

# BREMEN

## SENIOR HIGH SCHOOL

### ***COURSE AND PROGRAM GUIDEBOOK***

*updated Tuesday, January 30, 2024*

**2024-2025**



## **CORE VALUES**

MUTUAL RESPECT   ♦   CARING SCHOOL COMMUNITY   ♦   GREAT EXPECTATIONS

### **WEBSITES**

[www.bps.k12.in.us](http://www.bps.k12.in.us)

[www.bremenlionsguidance.weebly.com](http://www.bremenlionsguidance.weebly.com)

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## INTRODUCTION

Bremen High School is accredited by the Indiana Department of Education as a First Class Commissioned High School and since 1915 has been a member of the North Central Association (NCA) of Secondary Schools and Colleges. NCA recently merged with the Southern Association of Colleges and School Council on Accreditation and School Improvement (CASI) and is now known as "AdvancED."

## WELCOME

Those of us connected with Bremen Senior High School wish to extend to you a hearty welcome. This welcome comes from the students, faculty, and all the staff (principals, cooks, counselors, aides, secretaries, and custodians).

We are here to help you make your stay at Bremen High School as profitable as we can. Over the years the community, through the Board of Schools Trustees and the superintendent, has established a fine staff and constructed fine facilities for your use. The expenditure in time and money is freely given to ensure opportunities for your pleasure and success.

Certain hopes are a part of this process. First, hopefully, you will seriously apply your efforts toward mastery of skills and knowledge made available here at Bremen High School.

Secondly, we hope you will participate in activities such as sports, music, clubs, and honorariums. All of these offer opportunities for experience in group action and leadership. Your school life will have additional meaning, and a new dimension can be added by your participation.

We also hope you will realize you are entering a proud school with earnest traditions. Use the school's facilities, both physical and cultural, during your time here and pass on even greater traditions and better causes for school pride.

Educational services, programs, instruction, and facilities will not be denied to anyone at Bremen High School as the result of his or her age, race, color, national origin, sex, or disability. For further information, clarification, or complaint, please contact the following person:

Dr. Jim White, Superintendent  
Bremen Public Schools  
512 West Grant Street  
Bremen, Indiana 46506  
Phone: 574-546-3929

# COUNSELING DEPARTMENT

## Selecting a Curriculum

Choosing a curriculum best suited to your interest, aptitudes, and abilities is one of several decisions which will eventually lead to your style of life. Serious study of college or technical school entrance requirements, career preparation requirements, and state recommended curriculum paths is strongly recommended before a final selection is accomplished. Students are required to develop a career plan which includes:

1. Student Identification Information
2. Self-Assessment Information: Test Results, Interest Areas, Aptitude Tests, Strengths, and Accomplishments
3. A Four-Year High School Plan in either a College Preparation or Technical/Vocational Preparation Curriculum
4. A Post-Secondary Education Goal
5. A Statement of Career Goals/ Graduation Pathway
6. A Confirmation (Signature) Log

To accurately select a curriculum path, and develop your career plan, you should consider the following:

- A. What occupation(s) do you intend to follow after graduation?
- B. Do you need additional training or education to enter these occupations?
- C. Will you need re-training to keep a job in the future?
- D. Have you conducted an honest evaluation of your skills as a student, giving thought to your level of academic effort, pleasure and satisfaction derived from working with materials, and your interest in music, art, or literature?

## Changes in Graduation Requirements

Beginning with the class of 2023, the graduation requirements will change. This class will no longer be required to take a Graduation Qualifying Exam. Instead, the students will be required to fulfill 3 areas: 1. Complete 1 of 4 diploma designation requirement sets, 2. Learn and demonstrate employability skills, and 3. Master at least one postsecondary readiness competency. These changes are outlined in detail in the following pages of this document. Please feel free to contact the Counseling Department for clarification if needed.

## Changes in College Admission Requirements

Please note that although the Diploma with a Core 40 designation is now the expected requirement for admission to a four-year college or university, many post-secondary schools have requirements above and beyond the Core 40 requirements. For example, a college may require two years of a foreign language for admission or two additional semesters of math, such as Pre-calculus and Trigonometry. Please check the admission requirements for each college or university you may be considering before you create your schedule.

## CORE 40 DESIGNATION: *Your Academic Edge*

Indiana's Diploma with a Core 40 designation is the academic foundation all students need to succeed in college, apprenticeship programs, military training, and the workforce. A Core 40 Designation offers:

◇ **Financial Rewards.** Students who take strong academic courses in high school are more likely to enroll in college and earn a degree. That's important because education and/or training beyond high school pays. On average, college graduates earn at least a million dollars more over a lifetime compared to the earnings of those with only a high school education.

◇ **More Career Options.** Good jobs require education beyond high school. That means if you want a job that will support you and your future family, provide health benefits, and offer a chance for advancement, you'll need to complete a two- or four-year degree, apprenticeship program, military training, or workforce certification. If you are planning to go directly to work after high school graduation, you will still need to be prepared for training and retooling throughout your lifetime. Core 40 gives you more options – and more opportunities – to find a career with a real future.

◇ **What Employers and Training Programs Want.** Employers, apprenticeship programs, and the military all agree – they expect you to arrive with essential skills, including speaking and writing, analyzing information, conducting research, and solving complex problems. The expectations are the same: You need to meet the Core 40 requirements.

◇ **Preparation for College Success.** It's not just about getting in – it's about finishing. To succeed in college-level work, students need to complete at least the Core 40 requirements in high school. Anything less may mean taking remedial coursework in college, which means it will take you longer to finish and will cost you more in college tuition. It also means you'll have a greater chance of dropping out before you get your degree. That's why Core 40 is a college admission requirement. You won't be able to start at a four-year public Indiana college or university without the Core 40 or a documented equivalent. Most private higher education schools require students to have at least this level of high school academic preparation.

◇ **Money for College.** Meeting the Core 40 requirements can help you earn money for college. Indiana students who complete these requirements and meet other financial and grade requirements can receive up to 90 percent of approved tuition and fees at eligible colleges. Core 40 with Academic Honors graduates can receive up to 100 percent and some also offer scholarships specifically for students who satisfy these requirements.

By providing all Indiana students a balanced sequence of academically rigorous high school courses in the core subjects of English/language arts, mathematics, science, and social studies; physical education/health and wellness; and electives including world languages, career/technical, and fine arts, the Core 40 requirement allows all our students to compete with the best.

To graduate with less than Core 40, a student must complete a formal opt-out process involving parental consent. See your school counselor for full details. For more information about Core 40 and your career and course plan, see your counselor and visit the Learn More Resource Center at [www.learnmoreindiana.org](http://www.learnmoreindiana.org).

# GRADUATION REQUIREMENTS

## Classes of 2023 through 2027

Students wishing to earn a Bremen High School diploma must complete the following steps:

1. The Classes of 2023 and beyond will have to meet the Graduation Pathway requirements.
2. Take a Mathematics course or Quantitative Reasoning course each year of high school **and** earn six (6) credits in Math in high school.
3. Meet all minimum requirements for a high school diploma with a designation of either Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors (General Diploma designation is only available in conjunction with the Opt-Out Process).

### Core 40 – 47 credits required

- ◇ All students must enroll in this program.
- ◇ All students must work toward meeting these requirements.
- ◇ Not all students who begin this program will complete the entire curriculum (see below)
- ◇ Not meeting the Core 40 Diploma criteria may impact a student's eligibility for admission to colleges, technical schools, and future employment opportunities. All Indiana four-year public colleges and universities now require the Core 40 as a minimum admissions requirement.

### Core 40 with Academic Honors – 50 credits required

- ◇ An Academic Honors Diploma may be earned without taking any honors courses; however, the State Board of Education established these requirements to bring honor to those students who choose challenging courses.
- ◇ Many state universities are giving "tuition" breaks for students who have accomplished this distinction.
- ◇ No final grade in any required classes may be lower than a "C-" (2.0).
- ◇ A student must have a cumulative grade point average of "B" (3.0 out of 4.0).
- ◇ Students must earn 2 additional Math credits for a total of 8 credits.
- ◇ Students must earn 6 credits in one Foreign Language or 4 credits in each of 2 languages.
- ◇ Students must also meet ONE of the following requirements:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcribed college credits from dual credit courses from the approved dual credit list (Core Transfer Library)
  - C. Earn a minimum of 3 verifiable transcribed college credits and 2 credits in AP courses and take the corresponding AP Exam.
  - D. Earn a combined score of 1250 or higher on the SAT. In addition, a student may not score less than 560 on the Math section and 590 on the evidence-based reading and writing section.
  - E. Score a 26 composite or higher on the ACT.

### Core 40 with Technical Honors – 47 credits required

- ◇ A Technical Honors may be earned without taking any honors courses; however, the State Board of Education established these requirements to bring honor to those students who choose challenging courses.
- ◇ No final grade in any required classes may be lower than a "C-" (2.0).

- ◇ A student must have a cumulative grade point average of “B” (3.0 out of 4.0).
- ◇ RECOMMENDED: Earn 2 additional credits in Mathematics and 4-8 credits in World Languages for four-year college admission.
- ◇ Earn six (6) credits in college & career pathway approved courses **and** one of the following:
  1. Pathway designated industry-based certification, or
  2. 6 transcribed college credits from approved career pathway dual credits courses
- ◇ Students must also meet ONE of the following requirements:
  1. Any one of the options (A-E) of the Core 40 with Academic Honors (see above).
  2. Take WorkKeys, an industry-driven assessment, and score at or above a designated level on each of the three core-readiness subject areas (Applied Mathematics – Level 6, Reading for Information – Level 6, and Locating Information – Level 5).
  3. Take the Accuplacer and earn the following minimum scores: Writing 80, Reading 90, and Math 75.
  4. Take the Compass and earn the following minimum scores: Algebra 66, Writing 70 and Reading 80.

