missing more than 8 hours (2 days) of class will make the student ineligible for credit.

**Prerequisites: None**

**Special Notes: You can't miss more than 2 days during summer PE.**  
**Diploma Fulfillment: PE (1) credit**

## MATHEMATICS

The math department offers many different courses starting with Algebra I. The Honors program is designed for those students who are math oriented and can maintain grades of B- or better. Anyone completing this series will be well qualified for any college program requiring a strong math background. The department also offers a regular curriculum for those students that will pursue post-secondary education but may not be math oriented.

FCCSC students may be eligible to enroll in Algebra 1 Honors upon successful completion of Pre-Algebra/8th Grade Math. Students must meet **all three** of the following requirements to be considered for acceptance into Algebra 1 Honors:

1. Minimum grade of 80% each quarter of Pre-Algebra/8th Grade Math; AND,
2. Minimum NWEA mathematics score of 230; AND,
3. Teacher recommendation.

Once a student is accepted into the Honors program, they are expected to maintain grades of 80% or higher throughout each course. Honors students' performance is reviewed at the following times during each school year: midterm of 1st quarter, end of 1st semester, end of 2nd semester. If a student shows deficiency (below 80%) at any performance review, the student may be subject to a placement change into the appropriate math level. Any student grade 9-12 that is removed from the Honors program will not be eligible for reinstatement. Any student grade 7-8 that

is removed from an Honors course may be eligible for reinstatement into the same Honors course the following year. No student may advance to a higher Honors course without successful completion (80% minimum grade entire year) of the prerequisite Honors course and recommendation of the teacher.

Any middle school math student who has successfully completed Algebra I and/or Geometry (at the high school level) by maintaining a B- minimum score for the entire year may earn 2 high school math credits per class. Algebra I and/or Geometry will be included on the high school transcript and the grades will be included in their cumulative GPA.

FCCSC students enrolling in 9th grade regular curriculum mathematics will begin the required series of courses with Algebra 1. Students who do not successfully complete the first semester of Algebra I and/or have been identified as in need of additional skills to prepare for Algebra I will be placed in Basic Skills Math (grade 9). These students will enroll in Algebra I during their sophomore year.

Students transferring to FCCSC will be placed in the appropriate course by The Office of Student Services.

**GRADE: APPROPRIATE SEQUENCE OF COURSES**

9 <sup>th</sup> Grade	Algebra I	Algebra I Honors	Geometry Honors	Algebra II Honors
10 <sup>th</sup> Grade	Geometry	Geometry Honors	Algebra II Honors	Pre-Calc/Trig (DC)
11 <sup>th</sup> Grade	Algebra II	Algebra II Honors	Pre-Calculus/Trig (DC)	AP Calculus
12 <sup>th</sup> Grade	Pre-Calc/Trig (Not DC)	Pre-Calculus/Trig (DC)	AP Calculus	Finite/Prob&Stats

**2516 ALGEBRA I LAB**

Grades: 9

Course Type: Semester

**Algebra I Lab** is a mathematics support course for Algebra I. Algebra I Lab is taken while students are concurrently enrolled in Algebra 1. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra I Lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

**Prerequisites:** None

**Special Notes:** Eligibility based on math performance in 8<sup>th</sup> grade.

**Diploma Fulfillment:** Elective credit

**2520 ALGEBRA I**

Grades: 9-12

Course Type: Year

**Algebra I** formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Prerequisites:** None

**Special Notes:** Algebra students also need graph paper, which can be purchased from the bookstore.

**Diploma Fulfillment:** Math credit

## 2520 ALGEBRA I – HONORS

Grades: 9

Course Type: Year

**Algebra I Honors** is a formal development of the algebraic skills and concepts necessary for students who will take other advanced college preparatory courses. The topics are the same as Algebra I except they will be covered in more depth with an emphasis on linear, quadratic, and exponential functions throughout the course.

**Prerequisites:** B- or better in 8<sup>th</sup> grade math & teacher recommendation/department approval, NWEA score of 230 required

**Special Notes:** Algebra students also need graph paper, which can be purchased from the bookstore.  
**Diploma Fulfillment:** Math credit

## 2522 ALGEBRA II

Grades: 11-12

Course Type: Year

**Algebra II** builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Prerequisites:** Geometry

**Special Notes:** Student MUST have teacher permission to take dual credit Pre-Calculus and Trigonometry.  
**Diploma Fulfillment:** Math credit

## 2522 ALGEBRA II – HONORS

Grades: 9-11

Course Type: Year

**Algebra II Honors** builds more extensively on the different functions taught in Algebra II with an introduction into trigonometric functions, number theory, and probability and statistics. Problem solving and modeling will be stressed throughout the course. Students will explore and use graphing calculators as a tool for learning the characteristics of the different functions.

