



Course Catalog: 2018-19

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Table of Contents

English and Language Arts	3
Fine Arts	6
Health and Wellness	8
Mathematics	9
Multidisciplinary	12
Science	14
Social Studies	16
World Language	20
Dual Credit & Advanced Placement	22
Project Lead the Way	23

English & Language Arts

Core Courses:

English 9— 2 Credits

Grade 9

English 9 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.

- Fulfills an English/Language Arts requirement for all diplomas

English 10— 2 Credits

Grade 10

English 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.

- Fulfills an English/Language Arts requirement for all diplomas

English 11— 2 Credits

Grade 11

English 11 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.

- Fulfills an English/Language Arts requirement for all diplomas

English 12—2 Credits**Grade 12**

English 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.

- Fulfills an English/Language Arts requirement for all diplomas

Electives:**Creative Writing— 1 Credit****Grades 9, 10, 11, 12**

Creative Writing is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing.

- Fulfills an English/Language Arts requirement for all diplomas

Debate— 1 Credit**Grades 9, 10, 11, 12**

Debate is the study and application of the basic principles of debate involving support for the basic types of arguments (induction, deduction, causation) and debate strategies (affirmative or negative argument construction and extension, case development, refutation or rebuttal of argument claims and evidence, and persuasive speaking).

- Fulfills an English/Language Arts requirement for all diplomas

Film Literature— 1 Credit**Grades 9, 10, 11, 12**

Film Literature 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.

- Fulfills an English/Language Arts requirement for all diplomas

Language Arts Lab—1 Credit**Grades 9, 10, 11, 12**

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English Language/Arts focusing on the writing standards. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

- Fulfills an English/Language Arts requirement for all diplomas

Novels— 1 Credit**Grades 9, 10, 11, 12**

Novels, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution, and may be organized by historical periods, themes, or authors. Students examine novels of a given period, such as Victorian, the Modern Period, or Contemporary Literature, and what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others. Students analyze novels by various important authors from the past and present or sets of novels from a specific era or across several eras.

- Fulfills an English/Language Arts requirement for all diplomas

Poetry— 1 Credit**Grades 9, 10, 11, 12**

Poetry, a course based on the Indiana Academic Standards for English/Language Arts, is a study of poetic works, the interpretation of poetry, and the variety of structures, devices, and themes that differentiate one type of poetry from another. Students examine a wide variety of major poetic works from the English-speaking world and English translations of important works from the non-English-speaking world. Students analyze the impact of aural devices, such as meter, alliteration, assonance, and rhyme, on the overall interpretation of a poem and how poetry is a form of literary expression that has prevailed through the ages.

- Fulfills an English/Language Arts requirement for all diplomas

Short Stories— 1 Credit**Grades 9, 10, 11, 12**

Short Stories, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the short story, such as being tightly focused narrative fiction. The course may be organized by historical periods, themes, or authors. Students examine short stories with modernist and contemporary themes by a variety of authors from the perspective of audience, purpose, and historical development. Students analyze what distinguishes the short story genre from other literary genres, such as the novels, epics, romances, biographies, etc.

- Fulfills an English/Language Arts requirement for all diplomas

Fine Arts

Music Courses:

Applied Music— 1 Credit

Grades 9, 10, 11, 12

Applied Music 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 year, students will be learning how to play the ukulele.

- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

Music History and Appreciation— 1 Credit

Grades 9, 10, 11, 12

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.

- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

Piano and Electronic Keyboard— 1 Credit

Grades 9, 10, 11, 12

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.

- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

Theater Arts Courses:

Theater Arts— 1 Credit

Grades 9, 10, 11, 12

Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

Visual Arts Courses:

Art History and Appreciation— 1 Credit

Grades 9, 10, 11, 12

Art History is a course based on the Indiana Academic Standards for Visual Art. Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and 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.

- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

Introduction to Two-Dimensional Art— 1 Credit

Grades 9, 10, 11, 12

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.

- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

Health and Wellness

Health and Wellness Education— 1 Credit

Grades 9, 10, 11, 12

Health & Wellness provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- Fulfills the Health & Wellness requirement for all diploma types

Physical Education I— 1 Credit

Grades 9, 10, 11, 12

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 which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

- Fulfills part of the Physical Education requirement for all diplomas

Physical Education II- 1 Credit

Grades 9, 10, 11, 12

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 which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

- Fulfills part of the Physical Education requirement for all diplomas

Mathematics

Algebra I— 2 Credits

Grade 9

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.

- Counts as a Mathematics Course for all diplomas
- Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas

Algebra II— 2 Credits

Grade 10, 11

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 5 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.

- Counts as a Mathematics Course for all diplomas
- Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas

Finite Mathematics— 2 Credits

Grades 11, 12

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.

- Counts as a Mathematics Course for all diplomas

Geometry— 2 Credits**Grade 10**

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. Five critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Threedimensional 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.

- Counts as a Mathematics Course for all diplomas
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Mathematics Lab— 1 Credit**Grades 9, 10, 11, 12**

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework. This supplemental course provides students with individualized or small group instruction designed to support success in completing course work aligned with the Indiana Academic Standards for Mathematics.

- Counts as an Elective for all diplomas

Precalculus— 2 Credits**Grades 11, 12**

Pre-Calculus 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 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.

- Counts as a Mathematics Course for all diplomas

Probability and Statistics— 2 Credits**Grades 11, 12**

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.

- Counts as a Mathematics Course for all diplomas

Trigonometry— 2 Credits**Grades 11, 12**

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 many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of seven strands: Conics; Unit Circle; Geometry; Periodic Functions; Identities; Polar Coordinates; and Vectors. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming.

- Counts as a Mathematics Course for all diplomas

Multidisciplinary

Career Exploration Internship— 2 Credits

Grade 12

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

- Counts as a Directed Elective or Elective for all diplomas

Interactive Media— 1 or 2 Credit(s)

Grades 9, 10, 11, 12

Interactive Media prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Students will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the “virtual workplace”.

- Counts as a Directed Elective or Elective for all diplomas

Introduction to Computer Science— 2 Credits

Grades 9, 10, 11, 12

Introduction to Computer Science allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

- Counts as a Directed Elective or Elective for all diplomas

Personal Finance- 1 Credit

Grades 9, 10, 11, 12

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

- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

Preparing for College & Careers— 1 Credit

Grade 9

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.

- Counts as a Directed Elective or Elective for all diplomas

Web Design—1 Credit

Grades 9, 10, 11, 12

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.

- Counts as a Directed Elective or Elective for all diplomas

Science

Advanced Science, Special Topics— 1 Credit

Grade 9, 10, 11, 12

Advanced Science, Special Topics is any science course which is grounded in extended laboratory, field, and literature investigations into one or more specialized science disciplines, such as anatomy/physiology, astronomy, biochemistry, botany, ecology, electromagnetism, genetics, geology, nuclear physics, organic chemistry, etc. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student's course of study.

- Counts as a science course for all diplomas

Anatomy & Physiology— 1 Credit

Grade 9, 10, 11, 12

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.

- Fulfills a Core 40 science course requirement for all diplomas
- Counts as a Directed Elective or Elective for all diplomas

Biology— 2 Credits

Grade 10, 11

Biology is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction focuses 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.

- Fulfills the Biology requirement for all diplomas

Chemistry— 2 Credits

Grade 12

Chemistry is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students 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.

- Fulfills a Core 40 science (physical) course requirement for all diplomas

Earth and Space Science— 2 Credits

Grades 11, 12

Earth and Space Science focuses on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation 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.

- Fulfills a Core 40 science course requirement for all diplomas

Integrated Chemistry-Physics— 2 Credits

Grade 9, 10

Integrated Chemistry-Physics focuses on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction focuses 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.

- Fulfills a Core 40 science (physical) course requirement for all diplomas

Physics— 2 Credits

Grades 11, 12

Physics focuses on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. Instruction focuses 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.

- Fulfills a Core 40 science (physical) course requirement for all diplomas
- Counts as an Elective for all diplomas
- Qualifies as a quantitative reasoning course

Social Studies

Current Problems— 1 Credit

Grades 9, 10, 11, 12

Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studied from the viewpoint of the social science disciplines.

- Counts as an elective for all diplomas

Economics— 1 Credit

Grade 11

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.