## Core 40 Opt-Out Process

Indiana’s Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce. To graduate with less than Core 40, the following formal opt-out process must be completed.

- ◇ The student, the student’s parent or guardian, the student’s counselor, and a school administrator must meet to discuss the student’s progress.
- ◇ The student’s career and course plan is reviewed.
- ◇ The committee determines if the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- ◇ If the decision is made to opt out of Core 40, the student is required to complete the general course and credit requirements, and the career-academic sequence that the student will pursue is determined.
- ◇ All parties will complete and sign the necessary documentation.



## CORE 40 DESIGNATION

The Core 40 designation consists of a list of requirements established by the State School Board.

ENGLISH/ LANGUAGE ARTS	<b>8 Credits</b> English 9, 10, 11, 12
MATHEMATICS	<b>6 Credits</b> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II STUDENTS ARE REQUIRED TO TAKE A MATH OR QUANTITATIVE REASONING COURSE DURING <b>EACH YEAR OF HIGH SCHOOL.</b>
SCIENCE	<b>6 Credits</b> 2 credits: Biology I 2 credits: Chemistry I or Physics or ICP (Integrated Chem/Phys) 2 credits: any Core 40 science course
SOCIAL STUDIES	<b>6 Credits</b> 2 credits: World History/Civilization 2 credits: U.S. History 1 credit: Government 1 credit: Economics
DIRECTED ELECTIVES	<b>5 Credits</b> World Languages 2 credits in Fine Arts: Music, Drama, Art (local requirement) Career/Technical: a logical sequence from a technical or career area
PRACTICAL ARTS	<b>4 Credits (local requirements)</b> 2 credits: Career/Technical classes 2 credits: Preparing for College and Careers and Personal Finance
PHYSICAL EDUCATION	<b>2 Credits</b> 1 credit: PE I (1 term) 1 credit: PE II (1 term)
HEALTH & WELLNESS	<b>1 Credit</b>
ELECTIVE COURSES	<b>9 Credits</b>
<b>TOTAL</b>	<b>47 Credits</b>
Graduation Pathways	Required for the classes of 2023 and beyond.

ALL REQUIREMENTS MUST BE COMPLETED BEFORE A STUDENT MAY PARTICIPATE IN THE COMMENCEMENT PROGRAM AND RECEIVE A DIPLOMA.

## CORE 40 WITH ACADEMIC HONORS

The Core 40 with Academic Honors is the most rigorous course of study required by the state of Indiana for high school graduation.

ENGLISH/ LANGUAGE ARTS	<b>8 Credits</b> English 9, 10, 11, 12
MATHEMATICS	<b>8 Credits</b> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II 2 credits: Pre-Calculus; Trigonometry; College Algebra; ACP Finite, Calculus STUDENTS ARE REQUIRED TO TAKE A MATH OR QUANTITATIVE REASONING COURSE DURING EACH YEAR OF HIGH SCHOOL.
SCIENCE	<b>6 Credits</b> 2 credits: Biology I 2 credits: Chemistry I or Physics or ICP (Integrated Chem/Phys) 2 credit: any Core 40 science course
SOCIAL STUDIES	<b>6 Credits</b> 2 credits: World History/Civilization 2 credits: U.S. History 1 credit: Government 1 credit: Economics
DIRECTED ELECTIVES	<b>5 Credits</b> World Languages 2 credits in Fine Arts: Music, Drama, Art (local requirement) Career/Technical: a logical sequence from a technical or career area
FINE ARTS	<b>2 Credits</b> (meets directed elective and local requirement) Art, Music, and Drama
PRACTICAL ARTS	<b>4 Credits (local requirements)</b> 2 credits: Career/Technical classes 2 credits: Preparing for College and Careers and Personal Finance
PHYSICAL EDUCATION	<b>2 Credits</b> 1 credit: PE I (1 term) 1 credit: PE II (1 term)
HEALTH AND WELLNESS	<b>1 Credit</b>
ELECTIVE COURSES	<b>7 Credits</b> Any additional courses – Career Academic Sequence Recommended
OTHER REQUIREMENTS	Earn a grade of “C-” (2.0) or above in all required courses, have a grade point average of “B” (3.0) or above, and complete ONE of the following: <ul style="list-style-type: none"> <li>- Earn 4 credits in 2 or more AP courses and take corresponding AP exams</li> <li>- Earn 6 verifiable transcribed college credits in dual credit courses from priority course list</li> <li>- Earn a combined score of 1250 or higher on the SAT. In addition, a student may not score less than 560 on the Math section and 590 on the evidence-based reading and writing section</li> </ul>

	<ul style="list-style-type: none"> <li>- Earn an ACT composite score of 26 or higher and complete written section</li> <li>- Earn both of the following:               <ol style="list-style-type: none"> <li>1. A minimum of 3 verifiable transcribed college credits from the Priority course list.</li> <li>2. Two credits in AP courses and corresponding AP exams</li> </ol> </li> </ul>
<b>TOTAL</b>	<b>50 Credits</b>
Graduation Pathways	Required for the classes of 2023 and beyond.

ALL REQUIREMENTS MUST BE COMPLETED BEFORE A STUDENT MAY PARTICIPATE IN THE COMMENCEMENT PROGRAM AND RECEIVE A DIPLOMA.

## CORE 40 WITH TECHNICAL HONORS

The Core 40 with Technical Honors is the most rigorous course of study, both academically and technically, required by the state of Indiana for high school graduation.

ENGLISH/ LANGUAGE ARTS	<b>8 Credits</b> English 9, 10, 11, 12
MATHEMATICS	<b>6 Credits</b> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II STUDENTS ARE REQUIRED TO TAKE A MATH OR QUANTITATIVE REASONING COURSE DURING <b>EACH YEAR OF HIGH SCHOOL.</b>
SCIENCE	<b>6 Credits</b> 2 credits: Biology I 2 credits: Chemistry I or Physics or ICP (Integrated Chem/Phys) 2 credit: any Core 40 science course
SOCIAL STUDIES	<b>6 Credits</b> 2 credits: World History/Civilization 2 credits: U.S. History 1 credit: Government 1 credit: Economics
DIRECTED ELECTIVES	<b>5 Credits</b> World Languages 2 credits in Fine Arts: Music, Drama, Art (local requirement) Career/Technical: a logical sequence from a technical or career area
PRACTICAL ARTS	<b>4 Credits (local requirements)</b> 2 credits: Career/Technical classes 2 credits: Preparing for College and Careers and Personal Finance
PHYSICAL EDUCATION	<b>2 Credits</b> 1 credit: PE I (1 term) 1 credit: PE II (1 term)
HEALTH AND WELLNESS	<b>1 Credit</b>

<b>ELECTIVE COURSES</b>	<b>7 Credits</b> Any additional courses
<b>OTHER REQUIREMENTS</b>	<p>Earn a grade of "C-" (2.0) or above in all required courses, have a grade point average of "B" (3.0) or above, earn 6 credits in college and career preparation courses in a state-approved College &amp; Career Pathway, and <b>ONE</b> of the following:</p> <ul style="list-style-type: none"> <li>- Pathway designated industry-based certification or credential, or</li> <li>- Pathway dual credits from a list of priority courses resulting in 6 college transcribed college credits</li> </ul> <p>Complete ONE of the following:</p> <ul style="list-style-type: none"> <li>- Any one of the options (A-E) of the Core 40 with Academic Honors</li> <li>- Earn the following scores or high on Work Keys: Reading for Information – Level 6, Applied Math – Level 6, Locating Information – Level 5</li> <li>- Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75</li> <li>- Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80</li> </ul>
<b>TOTAL</b>	<b>47 Credits</b>
Graduation Pathways	Required for the classes of 2023 and beyond

ALL REQUIREMENTS MUST BE COMPLETED BEFORE A STUDENT MAY PARTICIPATE IN THE COMMENCEMENT PROGRAM AND RECEIVE A DIPLOMA.

## GENERAL DESIGNATION

The General diploma designation is a list of minimum requirements for a student to complete to earn an Indiana high school diploma. To receive this diploma, students and parents must participate in the formal Core 40 Opt-Out Process.

ENGLISH/ LANGUAGE ARTS	<b>8 Credits</b> Credits must include literature, composition, and speech
MATHEMATICS	<b>4 Credits</b> 2 credits: Algebra I 2 credits: Any math course <b><i>General diploma students are required to earn 2 credits in a Math or Quantitative Reasoning (QR) course during their junior or senior year.</i></b>
SCIENCE	<b>4 Credits</b> 2 credits: Biology I 2 credits: Any science course <b><i>At least one credit must be from a Physical Science or Earth and Space Science course.</i></b>
SOCIAL STUDIES	<b>4 Credits</b> 2 credits: U.S. History 1 credit: Government 1 credit: Any social studies course
PHYSICAL EDUCATION	<b>2 Credits</b>
HEALTH & WELLNESS	<b>1 Credit</b>
COLLEGE AND CAREER PATHWAY COURSES	<b>6 Credits</b> <b>One credit must be “Preparing for College and Careers.”</b>
FLEX CREDITS	<b>6 Credits</b> Flex Credits must come from one of the following: <ul style="list-style-type: none"> <li>• Additional elective courses in a College and Career Pathway</li> <li>• Courses involving workplace learning such as Cooperative Education or Internship courses</li> <li>• High school/college dual credit courses</li> <li>• Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts</li> </ul>
ELECTIVES	<b>Minimum of 6 Credits</b> <b>Bremen requires 1 elective – “Personal Financial Responsibility”</b> “Personal Financial Responsibility” can count as a QR course. <b>Bremen requires 1 credit in a Fine Arts Class</b>
<b>TOTAL</b>	<b>40 Total Credits Required</b>
Graduation Pathways	Required for the classes of 2023 and beyond.

ALL REQUIREMENTS MUST BE COMPLETED BEFORE A STUDENT MAY PARTICIPATE IN THE COMMENCEMENT PROGRAM AND RECEIVE A DIPLOMA.