**Prerequisites:** Geometry-Honors (B-) & Teacher Recommendation/Department approval

**Diploma Fulfillment:** Math credit

## 2562 CALCULUS AB – IVY TECH MATH211 CALCULUS I\*

Grades: 11-12

Course Type: Year

**AP Calculus** reviews the concepts of exponential, logarithmic and inverse functions. Studies in depth the fundamental concepts and operations of calculus including limits, continuity, differentiation including implicit and logarithmic differentiation. Applies differential calculus to solve problems in the natural and social sciences, to solve estimation problems and to solve optimization problems. Applies differential calculus to sketch curves and to identify local and global extrema, inflection points, increasing/decreasing behavior, concavity, behavior at infinity, horizontal and vertical tangents and asymptotes, and slant asymptotes. Applies the concept of Riemann sums and antiderivatives to find Riemann integrals. Applies the fundamental theorem of calculus to solve initial value problems, and to find areas and volumes and the average values of a function.

**Prerequisites:** Pre-Calc/Trig & Teacher recommendation / Department Approval

**Special Notes:** Knowledge Assessment or credits in Dual Credit MATH 136/137 (Pre-Calculus/Trigonometry) required for dual credits to be earned.  
**Diploma Fulfillment:** Math credit

## 0500 BASIC SKILLS DEVELOPMENT – MATHEMATICS 9

Grades: 9

Course Type: Semester

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

**Prerequisites:** None

**Special Notes:** Counts as an elective credit only. Not offered for the 23-24 school year

**Diploma Fulfillment:** Elective

## 2530 FINITE MATHEMATICS

Grades: 12

Course Type: Year

**Finite Mathematics** is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite Math is made up of five strands: Sets, Matrices, Networks, Optimization, and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Prerequisites:** Algebra II

**Diploma Fulfillment:** Math credit

## 2532 GEOMETRY

Course Type: Year

**Geometry** formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Geometry is made up of seven strands: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Prerequisites:** Algebra I

**Special Notes:** Geometry students will need a compass and protractor, which can be purchased at the bookstore.

**Diploma Fulfillment:** Math credit

## 2532 GEOMETRY – HONORS

Grades: 9-10

Course Type: Year

**Geometry Honors** is a formal development of the students' understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. The properties and relationships are the same as those covered in Geometry but are covered more extensively with an emphasis on developing formal proof and logic. More emphasis is also put on the six critical areas of congruence, similarity, measurement, analytic geometry, circles, and polyhedra.

**Prerequisites:** B- or better in Algebra I Honors, Teacher Recommendation / department approval

**Special Notes:** Geometry students will need a compass and protractor, which can be purchased at the bookstore.

**Diploma Fulfillment:** Math credit

### 2530 FINITE MATHEMATICS – IVY TECH MATH135 FINITE MATHEMATICS\*

Grades: 12

Course Type: 1<sup>ST</sup> semester

**Finite Mathematics (Dual Credit)** - Surveys solving and graphing linear equations and inequalities, elementary set theory, matrices and their applications, linear programming, and elementary probability. A standard finite mathematics course.

**Prerequisites:** Calculus I with a B- or higher OR Pre-Calc/Trig with a B- or higher and teacher recommendation

**Special Notes:** Dual Credit – Knowledge Assessment, PSAT, SAT, or ACT qualifying scores are required for dual credit. Students coming from Regular Algebra II MUST have teacher permission.  
**Diploma Fulfillment:** Math credit

### 2564 PRE-CALCULUS: ALGEBRA

Grades: 10-12

Course Type: Semester

**Pre-Calculus: Algebra** extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus: Algebra is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Prerequisites:** Algebra II or Algebra II Honors

**Special Notes:**  
**Diploma Fulfillment:** Math credit

### 2564 PRE-CALCULUS – IVY TECH MATH136 (S1) COLLEGE ALGEBRA\*

Grades: 10-12

Course Type: Semester

**Pre-Calculus** presents an in-depth study of functions, quadratic, polynomial, radical, and rational equations, radicals, complex numbers, absolute value equations and inequalities, rational fractions and exponential and logarithmic functions. MATH 136 and MATH 137 together comprise a standard two-semester college algebra and trigonometry course.