- Counts as an Elective for all diplomas
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- Qualifies as a quantitative reasoning course

Ethnic Studies— 1 Credit

Grades 9, 10, 11, 12

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.

- Counts as an Elective for all diplomas

Geography— 1 Credit

Grades 9, 10, 11, 12

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.

- Counts as an Elective for all diplomas

Indiana Studies— 1 Credit

Grades 9, 10, 11, 12

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.

- Counts as an Elective for all diplomas

Psychology— 1 Credit

Grades 9, 10, 11, 12

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.

- Counts as an Elective for all diplomas

Sociology— 1 Credit

Grades 9, 10, 11, 12

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.

- Counts as an Elective for all diplomas

Topics in History— 1 Credit

Grades 9, 10, 11, 12

Topics In History provides students the opportunity to study specific historical eras, events, or concepts. Development of historical research skills using primary and secondary sources is emphasized. The course focuses on one or more topics or themes related to United States or world history. Themes vary from year-to-year, but an examples includes "History versus Hollywood."

- Counts as an Elective for all diplomas

Topics in Social Science— 1 Credit

Grades 9, 10, 11, 12

Topics in Social Science provides students with an opportunity for in-depth study of a specific topic, theme, or concept in one of the social science disciplines such as anthropology, archaeology, economics, geography, political science, psychology, or sociology. This courses emphasizes scientific methods of inquiry and help students develop effective research and thinking skills. Themes vary from year-to year, but an example includes "Women Studies."

- Counts as an Elective for all diplomas

United States Government— 1 Credit

Grade 11

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; the rights and responsibilities of citizens; and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be included. 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.

- Fulfills the Government requirement for all diplomas

United States History— 2 Credits

Grade 9, 10

United States History 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 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.

- Fulfills the US History requirement for all diplomas

World History and Civilization— 2 Credits

Grade 9, 10

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.

- Fulfills the World History and Civilization graduation requirement for all diplomas

World Languages

Spanish I— 2 Credits

Grades 9, 10, 11, 12

Spanish I 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.

- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

Spanish II— 2 Credits

Grades 10, 11, 12

Spanish II 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.

- Required Prerequisite(s): Spanish I
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

Spanish III— 2 Credits

Grades 11, 12

Spanish III 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.

- Required Prerequisite(s): Spanish I & Spanish II
- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

Dual Credit and Advanced Placement

AP Computer Science Principles— 2 Credits

Grades 10, 11, 12

The AP Computer Science Principles course will introduce you to the essential ideas of computer science and show how computing and technology can influence the world around you. Students will creatively address real-world issues and concerns while using the same processes and tools as artists, writers, computer scientists, and engineers to bring ideas to life. The course is not intended to be used as a dual credit course.

- Counts as a Math Course for all diplomas

Calculus—2 Credits

Grade 12

Calculus expands a student's knowledge of topics like functions, graphs, limits, derivatives, and integrals. Additionally, students will review algebra and functions, modeling, trigonometry, etc. Calculus is made up of five strands: Limits and Continuity; Differentiation; Applications of Derivatives; Integrals; and Applications of Integrals. 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. This dual credit class is offered in conjunction with Indiana University—Northwest.

- Counts as a Math Course for all diplomas
- Qualifies as a quantitative reasoning course

Project Lead the Way

Civil Engineering and Architecture— 2 Credits

Grades 11, 12

Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design. College credit is earned through Ivy Tech Community College.

- Required Prerequisites: Introduction to Engineering Design and Principles of Engineering
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

Digital Electronics— 2 Credits

Grades 11, 12

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. College credit is earned through Ivy Tech Community College.

- Required Prerequisites: Introduction to Engineering Design and Principles of Engineering
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course

Introduction to Engineering Design— 2 Credits

Grades 9, 10, 11, 12

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 advance from completing structured activities 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. College credit is earned through Ivy Tech Community College.

- Counts as a Directed Elective or Elective for all diplomas

Principles of Engineering— 2 Credits**Grades 10, 11, 12**

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. College credit is earned through Ivy Tech Community College.

- Required Prerequisites: Introduction to Engineering Design
- Counts as a Directed Elective or Elective for all diplomas
- Qualifies as a quantitative reasoning course