# NEW GRADUATION REQUIREMENTS

Classes of 2028 and beyond (Will be released December 2024)

Rethinking high school

During the May 2023 meeting of the SBOE, IDOE presented a first look at the state’s ongoing work to rethink the high school experience. This included an overview of the recently completed Indiana Graduation Landscape Analysis, as well as future, collaborative work that will take place as part of this process.

The Graduation Landscape Analysis marks the first step in what will be a collaborative and comprehensive, yet expeditious, process of rethinking high school in Indiana. The analysis included an in-depth look at how Indiana’s graduation pathways and diploma requirements have evolved over time, as well as examples of graduation/diploma practices in other states. The analysis also included stakeholder engagement to begin identifying opportunities to ensure every student has access to rigorous coursework that is individualized and purposeful for their unique path.

Moving forward, this work will focus on three key areas:

- Diploma requirements - Making high school diploma requirements more flexible and relevant to students, employers, and communities.
- High-quality work-based learning - Improving access to high-quality work-based learning opportunities.
- Credentials of Value - Increasing access to high-value postsecondary credentials *before high school graduation*, as well as the number of students earning these credentials

Current Diplomas	Proposed Diplomas
General Diploma (40)	Workforce Ready (40)
Core 40 Diploma (40)	College & Career Ready (44)
Core 40 with Academic Honors (47)	College & Career Ready with Honors (48)
Core 40 with Technical Honors (47)	

# SPECIAL EDUCATION

Special Education classes are available to students with an identified disability. Students must have been evaluated within the last three years by a qualified psychologist or psychometrist. A case conference is held to determine the appropriate placement of students in the continuum.

## CONTINUUM OF SERVICES

Bremen Public Schools educates students in the least restrictive environment. This means that to the maximum extent appropriate, students with disabilities are educated with nondisabled peers. A continuum of services is available to meet the individual needs of students with disabilities and makes provision for supplementary services to be provided in conjunction with the general education placement.

## Alternative Diploma

The Indiana Certificate of Completion is a framework for aligning curriculum to grade-level standards while meeting the individual goals and transition needs stated in the student's Individual Education Plan (IEP). Minimum total 40 Credits/Applied Units: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned, and special education courses in which non-credit applied credits are earned.

ENGLISH/ LANGUAGE ARTS	<b>8 Credits/Applied Units</b> Including a balance of literature, composition, vocabulary, speech/communication.
MATHEMATICS	<b>4 Credits/Applied Units</b> Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities, and personal finance. <b>Students must take math or applied math courses each year in high school.</b>
SCIENCE	<b>4 Credits/Applied Units</b> Including a balance of physical, earth/nature, life, engineering, and technology.
SOCIAL STUDIES	<b>4 Credits/Applied Units</b> Including a balance of history, civics, government, geography, and economics.
PHYSICAL EDUCATION	<b>2 Credits/Applied Units</b>
HEALTH AND WELLNESS	<b>1 Credit/Applied Units</b>
EMPLOYABILITY	<b>10 Credits</b> Job exploration, work-or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, introduction to post-secondary options. Investigation into opportunities for enrollment in postsecondary programs, workplace readiness training to develop employability and independent living skills, and instruction in self-advocacy.
ELECTIVES	<b>7 Credits/Applied Units</b>
<b>TOTAL</b>	<b>40 Total Credits Required</b>

### Alternative Diploma Transition Portfolio

Students earning a certificate of completion fulfill at least one of the following (aligned with transition goals):

- 1. Career Credential:** Complete an industry-recognized certification, one-year certificate, or state-approved alternative.

- 2. Career Experience:** Complete project- or work-based learning experience or part-time employment.
- 3. Work Ethic Certificate:** Earn a Work Ethic Certificate (criteria to be locally determined).
- 4. Other Work-Related Activities:** As determined by the case conference committee.

**Assumptions:**

- 1) High Expectations for all students is shared responsibility.
- 2) General Education courses are accessed whenever appropriate to fulfill the Certificate of Completion course of study.
- 3) Students' IEP goals are aligned with grade-level standards/content connectors that drive curriculum and instruction.
- 4) Communication skills, reading skills, and problem-solving skills are integrated into all courses.
- 5) Courses can be repeated with new goals if appropriate; more than four years may be needed for completion.
- 6) All courses are driven by the Transition IEP and individual goals of each student.





# Indiana GRADUATION PATHWAYS

## OVERVIEW

- Required for Class of 2023
- If offered by the school - students in prior cohorts may opt-in to Graduation Pathways in lieu of the graduation qualifying exam

**Students in the class of 2023 must meet...**

- Diploma**
- Learn & Demonstrate Employability Skills**
- Postsecondary-Ready Competencies**

## IMPLEMENTATION

### Tracking

- student's transcript with completed courses and diploma designation
- a student's product
- exam scores, certificates, or course list

### Student Work Product Options

- |                     |                |
|---------------------|----------------|
| Portfolio           | Videos         |
| Projects            | Papers         |
| Slideshows          | Resume         |
| Presentation        | Dual Credit    |
| Five Year Goal Plan | Certifications |
- Reflection of Experience  
Letters of Recommendation  
Letter of Employment Verification  
Postsecondary-related Experiences

### 1 Diploma Earn **one** of the diploma designations...

- Core 40
  - Academic Honors
  - Technical Honors
  - General
- \*opt-out required*

### 2 Learn & Demonstrate Employability Skills Complete **at least one** of these experiences...

- Project-Based Experience**  
*\*allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question.*
  - Service-Based Experience**  
*\*integrates academic study with service experience, reflects larger social, economic, and societal issues, and collaborative efforts between students, schools, and community partners.*
  - Work-Based Experience**  
*\*activities that occur in a workplace while developing the student's skills, knowledge, and readiness for work.*
- Student Work Product required to verify each experience. •

### 3 Postsecondary-Ready Competencies Meet **at least one** of these competencies...

- Honors Diploma**  
*\*academic or technical*
- SAT**  
*\*reading/writing = 480, math = 530*
- ACT**  
*\*english = 18, reading = 22, math = 22, science = 23 (2 out of 4 needed with at least one in English/Reading and one in Math/Science)*
- ASVAB**  
*\*minimum of 31*
- Industry Certification**  
*\*certification from approved DWD list*
- Apprenticeship**  
*\*federally recognized*
- CTE Concentrator**  
*\*C average or higher in at least 6 HS credits in a state-approved CTE pathway*
- AP/IB/Dual Credit/Cambridge International/CLEP**  
*\*C or higher in 3 courses (1 of the 3 courses must be in core content area or all three must be part of a CTE pathway)*
- Locally Created Pathway**  
*\*approved by SBOE*
- Waiver**  
*\*see listed web link*

# GRADUATION PATHWAYS

Beginning with the graduating class of 2023, Indiana high school students must satisfy all three of the following Graduation Pathway Requirements by completing one of the bulleted options under each of the following:

1. Earn one of the following High School Diploma designation options:
  - General;
  - Core 40;
  - Academic Honors; and/or
  - Technical Honors
2. Learn and Demonstrate one of the following Employability Skills options:
  - Completion of a project-based learning experience;
  - Completion of a service-based learning experience;
  - Completion of a work-based learning experience.
3. Demonstrate one of the following Postsecondary-Readiness Competencies:
  - Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma;
  - ACT: Earn the college-ready benchmark scores;
  - SAT: Earn the college-ready benchmarks scores;
  - Armed Services Vocational Aptitude Battery (ASVAB): Earn at least a minimum Armed Forces Qualification Test (AFQT) score to qualify for placement into one of the branches of the US military;
  - State- and Industry-recognized Credential or Certification;
  - State-, Federal-, or Industry-recognized Apprenticeship;
  - Career-Technical Education Concentrator: Earn a C average or higher in a career sequence;
  - Complete AP/Dual Credit courses or College Level Examination Program Exams
  - A locally created pathway that earns the approval of the State Board of Education.

## Additional Information

- Graduation Pathway information and resources can be found at the following website:  
<https://www.doe.in.gov/graduation-pathways>.
- With the new Indiana Graduation Pathway requirements, students are required to take a test for school accountability purposes. The test is the SAT which is given during the junior year.

## Bucket #2 – Employability Skills Courses

The following Courses have been added to simply indicate on the transcript the Bucket #2 has been completed by each student. No credit will be given, and each course will be marked with a “P” when added to the transcript.

### 0547 Project Based Learning (PBL)

Project-based learning allows students to gain knowledge and skills by working for an extended period to investigate and respond to an authentic, engaging and complex question, problem, or challenge. The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make their project work public by explaining, displaying and/or presenting it to people beyond the classroom. **This course code should be used to denote completion of the Graduation Pathways Employability Skills experience.**

- Recommended Grade: 9-12
- Required Prerequisites: None
- Recommended Prerequisites: Preparing for College & Careers
- Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the project-based learning experience validates the PBL work product.
- Qualifies as the employability skills requirement for all diplomas.

### 0539 Service Based Learning (SBL)

Service-based learning integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility (and other employability skills), and strengthen communities.

SBL can be classified by three core indicators: 1. Integrating academic study with service experience; 2. Reflecting larger social, economic, and societal issues; and 3. Collaborative efforts between students, schools, and community partners.

**This course code should be used to denote completion of the Graduation Pathways Employability Skills experience.**

- Recommended Grade: 9-12
- Required Prerequisites: None
- Recommended Prerequisites: Preparing for College & Careers
- Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the service-based learning experience validates the SBL work product.
- Qualifies as the employability skills requirement for all diplomas.

### 0543 Work Based Learning Level 1(WBL)

Work-based learning (WBL) level 1 course may be used to capture and track career relevant learning experiences that develop career readiness competencies and employability skills. Career relevant learning includes the universe of business and career connected experiences and opportunities that allow students to engage in meaningful conversations around careers and workforce. This level includes activities that can occur in workplaces or school-based enterprises and involve an employer assigning a student meaningful job tasks to develop skills, knowledge, and readiness for work.