**Prerequisites:** Grade 11: Alg II-Honors & Teacher recommendation; Grade 12: Alg II & Teacher recommendation/department approval

**Special Notes:** Dual Credit – Knowledge Assessment, PSAT, SAT, or ACT qualifying scores are required for dual credit. Students coming from Regular Algebra II MUST have teacher permission.  
**Diploma Fulfillment:** Math credit

### 2556 PRE-CALCULUS: TRIGONOMETRY

Grades: 10-12

Course Type: Semester

**Pre-Calculus: Trigonometry** provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, finance, and nearly all other STEM disciplines. Trigonometry consists of seven strands: conics, unit circle, geometry, periodic functions, identities, polar coordinates, and vectors. Students will also advance their 262 Indiana Department of Education High School Course Titles and Descriptions understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations

**Prerequisites:**  
**Pre-Calculus:** Algebra

**Special Notes:**  
**Diploma Fulfillment:** Math credit

## 2556 TRIGONOMETRY – IVY TECH MATH137 (S2) TRIGONOMETRY WITH ANALYTIC GEOMETRY\*

Grades: 10-12

Course Type: Semester

**Trigonometry** presents an in-depth study of right triangle trigonometry, oblique triangles, vectors, graphs of trigonometric functions, trigonometric identities and equations and complex numbers in rectangular and polar/trigonometric forms, rectangular and polar coordinates and conics.

**Prerequisites:** Grade 11: Alg II-Honors & Teacher recommendation; Grade 12: Alg II or Alg II - Honors & Teacher recommendation/ department approval

**Special Notes:** Dual Credit – Knowledge Assessment, PSAT, SAT, or ACT qualifying scores are required for dual credit. Students coming from Regular Algebra II MUST have teacher permission.  
**Diploma Fulfillment:** Math credit

## 2546 PROBABILITY & STATISTICS (W)

Grades: 11-12

Course Type: 2<sup>nd</sup> semester

**Probability and Statistics** includes the concepts and skills needed to apply statistical techniques in the decision making process. Probability and Statistics are made up of three strands: Data Analysis, Experimental Design, and Probability. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged. The eight Process Standards for Mathematics apply throughout the course. Together with the Indiana Department of Education 230 High School Course Titles and Descriptions content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Prerequisites:** One semester of Pre-Calc/Trig & Teacher recommendation/ department approval

**Diploma Fulfillment:** Math credit

## 2550 QUANTITATIVE REASONING- IVY TECH MATH123\*

Grades: 12

Course Type: Year

**Quantitative Reasoning** is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real-world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics course is designed to align with college-level quantitative reasoning courses for dual secondary/college credit. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Pre-requisites:** Alg II & Teacher recommendation/ department approval

**Special Notes:** Dual Credit – Knowledge Assessment, PSAT, SAT, or ACT qualifying scores are required for dual credit. Students coming from Regular Algebra II MUST have teacher permission.

**Diploma Fulfillment:** Math credit



## MULTI-DISCIPLINARY COURSES

### 0524 COMMUNITY SERVICE

Grades: 12

Course Type: Year

**Community Service** is a course created by public law IC 20-30-14. Community service allows students in grades nine through twelve (HEA 1629) the opportunity to earn up to two high school credits for completion of approved community service projects or volunteer service that "relates to a course in which the student is enrolled or intends to enroll."

**Prerequisites:** Peer Tutoring

**Special Notes:** Application/interview with instructor required.

**Must complete Peer Facilitating with a passing grade.**

**Diploma Fulfillment:** Elective

### 0509 JOBS FOR AMERICA'S GRADUATES (JAG)

Grades: 11-12

Course Type: Semester

**Jobs for America's Graduates (JAG)** is a state-based, national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. JAG's mission is to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities or to enroll in a postsecondary institution that leads to a rewarding career. JAG students receive adult mentoring while in school and one year of follow-up counseling after graduation. The JAG program is funded through grants provided by the Indiana Department of Workforce Development.