Example activities include Governor’s Work Ethic Certificate, Student Entrepreneurial Experience, Supervised Agricultural Experience, School-based Enterprise, Employability Skills Co-op, or parttime job.

- Paid or non-paid experience
- Post secondary credential is not embedded in pathway.
- Recommended Grade: 9-12
- Required Prerequisites: None
- Recommended Prerequisites: Preparing for College & Careers
- Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the work-based learning experience validates the WBL work product.
- Qualifies as the employability skills requirement for all diplomas.

### 0544 Work Based Learning Level 2 (WBL)

Work-based learning (WBL) level 2 may be used to capture experiences that meet the newly adopted definition of WBL. Work based learning is defined as sustained interactions between participants and professionals in real or simulated workplace settings that foster in-depth, firsthand experiences with the tasks required in a given career field, intentionally aligned and evaluated with course competencies, while offering participants the opportunity to gain intentional career outcomes. Internships and workplace simulations provide access or advancement in a career field that can serve as the culminating course or event in a student's chosen career pathway. Through WBL, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in real workplace settings. Example activities include Career Exploration Internships, Cadet Teaching, Health Occupation Explorations, WBL Capstone, NLPS Capstone, and Clinicals or Practicums.

- Paid or non-paid experience
  - Hours of completion = minimum of 75 hours
  - Development of a training plan is required.
- Recommended Grade: 9-12
  - Required Prerequisites: None
  - Recommended Prerequisites: Preparing for College & Careers
  - Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the work-based learning experience validates the WBL work product.
  - Qualifies as the employability skills requirement for all diplomas.

### **0545 Work Based Learning Level 3 (WBL)**

Work-based learning (WBL) level 3 may be used to capture experiences that meet the newly adopted definition of WBL. Work based learning is defined as sustained interactions between participants and professionals in real or simulated workplace settings that foster in-depth, firsthand experiences with the tasks required in a given career field, intentionally aligned and evaluated with course competencies, while offering participants the opportunity to gain intentional career outcomes. Modern youth apprenticeships are programs designed for high school students. They generally incorporate the key elements of the standard apprenticeship model, including paid workplace experience and related technical instruction. They must result in postsecondary credit and/or industry recognized credentials.

- At least two semesters of related academic instruction eligible for credit.
  - Paid experience
  - Hours of completion = minimum of 650 hours over two academic years
  - College credit and/or industry recognized credentials earned upon completion
- Recommended Grade: 9-12
  - Required Prerequisites: None
  - Recommended Prerequisites: Preparing for College & Careers
  - Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the work-based learning experience validates the WBL work product.
  - Qualifies as the employability skills requirement for all diplomas.

### **0546 Work Based Learning Level 4 (WBL)**

Work-based learning (WBL) level 4 may be used to capture experiences that meet the newly adopted definition of WBL. Work based learning is defined as sustained interactions between participants and professionals in real or simulated workplace settings that foster in-depth, firsthand experiences with the tasks required in a given career field, intentionally aligned and evaluated with course competencies, while offering participants the opportunity to gain intentional career outcomes. Registered apprenticeships are defined as intensive work-based learning opportunities that last from one to six years and provide a combination of on the job training and classroom instruction. They are intended to support progressive skill acquisition and lead to credentials and degrees. Any program must be registered under the federal National Apprenticeship Act.

- Paid US Dept of Labor Register Apprenticeship
- Hours of completion = minimum of 2000 hours and 144 related instruction hours

- 2 to 4 year duration
- National apprenticeship credential earned upon completion.
- Recommended Grade: 9-12
- Required Prerequisites: None
- Recommended Prerequisites: Preparing for College & Careers
- Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the work-based learning experience validates the WBL work product.
- Qualifies as the employability skills requirement for all diplomas.

## SUMMER SCHOOL

Summer School (if available) is a good opportunity for students to make up classes they have failed, and it also provides students with an opportunity to get ahead so they can take other classes during the upcoming school year.

Summer School typically has course offerings for every grade level that are taught by Bremen teachers or taught by teachers from the Indiana Online Academy. Summer school is usually offered for twenty consecutive school days during June, for four hours per day.

To offer a summer school course, a minimum of 15 students must be enrolled.

Courses **traditionally** offered (but never guaranteed) are:

ALGEBRA I	HEALTH
PE I	THEMES IN LITERATURE
ECONOMICS	SAE (Supervised Agricultural Experience)
GOVERNMENT	BIOLOGY I

\*If we are not able to enroll a minimum of 15 students in the specific courses listed above, we **may** also provide limited opportunities for students to enroll in The Indiana Online Academy courses for independent, online study. These courses are offered 24/7, from June through late July. Please see your School Counselors for more information. These courses are offered primarily for credit retrieval. Enrollment will be considered on a case-by-case basis and evaluated by teachers, counselors, and administrators.

Some courses available are:

GEOMETRY A and B	INTEGRATED PHYSICS A and B
ALGEBRA II A and B	PRECALCULUS A and B
PERSONAL FINANCIAL RESPONSIBILITY	US HISTORY A and B
CHEMISTRY A and B	PHYSICS A and B

### **Attendance Policy**

The summer school attendance policy follows the regular school attendance policy. A student will be dropped from the class if he/she is absent more than 8.0 hours.



# GENERAL CONSIDERATIONS

## State Required Exams

The classes of 2023 and beyond will be required by the State Board of Education to participate in 3 exams during their high school career.

1. The ILearn science exam will be given at the completion of Biology I and will be used for data collection by the state in accordance with Federal Law. The test is aligned to the new Indiana Academic Standards in Science (specifically 50% Biology).
2. The SAT will be given to all students in the spring of their junior year. The SAT is the new accountability test for all Indiana public schools. At this time the state covers the fee required by College Board to take this college entrance exam.
3. The naturalization exam must be taken by each high school student during the required Government course. The government teacher will randomly choose 20 of the 128 questions to construct the exam. A 12 out of 20 will be considered passing. The results of these exams will be maintained by the high school for data reporting to the state.

## Passing Grades

To receive credit in a course, a passing grade of D- or above is required in all coursework taken at Bremen High School. No student shall participate in graduation exercises unless all requirements are completed before Commencement.

## Schedule Changes

Students may request changes to their schedule within the first three (3) days of school, only if they meet the requirements for an approved schedule change (listed below). Change requests will not be accepted after that time. All changes are subject to a counselor and/or administrative review and approval.

- Missing a class required for graduation
- Adding a class that has not previously been passed
- Changing CTE pathway or career choice
- Diploma change
- Incomplete schedule
- Teacher recommendation for academic reasons
- An error made by the school

Schedules will not be changed for any other reason after the conclusion of the previous school year.

## Advanced College Project/Dual Credit Enrollment Program

Definition from the Indiana Commission for Higher Education

Dual-credit courses are defined as courses that are taken by high school students that can satisfy requirements for earning both a high school diploma and a college degree. Dual-credit courses are taught by regular high school faculty who have been trained by certified college faculty members or by regular or adjunct college faculty. The term “concurrent enrollment” is also sometimes used to describe high-school students who enroll in courses that generate dual credit.

Dual credit opportunities at Bremen include the ACP Program (see below), Ivy Tech Agriculture courses, or courses taken at the college level. For students to qualify to take courses at the college level that also count for high-school credits, they must meet the following requirements:

- Courses must be taken through an accredited college and Bremen must have an articulation agreement with that college.
- Students must meet ACP (Advance College Project) requirements.
- Courses taken off-campus must not also be offered at Bremen High School.

\*Note: Students who attend the Elkhart Career Center may have the opportunity to earn dual credit through Ivy Tech or Vincennes University.

ADVANCED COLLEGE PROJECT (ACP) - Students who have a minimum GPA of 2.7 (3.0 for Language Arts courses) and have completed the prerequisites may choose to enroll in classes that fulfill their high school requirements and also receive college credit through Indiana University South Bend. ACP is a dual credit partnership program between Indiana University and Bremen High School. Credits received in these courses are transferable to many colleges nationwide, providing students earn a “C” or higher. The cost for taking the courses through IUSB is \$25 per credit hour. Students are billed through the IUSB Bursar, not through Bremen High School.

### Physical Education Requirement

Physical Education is required. Students who have permanent physical disabilities will be required to complete an individualized program of exercise to meet the P.E. requirement. A doctor’s recommendation will be needed before school starts in the fall to allow the physical education teachers time to plan this program.

### Study Halls

Students are strongly encouraged to take five classes each term. Students who desire a study hall should have it placed in their schedule due to their IEP (Individual Education Plan), ILP (Individual Language Plan), MTSS (Multi-Level Systems of Support), or based on the recommendation of the Counseling Department. General Education students will be limited to one study hall per year. Exceptions will be made on a limited basis and will be based on recommendations from classroom teachers and counselors according to individual student needs. Final approval for a student taking more than one study hall must be granted by the administration.

### Grading

Students’ grades are determined on an accumulated point system over twelve weeks. Final Exams are factored into the accumulated points for the trimester. Students/parents are expected to review Harmony to check the status of a student’s grades and communicate with their teachers to determine where improvements may be necessary.

### Grading Procedures

A uniform letter system of grading is used in all subject areas. Letter grades will be categorized as follows:

A, A-	The student has mastered all concepts presented
B+, B, B-	The student has exceeded expectations held for every student and has mastered almost all of the concepts presented
C+, C, C-	The student has met the expectations held for this class and demonstrated mastery of those concepts required to continue study in this area
D+, D, D-	

## Weighted Grades

All ACP (Advance College Project) and Advanced Placement (AP) courses will be weighted by adding numerically  $\frac{1}{3}$  of a letter grade to the final term grade issued by the teacher. The weighting process will be administered through a specifically tabulated grading scale assigned to that course as the teacher creates the grade book. As an example, if the teacher gives a grade of an A, the student will receive 4.3 points instead of 4 or if a student receives a grade of a B, the student will receive 3.3 points instead of 3.0, etc. The actual letter grade given by the teacher will not be altered.

## Early Graduation

A student may elect to “graduate” after nine (9), ten (10), or eleven (11) terms, provided that all graduation requirements are met, and appropriate notification (application completed) is given to the Counseling Office during the scheduling process in the last term of the sophomore or junior year. Early graduation may also be dependent on the individual needs of the student and whether course selections coincide with the Master Schedule.

- ◇ Seniors who attend the Elkhart Career Center may NOT graduate early.
- ◇ Students must be aware that all behavioral expectations must be maintained through the graduation ceremony at the end of the final trimester.
- ◇ Students who fail a required course in their final scheduled term will forfeit their early graduation status and return for a full schedule during the next scheduled term.
- ◇ Students are strongly encouraged to complete the early graduation application before the end of their junior year. Realizing that situations may change over the summer, students will be allowed five (5) school days in the fall to apply for early graduation.
- ◇ Final approval will be granted by the building principal.

## Valedictorian/Salutarian

Valedictorian and Salutarian will be chosen based on achieving a class rank of one (1) and two (2) respectively. Students must be on the Academic Honors Diploma track and must not have retaken any courses in their high school career.

## Do-Over Policy

Students can retake a course under special considerations. The following form must be requested from your Counselor and follow the guidelines per the document outlined below.



## **Bremen High School Do-Over Request Form**

(Revised January 2020)

A class may be retaken only if one or more of the following conditions exist:

- A. The student received a grade of F in the class.
- B. The student received a grade of C- or below and wishes to better master the content.
- C. The student received a grade of C- or below and wishes to meet the grade requirements for an Academic Honors Diploma.
- D. The student has not met the GPA requirement for the graduation pathway waiver.

A student seeking to retake a class will make an application with the guidance department. The student shall state the reason for the requested retake on the application. The guidance department will review the application. The principal shall have the authority to grant final approval or disapproval for a student to retake a class.

The following conditions apply to retaking a class:

- A. A student who is allowed to retake the second trimester of a two (2) trimester class may also retake the first trimester on an audit basis (no credit), with permission of the Department Chairperson.
- B. A student may retake two (2) classes (two trimesters) to improve a grade during his/her high school career and it must begin within one year after receiving the trimester grade of the class being retaken (may not be done after graduation).
- C. When retaking a class for no credit, the word "audit" will be placed on the student's transcript next to the original grade and this will not be figured into the student's grade point average (GPA).
- D. The grade earned (either higher or lower) when the class is retaken will be placed on the transcript and will replace the original numerical value of the grade in the calculation of the GPA. The letter grades for both attempts will remain on the transcript as an historical record.
- E. The grade that is earned in the retaken class will be used in calculation of the GPA, but the new GPA shall render the student ineligible for recognition as valedictorian and salutatorian.
- F. All retakes must be completed in classes offered at Bremen High School, and only one of the two possible retake opportunities may be done online.

**Student Name:** \_\_\_\_\_

**Course Student is Retaking:** \_\_\_\_\_

**Reason for retaking the course:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Counselor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

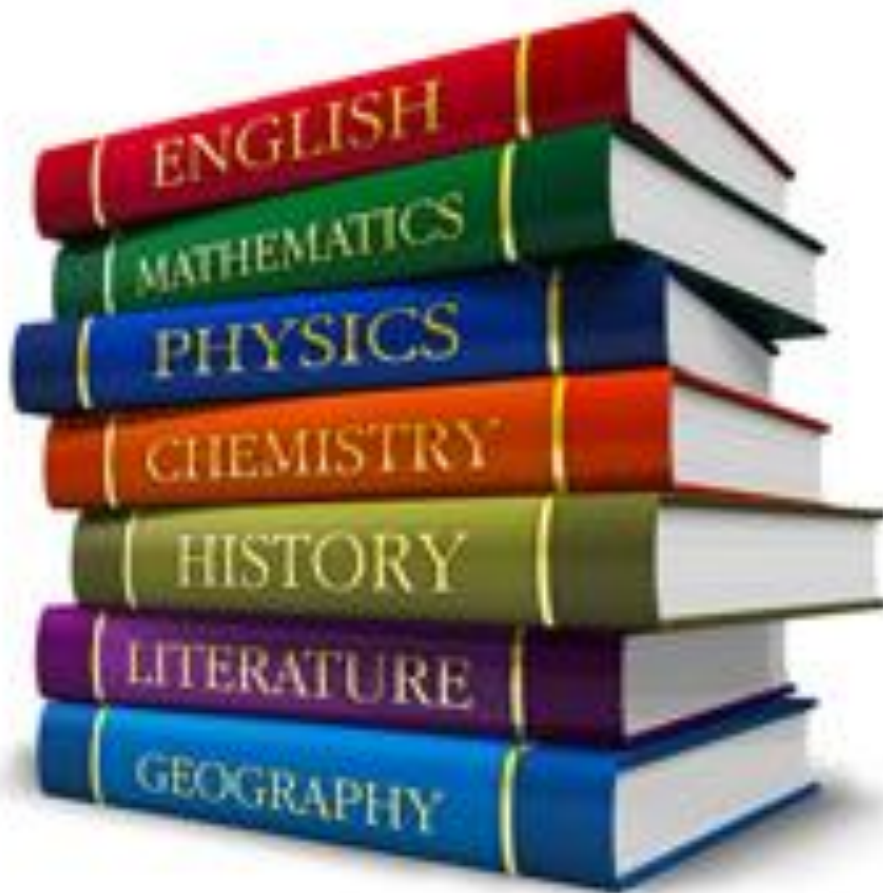
**Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*For Office Use Only:*

Original Grade: \_\_\_\_\_ Retake Grade: \_\_\_\_\_

Term/Date of Original Grade: \_\_\_\_\_ Term/Date of Retake: \_\_\_\_\_

# COURSE OFFERINGS



# FINE ARTS

## ART

### INTRODUCTION TO TWO-DIMENSIONAL ART

9, 10, 11, 12

4000

*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 the 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.

- ◇ Credits: a 1-term course for 1 credit
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

### ADVANCED TWO-DIMENSIONAL ART

10, 11, 12

Prerequisite: Intro to 2-D Art

Students are recommended to have C or higher in previous Art courses

4004

*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 the 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.

- ◇ Credits: a 1-term course for 1 credit
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## INTRODUCTION TO THREE-DIMENSIONAL ART

9, 10, 11, 12

Prerequisite: Intro to 2-D Art

4002

*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 the 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.

- ◇ Credits: a 1-term course for 1 credit
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## ADVANCED THREE-DIMENSIONAL ART

10, 11, 12

Prerequisites: Intro to 2-D Art and Intro to 3-D Art

Students are recommended to have C or higher in previous Art courses

4006

*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 the 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.

- ◇ Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## CERAMICS

11, 12

Prerequisites: Intro to 2-D Art, Intro to 3-D Art, AND Adv. 3-D Art  
Students are recommended to have C or higher in previous Art courses

### 4040

*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 skill. Students utilize the resources of art museums, galleries, studios, and identify art-related careers.

- ◇ Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that define proficiencies and content standards are utilized.
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## SCULPTURE

11, 12

Prerequisites: Intro to 2-D Art, Intro to 3-D Art, AND Adv. 3-D Art  
Students are recommended to have C or higher in previous Art courses

### 4044

*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, studios, and identify art-related careers.

- ◇ Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that define proficiencies and content standards are utilized.
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## **DRAWING**

10, 11, 12

Prerequisites: Intro to 2-D Art AND Adv. 2-D Art

Students are recommended to have C or higher in previous Art courses

**4060**

*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, studios, and identify art-related careers.

- ◇ Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that define proficiencies and content standards are utilized.
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## **PAINTING**

10, 11, 12

Prerequisites: Intro to 2-D Art AND Adv. 2-D Art

Students are to have recommended C or higher in previous Art courses

**4064**

*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, studios, and identify art-related careers.

- ◇ Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that define proficiencies and content standards are utilized.
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma.

## **PRINTMAKING**

10, 11, 12

Prerequisite: Intro to 2-D Art

Students are recommended to have C or higher in previous Art courses

**4066**

*Printmaking* is a course based on the Indiana Academic Standards for Visual Art. Students in printmaking engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students apply media, techniques, and processes with sufficient skill to communicate intended meaning. They create abstract and realistic prints using a variety of materials such as linocut, woodcut, stencil, silkscreen, photo silkscreen, and monoprint. They utilize processes such as etching, relief, and lithography to explore a variety of ideas and problems. Students 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, studios, and identify art-related careers.

- ◇ Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that define proficiencies and content standards are utilized.
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## **STUDIO ART – 2D DESIGN PORTFOLIO**

12

Prerequisite: 5 or more credits in Art courses and instructor permission

Students are recommended to have C or higher in previous Art courses

**4050A, 4050B**

This portfolio is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. The principles of design articulated through the visual elements help guide artists in making decisions about how to organize the elements on a picture plan to communicate content. For this portfolio, students are asked to demonstrate proficiency in 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. Any work that makes use of (appropriates) other artists' works (including photographs) and/or published images must show significant development beyond duplication.

- ◇ Credits: a 2-term course, 1 credit per term
- ◇ Fulfills requirements for 1 of 2 Fine Arts credits for the Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## **ART HISTORY**

9,10,11,12

Prerequisite: Parent Permission due to images in textbook.

### **4024**

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. The course textbook does contain mature content that requires parent permission for enrollment.

- ◇ Credits: 1 term course, 1 credit per term
- ◇ Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- ◇ Counts as a directed elective or elective for all diplomas

## **MUSIC**

### **BEGINNING CONCERT BAND**

9, 10, 11, 12

### **4160A, 4160B, 4160C**

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. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Experiences include, but are not limited to: improvising, conducting, playing by ear, and sight-reading. Students are given opportunities to develop the ability to understand and convey the composer's intent to connect the performer with the audience.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. 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.