**Prerequisites:** None

**Diploma Fulfillment:** Elective

### 1516 ETHNIC STUDIES

Grades: 9-12

Course Type: Semester

**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.

**Prerequisites:** None

**Diploma Fulfillment:** Elective

### 0530 CAREER EXPLORATION INTERNSHIP

Grades: 12

Course Type: Semester/Year

**The Career Exploration Internship** course is a unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. Unlike a cooperative education program where students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through various departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher, for the purpose of helping the student make the connection between academic learning and their work-related experiences. Specific instructional objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor. **Once student is placed at site, the student must stay at same internship site throughout semester. In the event of school cancellations, students will not attend their internship site. For delays, students will still attend internship sites, unless site is located out of county. For early dismissal, students will be notified as needed. If the student fails to meet requirements of internship site and must drop from the class, the student will be placed in credit recovery (PLATO).**

**Prerequisites:** Principal's approval upon completion of an application. Cumulative GPA of 2.5; some sites require a 3.0. No excessive absences. No academic or social probation.

**Special Notes:** Must have a valid driver's license and insurance; and must have daily transportation to the internship site. In the case of prioritizing students for sites, an additional recommendation or selection process may be required. Deadline to sign up for the class is the firm deadline set for schedule changes.  
**Diploma Fulfillment:** Elective (one credit per period placed at site)

### 1518 INDIANA STUDIES

Grades: 9-12

Course Type: Semester

**Indiana Studies** is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

**Prerequisites:** None

**Diploma Fulfillment:** Elective

### 0520 PEER TUTORING

Grades: 11-12

Course Type: Year

**Peer Tutoring** provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12), through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

**Prerequisites:** None

**Special Notes:** Application/interview with instructor required.  
Student may be required to purchase a book.  
**Diploma Fulfillment:** Elective

## PLATO (CREDIT RECOVERY)

Grades: 11-12

Course Type: Semester/Year

Students may initiate or may be offered Plato during their High School career as a method to recover credits due to failure. PLATO is designed as a credit recovery and not a credit replacement opportunity. Students may take PLATO for replacement credit on an individual basis with consent of Administration, Counselor and Department Chair.

**Prerequisites:** You may not enter CARE until 2<sup>nd</sup> semester 11<sup>th</sup> grade year.

**Diploma Fulfillment:** No credit is given for this course unless you earn a credit by completing a course through the PLATO system with a passing grade.

## 5974 WORK-BASED LEARNING CAPSTONE +

Grade: 12

Course Type: Semester/Year

**Work-based Learning Capstone** is a stand-alone course that prepares students for college and career. Work-Based Learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. Work-based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's work-based experiences and assist in evaluating achievement and performance. Related Instruction, shall be organized and planned around the activities associated with the student's individual job and career objectives in a pathway; and shall be taught during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies.

**Prerequisites:** Advanced CTE course

**Diploma Fulfillment:** Directed Elective or Elective for all diplomas

## SCIENCE

Offerings in biological, earth and space and physical science are presented. Students shall examine all offerings carefully. Choose the courses that will help further your career aspirations. The Rules of the State Board of Education require four (4) credits in science for graduation from Indiana high schools. The rules further specify that these four (4) credits shall include content from more than one of the major science discipline categories, such as the Life Sciences, the Earth/Space Sciences, and the Physical Sciences. Animal Science or Plant and Soil Science in the Agricultural Education Department may take the place of Life Science in the Science Department. These courses will NOT count toward the Core 40 or Academic Honors Diploma requirement for science. The science requirement for Core 40 and the Academic Honors Diploma, as defined in the rules and resolutions of the State Board of Education, includes six (6) credits in the following laboratory science courses:

Biology I (2 Credits); Chemistry or Physics (2 Credits); Chemistry, Physics, Earth/Space Science, AP Biology, AP Chemistry, Anatomy & Physiology or Physics (2 Credits) – Total of 6 Credits

### SELECTION FOR THE HONORS BIOLOGY PROGRAM:

1. B average in 7th and 8th grade Science.
2. Completed Algebra I (minimum grade of a B)
3. 8<sup>th</sup> grade science teacher recommendation

Appeals for a waiver to any of the above criteria shall be made initially to the FCHS science department chair and the FCHS Building Principal. This decision is final. Selection of students other than freshmen will be on an individual basis with the science department in consultation with the school counseling department and the Building Principal.

Students in science classes will be responsible to have special protective eyewear. Protective glasses may be purchased from the FCHS bookstore.