The first term (4160A) of this course is considered Marching Band, and students will be required to attend summer and after school rehearsals.

- ◇ Credits: a 2-term course, 1 credit per term. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma



- ◇ Counts as a Directed Elective or Elective for the General, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## **INTERMEDIATE CONCERT BAND**

10, 11, 12

Prerequisite: Beginning Concert Band

### **4168A, 4168B, 4168C**

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. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Experiences include, but are not limited to: improvising, conducting, playing by ear, and sight-reading. Students are given opportunities to develop the ability to understand and convey the composer's intent to connect the performer with the audience.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. 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. In addition, students perform, with expression and technical accuracy, a large and varied repertoire of concert band literature that is developmentally appropriate. Evaluation of music and music performances is included.

The first term (4168A) of this course is considered Marching Band, and students will be required to attend summer and after school rehearsals.

- ◇ Credits: a 2-term course, 1 credit per term. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## **ADVANCED CONCERT BAND**

11, 12

Prerequisites: Beginning Concert Band & Intermediate Concert Band

### **4170A, 4170B, 4170C**

### **4170A2, 4170B2, 4170C2**

*Advanced Concert Band* provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Experiences include, but are not limited to:

improvising, conducting, playing by ear, and sight-reading. Students are given opportunities to develop the ability to understand and convey the composer's intent to connect the performer with the audience.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. 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.

Band repertoire must be of the highest caliber. Mastery of advanced wind band technique must be evident. Areas of refinement consist of advanced techniques including, but not limited to: (1) intonation, (2) balance and blend, (3) breathing, (4) tone production, (5) tone quality, (6) technique, (7) rhythm, (8) sight-reading, and (9) critical listening skills. Evaluation of music and music performances is included.

The first term (4170A, 4170AC) of this course is considered Marching Band, and students will be required to attend summer and after school rehearsals.

- ◇ Credits: a 2-term course, 1 credit per term. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## **JAZZ ENSEMBLE (JAZZ BAND)**

### ***Zero Hour***

9,10, 11, 12

Corequisite: Any Concert Band course

## **4164**

Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. The instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through (1) improvisation, (2) composition, (3) arranging, (4) performing, (5) listening, and (6) analyzing. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas.

Students are provided with opportunities to experience live performances by professionals during and outside of the school day. A limited amount of time outside of the school day may be scheduled for dress rehearsals and performances. In addition, a limited number of public performance opportunities, outside of the school day, that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering, at the discretion of the director.

- ◇ Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized. Though a 1-term course, the class meets during each of the three terms on selected mornings before the start of the school day.
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma

*\*Note regarding Chorus: Students will only be allowed to take two terms of Chorus per year. Students who participate in the Choral Chamber Ensembles for two terms may take only one additional term of Chorus, preferably in the term they do not have Choral Chamber Ensemble.*

## **HIGH SCHOOL CHORUS**

9, 10, 11, 12

4182

Students taking *Beginning Chorus* develop musicianship, healthy vocal technique, and specific performance skills through ensemble and solo singing. The chorus may be composed of (1) Bass chorus, (2) Treble chorus, (3) mixed chorus, or any combination thereof. Activities create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed so that students are able to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of the daily rehearsals and performances. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

- ◇ Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that the defined proficiencies and content standards are utilized. (May earn two credits per year.)
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## **INTERMEDIATE CHORUS**

10, 11, 12

Prerequisite: Beginning Chorus

4186

*Intermediate Chorus* develops musicianship, healthy vocal technique, and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) Bass chorus, (2) Treble chorus, (3) mixed chorus, or any combination thereof. Activities create the development of quality repertoire in the diverse styles of choral literature that is appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent to connect the performer with the audience. Students also have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances

may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. Choral repertoire should be developmentally appropriate. Additional emphasis is placed on sight-reading, critical listening skills, and vocal technique.

- ◇ Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized (May earn two credits per year).
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## **ADVANCED CHORUS**

11, 12

Prerequisites: Beginning Chorus & Intermediate Chorus

**4188**

Students taking *Advanced Chorus* develop musicianship, healthy vocal technique, and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) Bass chorus, (2) Treble chorus, (3) mixed chorus, or any combination thereof. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. The choral repertoire must be of the highest caliber. Mastery of basic choral techniques must be evident. Areas of refinement include a cappella singing, sight-reading, and critical listening skills.

- ◇ Credits: a 1-term course for 1 credit. The nature of this course allows for successive terms of instruction at an advanced level provided that defined proficiencies and content standards are utilized (May earn two credits per year).
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## CHORAL CHAMBER ENSEMBLE

9, 10, 11, 12

4180

Students in the *Choral Chamber Ensemble* will be selected based on audition. Musicianship and specific performance skills in the course are enhanced through specialized small group instruction. Students will incorporate visual and dramatic elements to the music selections. Students will also learn and sing a cappella music at an advanced level. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other areas. A significant amount of time outside of the school day may be scheduled for dress rehearsals and performances. Students are expected to attend weekly rehearsals before and/or after school in the term the course is not offered during the school day.

- ◇ Admission to this course is by audition only
- ◇ Credits: 2 trimesters, one credit per term
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## TREBLE CHORAL CHAMBER ENSEMBLE

10, 11, 12

Requirement: Students must sing soprano or alto

4180T

Students in the *Treble Choral Chamber Ensemble* will be selected based on an audition. Musicianship and specific performance skills in this course are enhanced through specialized small group instruction. Students will incorporate visual and dramatic elements to the music selections. Students will also learn and sing a cappella music at an advanced level. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other areas. A significant amount of time outside of the school day may be scheduled for dress rehearsals and performances. Students are expected to attend weekly rehearsals before and/or after school in the term the course is not offered during the school day.

- ◇ Admission to this course is by audition only
- ◇ Credits: a 2-term course for 1 credit per term.
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## **BASS CHORAL CHAMBER ENSEMBLE**

10, 11, 12

Requirement: Students must sing tenor or bass

### **4180M**

Students in *Bass Choral Chamber Ensemble* will be selected based on an audition. Musicianship and specific performance skills in this course are enhanced through specialized small group instruction. Students will incorporate visual and dramatic elements to the music selections. Students will also learn and sing a cappella music at an advanced level. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other areas. A significant amount of time outside of the school day may be scheduled for dress rehearsals and performances. Students are expected to attend weekly rehearsals before and/or after school in the term the course is not offered during the school day.

- ◇ Admission to this course is by audition only
- ◇ Credits: a 2-term course for 1 credit per term.
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## **ELECTRONIC MUSIC**

9, 10, 11, 12

### **4202**

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.

- ◇ Credits: 1 semester course, 1 credit per semester.
- ◇ The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- ◇ Counts as a directed elective or elective for all diplomas.
- ◇ Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- ◇ Laboratory course

## **PIANO AND ELECTRONIC KEYBOARD**

9, 10, 11, 12

### **4204**

*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 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.

- ◇ Laboratory course – beginners only

- ◇ Credits: a 1-term course for 1 credit
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## **APPLIED MUSIC – Band**

9, 10, 11, 12

### **4200B**

*Applied Music Band* offers high school students the opportunity to receive small group instruction in beginning band instruments 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. Students will be expected to perform at an instrumental concert at the end of the term.

- ◇ Laboratory course
- ◇ Credits: a 1-term course for 1 credit. The nature of this course allows for successive semesters of instruction.
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## **MUSIC THEORY AND COMPOSITION**

10, 11, 12

### **4208**

*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. Students 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.

- ◇ Required Prerequisites: none
- ◇ Recommended Prerequisites: none
- ◇ Credits: 1 term course for 1 credit.
- ◇ Counts as a directed elective or elective for all diplomas.
- ◇ Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- ◇ Laboratory Course

## **AP MUSIC THEORY**

11, 12

Recommended Prerequisite: Music Theory and Composition

### **4210A, 4210B**

*AP Music Theory* is a course based on the content established and copyrights by the College Board. The course is not intended to be used as a dual credit course. The AP Music Theory course corresponds to two trimesters of a typical introductory college music theory course. Students develop skills in the analysis of music and theoretical concepts. Students 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.

Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music.

- ◇ Credits: a 2-term course for 1 credit per term
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- ◇ Laboratory course

## **MUSIC HISTORY AND APPRECIATION**

10, 11, 12

**4206**

*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.

- ◇ Credits: 1 term course for 1 credit.
- ◇ Counts as a directed elective or elective for all diplomas
- ◇ Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

# **THEATRE**

## **MUSICAL THEATRE**

10, 11, 12

**0518**

Students study the history of musical theatre and its place in today's society. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. This class may be taught collaboratively among music, theatre, dance, and visual arts faculty. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. In the area of:

- *Theatre History and Culture*: Students recognize and study significant works of musical theatre, analyze the significance of the art form, how it has evolved, and its place in our culture today.



- *Analysis and Response*: Students analyze the elements and structure of musical theatre and develop and apply criteria to make informed judgments about the art form.
- *The Creative Process*: Students participating in staging, choreographing, rehearsing, and performing an existing or original work of musical theatre.
- *Integrated Studies*: Students make connections between musical theatre and disciplines outside the arts and understand the nature of musical theatre as a fully integrated art form.

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.

- ◇ Credits: a 1-term course for 1 credit
- ◇ Does not fulfill the Fine Arts requirement of the Core 40 with Academic Honors Diploma but counts as an elective for any diploma

# ENGLISH/LANGUAGE ARTS

## INTRODUCTION

A balance of reading, writing, listening, speaking, grammar, literature, and media studies is the most important academic function in every area of learning – not just as individual subject areas. Reading and language arts are not just something we should do primarily to be used to develop a competent and competitive workforce but, further, to connect ourselves more fully with others in our society and the world. Teachers, then, create a sense of community within the classroom as they share this knowledge and help students to understand all aspects of reading and the language arts, including the ability to think critically and then act on this knowledge that empowers both teachers and students to expand beyond the classroom into the larger societal community.

The goal of the study of literature is to provide students with frequent and continual opportunities to (1) learn and apply essential skills in reading and writing, (2) read widely to build a better understanding of various types of texts, genres, and cultures of our country and those in other parts of the world, (3) read well, (4) acquire new information that will assist in responding to the needs of the workplace and society as a whole, and (5) make reading a lifelong pursuit. Literature courses provide students with opportunities to respond to literature critically, reflectively, and imaginatively both in writing and speaking and to develop concepts and strategies for making independent critical evaluations of literature. These types of courses enhance students' awareness of various cultures and develop a sense of identity. Literature courses include reading for pleasure and expose students to reading materials available in school media centers and public libraries.

The goal of composition is to provide students with frequent and continual opportunities to learn and apply essential skills in writing, using a process that includes (1) prewriting, (2) drafting, (3) revising, (4) editing, and (5) producing a final, corrected product. Strategies should include evaluating and responding to the writing of others. In addition to instruction in creating clear, coherent, and organized paragraphs and multi-paragraph essays for a variety of audiences and purposes, the courses teach strategies for collecting and transforming data for use in writing as well as criteria to use in the evaluation and revision of various types of writing. Instruction in grammar, usage, and mechanics is integrated with writing instruction so that students develop a common language for discussion. All writing in its final publication form follows accepted conventions of language, style, mechanics, and format.

The State Board of Education requires **eight credits** in English/Language Arts for graduation from Indiana high schools. All courses should be based on Indiana's Academic Standards for English/Language Arts. The courses that meet Indiana Core 40 requirements should also meet the Indiana Academic Standards. A course that primarily emphasizes the completion of (1) forms, (2) letter writing, (3) worksheets, and (4) skill-and-drill does not meet the English/Language Arts graduation requirements. These courses must assist students in developing skills in all aspects of reading and language arts, especially the ability to think critically. The Language Arts Department strongly recommends that students pass both terms in each grade level before beginning the next grade level of English. Students should not take two English courses at the same time. Experience has shown that taking two classes at one time often results in lower grades in both classes, or at least one failure.

Students who take English classes without following listed prerequisites, or who take two English classes at once, must seek permission from the Language Arts Department. Permission will be granted only when students have extreme scheduling problems.

## **APPLIED ENGLISH 9**

9, 10, 11, 12

### **1002PA, 1002PB**

*Applied 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 2 grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- ◇ Applied Units: 4 units maximum
- ◇ Counts as an English/Language Arts Requirement for the Certificate of Completion.

## **ENGLISH 9**

9, 10, 11, 12

### **1002A, 1002B**

*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 2 grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- ◇ Credits: a 2-term course, 1 credit per term
- ◇ Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## ENGLISH 9 HONORS

9

### 1002HA, 1002HB

*Enrollment Criteria: The student must have a B+ or higher average in 7<sup>th</sup> and 8<sup>th</sup> grade English classes. In addition, scores from the 8<sup>th</sup> grade ISTEP, 8<sup>th</sup> grade NWEA test, and the STAR Reading test will be reviewed. Teacher recommendation will also be considered.*

This two-term course is for Advanced Level English 9 students to further develop their use of language as a tool for learning and thinking and as a source of leisure. The composition component of language arts requires students to write extensively for various audiences and purposes while strengthening skills in paragraph and multi-paragraph writing. Composition also provides opportunities to create multiple types of writing, including expository essays of persuasion and literary analysis, and technical writing assignments. Oral communication (speech) emphasizes effective listening and speaking techniques and provides opportunities for students to integrate other reading and language arts skills as they learn to express ideas verbally. Student expectations emphasize both making presentations and being critical participants and listeners.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## APPLIED ENGLISH 10

10, 11, 12

### 1004PA, 1004PB

*Applied 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 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) and argumentative/persuasive compositions, and sustained research assignments. Students deliver 2 grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- ◊ Applied Units: 4 units maximum
- ◊ Counts as an English/Language Arts Requirement for the Certificate of Completion.

## ENGLISH 10

10, 11, 12

Prerequisite: English 9 or English 9 Honors

### 1004A, 1004B

*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 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) and argumentative/persuasive compositions, and sustained research assignments. Students deliver two grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## ENGLISH 10 HONORS

Prerequisite: Successful completion of English 9 Honors (A & B) with a grade of B or better, by teacher recommendation based on documentation indicating the student meets the qualifying criteria established for admission.

1004HA, 1004HB

**Enrollment Criteria for students new to the honors program:** *The student must (1) have a B+ or higher average in 9<sup>th</sup> grade English classes. (2) Permission by instructor.*

**NOTE:** *Students who receive a "C-" after English 10A Honors will be placed on probationary period for the second (B) term. Those who receive a D+ or lower will be placed back into English 10 (after term A), but DO NOT have to retake English 10A unless the student fails.*

This two-term course is for English 10 Honors students reinforces continues to make full use of the activities and skills of English 9 Honors. The composition component gives honors students the opportunity to write well-organized analytical, narrative, and expository writings. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. In the speech component, honors students are provided with opportunities to develop greater skill in choosing and employing different elements of effective oral communication. Honors students are expected to present a minimum of two presentations throughout the terms. The literature component focuses on opportunities to respond critically, reflectively, and imaginatively to literature; practice distinguishing among the different types of contents and purposes language can hold; and identify and form conclusions about the literature they read. Honors students are provided with opportunities to use skills acquired in English class in real-life situations to benefit the school and the community.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## APPLIED ENGLISH 11

11, 12

Prerequisite: English 10 (A & B)

1006PA, 1006PB

*Applied 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 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 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. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- ◊ Applied Units: 4 credits maximum
- ◊ Counts as an English/Language Arts Requirement for the Certificate of Completion

## ENGLISH 11

11, 12

Prerequisite: English 10 (A & B) or English 10 Honors (A & B)

### 1006A, 1006B

*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 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 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. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## ENGLISH 11 HONORS

Prerequisite: Successful completion of English 10 Honors (A & B) with a grade of B or better, or by teacher recommendation based on documentation indicating the student meets the qualifying criteria established for admission.

### 1006HA, 1006HB

***Enrollment Criteria for students new to the honors program:*** (1) Have passed the 10<sup>th</sup> grade State assessment; (2) Received a score above the national average on the verbal sections of the PSAT taken during sophomore year; and (3) Hold a “B+” average in all previous high school English classes.

***NOTE: Students who receive a “C-” after English 11A Honors will be placed on probationary period for the second (B) term. Those who receive a D+ or lower will be placed back into English 11 (after term A), but DO NOT have to retake English 11A unless the student fails.***

*English 11 Honors* is designed for the high-achieving junior student. Through an integrated study of literature, composition and oral communication, English 11 Honors students further develop their use of language as a tool for learning and thinking and as a source of pleasure. English 11 Honors incorporates a survey of American Literature from different periods, ranging from the early 1600’s to the present, including the reading of two American novels. Projects that require both individual and group work to synthesize major themes from the novel as well as an understanding of the time period will be required. The composition component of English 11 Honors provides students with opportunities to produce a variety of forms including synthesis and analysis of information from a variety of sources in the form of an in-depth advanced research paper. The formal study of grammar, usage, spelling and language mechanics is integrated into the study of writing. Using technology,

students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing. Students are given the opportunity to learn the usage of one of the manuals of style such as Modern Language Association (MLA). Oral communication continues to emphasize effective listening and speaking techniques. This includes providing opportunities for students to integrate other reading and language arts skills while learning to express ideas verbally.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma

## **APPLIED ENGLISH 12**

Prerequisite: English 11 (A & B)

### **1008PA, 1008PB**

*Applied English 12*, 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 an exploration 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 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.

- ◊ Applied Units: 4 units maximum
- ◊ Counts as an English/Language Arts Requirement for the Certificate of Completion.

## **ENGLISH 12**

Prerequisite: English 11 (A & B) or English 11 Honors (A & B)

### **1008A, 1008B**

*English 12*, 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 an exploration 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 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.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## ADVANCED ENGLISH/LANGUAGE ARTS – COLLEGE CREDIT

### *Advanced College Project*

12

Prerequisite: English 11 Honors A & B or permission of instructor by application per Indiana University Standards \*Students must have a minimum of a 3.0 cumulative GPA; students must have a minimum of 500 on the Critical Reading Section of the SAT OR a 21 minimum on the English and Reading Sections of the ACT (they must take the SAT or ACT)

#### 1124A, 1124B

*Advanced English/Language Arts – College Credit*, is an advanced course based on Indiana’s Academic Standards for English/Language Arts. Advanced English/Language Arts – College Credit is a title covering (1) any English language, literature, and composition advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school, or (2) any other post-secondary English language, literature, and composition course offered for dual credit under the provisions of 511 IAC 6-10.

The Advanced College Project is a partnership program between Indiana University and Bremen High School. ACP English provides credit to qualified high school students while simultaneously allowing students to earn up to six hours of college credit from I.U. (Semester A is W131, freshmen composition [3 hours], and Semester B is L202, the introduction to literature course [3 hours]). The I.U. credit is transferable to many other colleges nationwide, providing students earn a grade of “C” or higher. Students may enroll in the class for high school credit only; they are not required to enroll in the college course.

In the first semester, students in W131 examine issues in varied disciplinary fields and cultivate reading, writing, and analytical skills. Students summarize arguments, identify the structure of claims, and examine the strength of evidence offered in support of those claims. Through a sequence of analytical responses, students demonstrate not only that they comprehend the argument of experts but also formulate, articulate, and defend claims of their own.

In the second semester, students in L202 explore the process of literary analysis. Students use techniques for close reading to develop a framework for articulating and supporting interpretations and work with an array of classic and contemporary texts including short stories, poetry, drama, film, and novels. Students do extensive reading, write in response to literature, raise significant questions of themselves and of the text, and discover interrelationships among the works studied. The ultimate goal is for students to formulate precise, thoughtful, and in-depth responses to their reading, using the analytical powers they developed in W131. While L202 is not generally a required college course, it often meets the literature elective many college majors require.