#### 5276 ANATOMY & PHYSIOLOGY IVYTECH APHY101/102 DC+\*

Grades: 11-12

Course Type: Semester/Year

**Anatomy & Physiology** is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

**Prerequisites:** Biology

**Diploma Fulfillment:** Science credit

#### 3090 ADV SCI CC - AP BIOLOGY – IVY TECH BIOL105 (BIOLOGY I – MOLECULAR AND CELLULAR PROCESSES)\*

Grades: 11-12

Course Type: Year

**AP Biology** course presents an in-depth introduction to biology including the basic principles of biochemistry, concepts of cell structure, cell metabolism, and cellular respiration, processes of DNA replication and gene expression, principles of molecular and Mendelian genetics, concepts of Natural Selection in relation to evolution, and diversity of prokaryotes, protists, and green plants.

**Prerequisites:** Biology I;  
Chemistry II (Can be concurrent);  
GPA 3.4 or department approval

**Special Notes:** Dual Credit – Knowledge Assessment/PSAT required  
**Diploma Fulfillment:** Science credit and QR course

#### 3090 ADV SCI CC - AP CHEMISTRY – IVY TECH CHEM105 (GENERAL CHEMISTRY I)\*

Grades: 12

Course Type: Year

**AP Chemistry** is the first in a series of two courses designed to cover general chemistry including measurement, atoms, molecules and ions, stoichiometry, chemical reactions, solids, liquids, and gases thermochemistry, atomic structure, and molecular bonding. One year of high school chemistry or one semester of college introductory chemistry is recommended. Includes lab.

**Prerequisites:** Chemistry II &  
Algebra II

**Special Notes:** Dual Credit – Knowledge Assessment/PSAT required.  
Will need either IVY Tech Math 136 or qualifying math score on  
Knowledge assessment to earn dual credits  
**Diploma Fulfillment:** Science credit and QR course

#### 3024 BIOLOGY I

Grades: 9-12

Course Type: Year

**Biology I** is a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

**Prerequisites:** None

**Diploma Fulfillment:** Science credit

#### 3024 BIOLOGY I – HONORS

Grades: 9-10

Course Type: Year

**Biology I Honors** is a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

**Prerequisites:** see above

**Diploma Fulfillment:** Science credit

### 3090 ADV SCI CC - BIOLOGY II – IVY TECH BIOL101 (INTRODUCTORY BIOLOGY)\*

Grades: 10-12

Course Type: Year

**Biology II** introduces the basic concepts of life. Includes discussion of cellular and organismal biology, genetics, evolution, ecology, and interaction among all living organisms. Addresses applications of biology in a global community.

**Prerequisites:** Biology I (B-)

**Special Notes:** Dual Credit – Knowledge Assessment/PSAT required  
**Diploma Fulfillment:** Science credit

### 3064 CHEMISTRY I

Grades: 10-12

Course Type: Year

**Chemistry I** is a course based on the following core topics: properties and states of matter; atomic structure and the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

**Prerequisites:** Biology I (>75%)  
and Algebra I (B-) or higher

**Diploma Fulfillment:** Science credit and QR course

### 3090 ADV SCI CC - CHEMISTRY II - IVY TECH CHEM101 (INTRODUCTORY CHEMISTRY I)\*

Grades: 11-12

Course Type: Year

**Chemistry II** is an introductory course that includes the science of chemistry and measurement, atomic theory and the periodic table, chemical bonding, equation writing and balancing, stoichiometry, gases and acids/bases. Includes lab.

**Prerequisites:** Chemistry I (B)

**Special Notes:** Algebra II can be taken concurrently. Dual Credit – Knowledge Assessment/PSAT required  
**Diploma Fulfillment:** Science credit and QR course

### 3044 EARTH & SPACE SCIENCE I

Grades: 10-12

Course Type: Year

**Earth and Space Science I** is a course focused on the following core topics: universe; solar system; Earth cycles and systems; atmosphere and hydrosphere; solid Earth; Earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

**Prerequisites:** None

**Diploma Fulfillment:** Science credit

### 3090 ADV SCI CC - EARTH & SPACE SCIENCE II – IVY TECH SCIN100 (EARTH SCIENCE)\*

Grades: 10-12

Course Type: Year

**Earth & Space Science II** introduces physical concepts and theories pertaining to current applications and trends in earth science. Basic concepts in geology, meteorology, oceanography, and astronomy will be illustrated. Includes lab.

**Prerequisites:** None

**Special Notes:** Dual Credit – Knowledge Assessment/PSAT required  
**Diploma Fulfillment:** Science credit

### 3010 ENVIRONMENTAL SCIENCE

Grades: 10-12

Course Type: Semester/Year

**Environmental Science** is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, acquire the essential tools for understanding the complexities of national and global environmental systems.

**Prerequisites:** Biology both semesters

**Diploma Fulfillment:** Science (life) credit  
**Special Notes:**

### 3108 INTEGRATED CHEMISTRY

Grades: 9-12

Course Type: Semester

**Integrated Chemistry** is a course focused on the following core topics: constant velocity; uniform acceleration, Newton's Laws of motion (one dimension); energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

**Prerequisites:** Algebra I

**Special Notes:** Algebra I may be taken concurrently.  
**Diploma Fulfillment:** Science credit and QR course

### 3108 INTEGRATED PHYSICS

Grades: 9-12

Course Type: Semester

**Integrated Physics** is a course focused on the following core topics: constant velocity; uniform acceleration, Newton's Laws of motion (one dimension); energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

**Prerequisites:** Algebra I

**Special Notes:** Algebra I may be taken concurrently.  
**Diploma Fulfillment:** Science credit and QR course

### 3084 PHYSICS I (Weighted)

Grades: 11-12

Course Type: Year

**Physics I** is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

**Prerequisites:** Algebra II (B)

**Special Notes:** This course can be taken concurrent with Algebra II  
**Diploma Fulfillment:** Science credit and QR course



## 5218 PRINCIPLES OF BIOMEDICAL SCIENCES

Grades: 9-12

Course Type: Year

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

**Pre-requisites: Biology I credit (or can take concurrently)**

**Special Notes: None**

**Diploma Fulfillment: Science credit**

## SOCIAL STUDIES

The state requires that students earn six (6) credits in social studies in order to graduate from high school. Specifically, students pursuing Academic Honors or Core 40 shall take two credits of World History or Geography, two credits of U.S. History, one credit of U.S. Government and one credit of Economics. **If a student pursuing the General Diploma, opts to take Psychology or Sociology instead of Economics, they must *also* take one of the following courses: Personal Finance, Adult Roles, or Business Math. This requirement is to cover the Department of Education’s code on personal financial responsibility instruction.**

## 1556 AP EUROPEAN HISTORY\*

Grades: 10-12

Course Type: Year

***AP European History*** students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

**Prerequisites: World History, student must be able to read a college textbook and write grammatically correct.**

**Diploma Fulfillment: Elective  
Special Notes:**

#### 1514 ECONOMICS ADVANCED\* IVYT ECON101 DC

Grades: 11-12

Course Type: Semester

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

**Prerequisites: 2.6 GPA recommended; Must be able to complete college-level curriculum**

**Special Notes: Knowledge Assessment/PSAT required**  
**Diploma Fulfillment: Economics requirement & QR course**

#### 1558 AP PSYCHOLOGY\*

Grades: 11-12

Course Type: Semester

**AP Psychology** is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Topics include: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and Social Psychology

Prerequisites: Teacher recommendation

**Diploma Fulfillment: Elective**

#### 1574 AP UNITED STATES GOVERNMENT – IVY TECH POLS101 (INTRO. TO POLITICAL SCIENCE)\*

Grades: 11-12

Course Type: Semester

**AP U.S. Government** provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project.

**Prerequisites: None**

**Special Notes: Dual Credit – Knowledge Assessment/PSAT required. This course is offered both semesters; however, if a student plans on taking the AP exam, they should take the class second semester. If a student does not plan on taking the AP exam, the student should take the class first semester.**  
**Diploma Fulfillment: U.S. Government credit/requirement**

### 1562 AP UNITED STATES HISTORY – IVYT HIST 101/102 (Survey of American History I & II)\*

Grades: 11-12

Course Type: Year

**AP United States History** is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

**Prerequisites:** 2.6 GPA recommended; Upper-level reading ability

**Special Notes:** English 10 Honors recommended. Dual Credit – Knowledge Assessment/PSAT required.  
**Diploma Fulfillment:** U.S. History requirement

### 1612 AP WORLD HISTORY MODERN \*

Grades: 10-12

Course Type: Year

**AP World History Modern** is designed to be the equivalent of a two semester introductory college or university world history course. According to the College Board AP World History Modern students “investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

**Prerequisites:** Upper level reading ability. Grades 10-12 only

**Diploma Fulfillment:** World History/Geography requirement

### 1514 ECONOMICS +

Grades: 11-12

Course Type: Semester

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

**Prerequisites:** None

**Diploma Fulfillment:** Economics requirement

## 1570 GEOGRAPHY & HISTORY OF THE WORLD

Grades: 9-12

Course Type: Year

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

**Prerequisites: None**

**Diploma Fulfillment: Geography/World History requirement**

## 1532 PSYCHOLOGY

Grades: 11-12

Course Type: Semester

**Psychology** is the scientific study of mental processes and behavior. The course is divided into eight content areas. History & Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development looks at all the changes through one's life; physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.

**Prerequisites: None**

**Diploma Fulfillment: Elective**

## 1534 SOCIOLOGY

Grades: 11-12

Course Type: Semester

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

**Prerequisites: None**

**Diploma Fulfillment: Elective**

#### 1540 UNITED STATES GOVERNMENT

Grades: 11-12

Course Type: Semester

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

**Prerequisites: None**

**Diploma Fulfillment: U.S. Government requirement**

#### 1548 WORLD HISTORY & CIVILIZATION

Grades: 9-12

Course Type: Year

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

**Prerequisites: None**

**Diploma Fulfillment: World History/Geography requirement**

#### 1542 UNITED STATES HISTORY

Grades: 11-12

Course Type: Year

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

**Prerequisites: None**

**Diploma Fulfillment: U.S. History requirement**

### WORLD LANGUAGES

The Department of World Languages offers Spanish and Chinese as modern languages. World language study is recommended by all colleges and required by many. Additionally, communication in another language is especially important considering today's global economy and the need for competent language skills in a diverse job market. College bound students shall plan to take a minimum of two (2) years of a world language. Those pursuing the Academic Honors Diploma shall take either three (3) years of one language or two (2) years each of two different languages. Students who fail the first semester in each level are ineligible to take second semester World Language classes. Students are not allowed to take upper level classes unless they pass the lower level classes.

## 2000 CHINESE I

Grades: 8-12

Course Type: Year

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

**Prerequisites:** C or better in prior year's English course

**Diploma Fulfillment:** Academic Honors world language requirement

## 2002 CHINESE II

Grades: 9-12

Course Type: Year

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

**Prerequisites:** Chinese I (C- or better)

**Diploma Fulfillment:** Academic Honors world language requirement

## 2152 WLD LANG CC- CHINESE III- Butler CN 204 Int. Chinese II\*

Grades: 10-12

Course Type: Year

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

**Prerequisites:** Chinese I and II (C- or better; GPA 3.0 or higher and Teacher approval)

**Special Notes:** Dual Credit can be earned upon meeting the specific testing requirements (PSAT/SAT/ACT or Knowledge Assessment) and paying course fee of \$195 to the University.  
**Diploma Fulfillment:** Academic Honors world language requirement



#### 2152 WLD LANG CC - CHINESE IV- Butler CN 305 Adv. Chinese I \*

Grades: 11-12

Course Type: Year

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

**Prerequisites:** Successful completion of CN 204 and teacher approval.

**Special Notes:** Dual Credit can be earned upon meeting the specific testing requirements (PSAT/SAT/ACT or Knowledge Assessment) and paying course fee of \$195 to the University.

**Diploma Fulfillment:** Academic Honors world language requirement

#### 2120 SPANISH I

Grades: 9-12

Course Type: Year

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

**Prerequisites:** C or better in prior year's English course

**Special Notes:** Entrance exams given as needed

**Diploma Fulfillment:** Academic Honors world language requirement

#### 2122 SPANISH II

Grades: 10-12

Course Type: Year

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

**Prerequisites:** Spanish I (C-)

**Diploma Fulfillment:** Academic Honors world language requirement

### 2152 WLD LANG CC - SPANISH III - IVY TECH SPAN101 & SPAN102 SPANISH LEVEL 1 AND II\*

Grades: 11-12

Course Type: Year

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

**Prerequisites:** Spanish I & II

**Special Notes:** Dual Credit can be earned upon meeting the specific testing requirements (PSAT/SAT/ACT or Knowledge Assessment).  
**Diploma Fulfillment:** Academic Honors world language requirement

### 2152 WLD LANG CC - SPANISH IV - IVY TECH SPAN201 & SPAN202 SPANISH LEVEL III AND IV\*

Grades: 12

Course Type: Year

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

**Prerequisites:** Spanish I, II & III

**Special Notes:** Dual Credit can be earned upon meeting the specific testing requirements (PSAT/SAT/ACT or Knowledge Assessment).  
**Diploma Fulfillment:** Academic Honors world language requirement

### 2136 WORKPLACE SPANISH

Grades: 12

Course Type: Year

**Workplace Spanish** is a course designed to fuse students' desired future career path with the use of the Spanish language in a variety of scenarios. This course will incorporate and emphasize the three principal modes of communication, as defined by the American Council on the Teaching of World Language, which include the interpretive, the interpersonal, and the presentational, so that students can acquire relevant and practical skills in Spanish for future work based environments in order to prepare them for interactions with fluent speakers of Spanish outside the classroom. Students will focus on culturally-appropriate interactions, both verbal and non-verbal, along with specific vocabulary that relates directly to students' chosen career path, ultimately connecting this course to a variety of content areas. A major focus of this course is on students' proficiency (both oral and written) and will use a high percentage of only Spanish in instruction and students' work production.

**Prerequisites:** Spanish I, II, III (B Average minimum; and teacher approval)

**Special Notes:**  
**Diploma Fulfillment:** This course counts as a general World Language credit as a directed elective or elective but will not count toward the Academic Honors Diploma as it is not part of a sequenced program.

## WHITEWATER CAREER CENTER

Students at FCHS may elect to take a vocational program at the Whitewater Career Center located in Connersville Indiana, during their sophomore, junior and senior years. All students must be on track for graduation and have no discipline concerns in order to be accepted into WCC.

Sophomore students who attend a vocational program at WCC require discipline and work ethic to stay on track for graduation. These sophomores will need to meet the following criteria in order to attend WCC: No Fs with quarter or semester grades during 9th grade year; GPA needs to be 3.0 or greater; Attendance rate needs to be at 95% or greater; no suspensions.

Transportation to and from the school is provided by FCCSC. Students interested in the courses available at WCC are referred to the booklets provided by the Career Center at the meeting for freshmen held annually at the beginning of the school year. Booklets are also available in the office of student services.

Students who enroll in WCC and remain in the program on or after the "ADM" count day shall remain in the program for the entire year. This includes both semesters of the student's senior year. Students who have fulfilled all requirements for graduating their senior year at the end of the first semester can continue to attend the Career Center to complete his/her vocational certification. Permission shall be granted from the Career Center administration and FCHS administration.

**NOTE:** Whitewater Career Center students who have demonstrated poor academic success (deficient more than two high school credits) may be kept at FCHS in order to fulfill necessary graduation requirements. Please refer to the course listing below. For a description of each WCC Courses/Program, please click [HERE](#).

Career Center Programs	Dual Credit Affiliation
Automotive Collision Technology	Vincennes University
Automotive Technology	Ivy Tech
Construction Technology	Ivy Tech
Cosmetology	Vincennes University (2 <sup>nd</sup> year only)
Culinary Arts	Ivy Tech
Diesel Technology	Vincennes University
Education Careers	Ivy Tech
Electricity	Ivy Tech
Graphic Design	N/A
Health Science	Ivy Tech
Information Technology	Ivy Tech
Criminal Justice	Vincennes University
Precision Machining Technology	Ivy Tech
Welding Technology	Ivy Tech

For additional dual credit information, please refer to the [Whitewater Career Center](#) website or contact them at 765-825-0521.

## Franklin County Community School Corporation:

<b>Superintendent of Schools:</b>	<b>M. Dustin Gehring</b>
<b>Director of Operations:</b>	<b>Mrs. Shannon New</b>
<b>FCHS Principal:</b>	<b>Ms. Michelle South</b>

<b>Assistant Principal FCHS Athletic Director:</b>	<b>Mr. Jacob Hedrick</b> <b>Mr. Dustin Riley</b>
<b>FCHS School Counselor:</b>	<b>Mr. Zack Frank (last names: A-L)</b>
<b>FCHS School Counselor:</b>	<b>Mrs. Paida Hakutangwi (last names: M-Z)</b>
<b>FCHS College &amp; Career Readiness Coordinator:</b>	<b>Ms. Katy Thurston</b>
<b>FCHS Website:</b>	<b><a href="http://fccsc.k12.in.us/fchs/">http://fccsc.k12.in.us/fchs/</a></b>
<b>FCHS Athletics:</b>	<b><a href="http://www.franklincountyathletics.com">www.franklincountyathletics.com</a></b>
<b>FCHS School Counseling Website:</b>	<b><a href="http://www.fccsc.k12.in.us/fchs/oss/">http://www.fccsc.k12.in.us/fchs/oss/</a></b>

# Let's Go Wildcats!