- ◇ Credits: a 3-term course, 1 credit per term
- ◇ Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- ◇ NOTE: Only dual high school/college credit courses listed on the Core Transfer Library fulfill the additional requirements of the Core 40 with Academic Honors diploma
- ◇ Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school.

## STUDENT MEDIA

9, 10, 11, 12

Prerequisite: Recommended grade of a B average or higher in English classes (or a B average or higher in Business or Photography classes) or a 3.0 GPA

1086

*Student Media*, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields. Students MUST be able to work independently to problem solve and complete projects in a timely matter to meet deadline. Students MUST also be able to work together as a team with other students in the class.

- ◇ Credits: 1-8 credits – The nature of this course allows for successive semesters of instruction at advanced levels. May be offered over three or four years by subtitling the course with Beginning, Intermediate, or Advanced.
- ◇ Counts as an Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- ◇ Fulfills the Fine Arts requirement for the Core 40 with Academic Honors
- ◇ NOTE: This is the designated school newspaper or yearbook course

## ADVANCED ENGLISH/LANGUAGE ARTS – COLLEGE CREDIT

### ***Advanced College Project – Public Oral Communication***

11, 12

Prerequisite: English 10 Honors (A & B) or permission of instructor  
By application per Indiana University Standards (must take SAT or ACT)  
Juniors: 3.0 cumulative GPA and an “A-” average in English courses  
Seniors: 3.0 cumulative GPA and a “B” average in English courses

1124S

*P155 Public Oral Communication* is an advance course based on Indiana’s Academic Standards for English/Language Arts. ACP Speech continues with the skills learned in sophomore and junior speech assignments. The course prepares students in the liberal arts to communicate effectively with public audiences. The course emphasizes oral communication as practiced in public contexts: how to advance reasoned claims in public; how to adapt public oral presentations to particular audiences; how to listen to, interpret, and evaluate public discourse; and how to formulate a clear response.

The Advanced College Project is a partnership program between Indiana University and Bremen High School. ACP provides credit to qualified high school students while simultaneously allowing students to purchase up to three hours of college credit from I.U. The I.U. credit is transferable to many other colleges nationwide, providing students earn a grade of “C” or higher. Students may enroll in the class for high school credit only; they are not required to enroll in the college course.

- ◇ Credits: a 1-term course for 1 credit



- ◇ Please note that while Biblical Literature, Creative Writing, and ACP Speech are part of the English department, these three classes are considered electives to be taken in addition to traditional English courses and are not to be used as a replacement for any English course or credit.
- ◇ NOTE: Only dual high school/college credit courses listed on the Core Transfer Library fulfill the additional requirements of the Core 40 with Academic Honors diploma
- ◇ Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school.

## **THEMES IN LITERATURE**

9, 10, 11, 12

This course is offered only in summer school as a credit recovery course

**1048**

*Themes in Literature* is a study of universal themes, such as the journey of the hero, the search for identity, and other themes appropriate to the level and interests of the students. The course may be limited to a few important related themes. Students examine representative works in various genres by authors of diverse eras and nationalities and the way themes may be treated differently in the works because of cultural context. This course includes a research paper and oral communication to fulfill the Language Arts requirements.

- ◇ Credits: 1-4 credits. This course is used as an alternative credit for any grade level English course after at least two (2) attempts have been made to obtain the English credit in English 9, 10, 11, 12.
- ◇ Themes in Literature counts as an English/Language Arts credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.
- ◇ This course is for students who need an alternative course and additional support in all the language arts (reading, writing, speaking and listening), especially in writing.

## **ENGLISH AS A NEW LANGUAGE**

Prerequisite: Based on English proficiency placement test results, Level 1 and 2 students will be placed in ENL

**1012**

*GOAL: The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.*

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

- ◇ Credits: a 2-term course, 1 credit per term. The nature of this course allows for successive semesters of instructors at advanced levels (up to a maximum of four credits).
- ◇ English/Language Arts credit (1012): If ENL course work addresses Indiana's Academic Standards for English/Language Arts, up to four (4) credits accrued can be counted as part of the eight (8) required English/Language Arts credits for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.
- ◇ World Language credit (2188): If ENL course work addresses Indiana's Academic Standards for World Languages and is taken concurrently with another English/Language Arts course, up to four (4)

credit accrued may count as World Language credits for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

◊ Language Proficiency Standards: <http://www.doe.in.gov/achievement/english-learners>

## **BIBLICAL LITERATURE**

9 (with teacher recommendation), 10, 11, 12

Prerequisite: English 9, or teacher recommendation

1022

*Biblical Literature*, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the Bible, viewed from a literary standpoint, as a source of a wide variety of literary patterns, themes, conventions. Students examine the different books in relation to the various historical time frames of the books and in relation to related literature as it pertains to Biblical themes. Students read, discuss, and write about Biblical references (allusions) in both classical and modern literature, formation of a canonical Bible, inclusion of apocryphal and heretical writings, oral versus literate transmission of sacred history and doctrine, and questions and problems of interpretation.

◊ Credits: a 1-term course for 1 credit

◊ Please note that while Biblical Literature, Creative Writing, and ACP Speech are part of the English department, these three classes are considered electives to be taken in addition to traditional English courses and are not to be used as a replacement for any English course or credit.

## **CREATIVE WRITING**

11, 12

Prerequisite: English 9, English 10, or teacher recommendation

1092

*Creative Writing*, a course based on Indiana's Academic Standards for English/Language Arts, is a study application of the rhetorical (effective) 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. This class devotes six weeks to poetry and six weeks to fiction.

◊ Credits: a 1-term course for 1 credit

◊ Please note that while Biblical Literature, Creative Writing, and ACP Speech are part of the English department, these three classes are considered electives to be taken in addition to traditional English courses and are not to be used as a replacement for any English course or credit.

# FOREIGN LANGUAGE

## SPANISH I

9, 10, 11, 12

### 2120A, 2120B

*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.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma.

## SPANISH II

10, 11, 12

Prerequisite: Recommended Spanish I with a C- or higher or pass a placement test

### 2122A, 2122B

*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.

- ◊ Credits: a 2-term course, 1 credit per term
- ◊ Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

## SPANISH III

11, 12

Prerequisite: Recommended Spanish II with a C- or higher

### 2124A, 2124B

*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.

- ◇ Credits: a 2-term course, 1 credit per term
- ◇ Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

## SPANISH LANGUAGE, ADVANCED PLACEMENT – SPANISH IV

11, 12

Prerequisite: Recommended Spanish III with a C- or higher

### 2132A, 2132B

*Spanish Language, Advanced Placement* is a course based on content established by the College Board. Emphasizing the use of the Spanish language for active communication, the AP Spanish Language course has as its objective the development of advanced listening comprehension, reading without the use of a dictionary, expanded conversational skills, fluent and accurate written expression, and strong command of vocabulary and structure of the Spanish language. Spanish alone is spoken in the class, according to The College Board guidelines. Course content might best reflect interests shared by the students and the teacher, e.g. the arts, current events, sports, etc. The AP Spanish Language course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than being limited to any specific body of subject matter. Extensive practice in the organization and writing of compositions should also be emphasized. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- ◇ Credits: a 2-term course, 1 credit per term
- ◇ Fulfills a World Language requirement for the Core 40 with Academic Honors diploma or counts as a Directed Elective or Elective for any diploma

# HEALTH AND PHYSICAL EDUCATION

Academic Content Standards

<https://www.doe.in.gov/standards>

Teacher Requirements

<https://www.doe.in.gov/student-services/licensing/what-can-i-teach-my-indiana-license>

Curriculum Standards and Resources

<https://www.doe.in.gov/standards/health-and-wellness>

## INTRODUCTION

Physical Education I and II, as well as Elective Physical Education, are based on Indiana's Academic Standards for Physical Education and identify 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. Through a variety of instructional strategies, students practice skills that demonstrate: competency in motor skills and movement patterns needed to perform a variety of physical activities; understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities; regular participation in physical activity to achieve and maintain a health-enhancing level of physical fitness; responsible personal and social behavior that respects self and others in physical activity settings; value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction; and physical activity as critical to the development and maintenance of good health.

## APPLIED PHYSICAL EDUCATION I

9, 10

3542P

*Applied Physical Education I* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide 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. 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.

- ◇ Applied Units: 2 units maximum
- ◇ Counts as the Health & Wellness requirement for the Certificate of Completion.
- ◇ Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender
- ◇ Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- ◇ As a designed laboratory course, 25% of course time must be spent in activity

- ◇ Students must wear school appropriate athletic clothing and footwear appropriate for athletic movement, cardiovascular training, and strength training.

## **PHYSICAL EDUCATION I**

9, 10

3542

*Physical Education I* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide 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. 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.

- ◇ Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- ◇ Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender
- ◇ Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- ◇ As a designed laboratory course, 25% of course time must be spent in activity
- ◇ Students must wear school appropriate athletic clothing and footwear appropriate for athletic movement, cardiovascular training, and strength training.

## **APPLIED PHYSICAL EDUCATION II**

9, 10

Prerequisite: Physical Education I

3544P

*Applied Physical Education II* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide 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. 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.

- ◇ Applied Units: 2 units maximum
- ◇ Counts as the Health & Wellness requirement for the Certificate of Completion.
- ◇ Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- ◇ Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- ◇ As a designed laboratory course, 25% of course time must be spent in activity

- ◇ Students must wear school appropriate athletic clothing and footwear appropriate for athletic movement, cardiovascular training, and strength training.
- ◇ Students should consider the Alternative PE II Credit Option before enrolling in the course (See pages 62-63)

## **PHYSICAL EDUCATION II**

9, 10

Prerequisite: Physical Education I

**3544**

*Physical Education II* focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide 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. 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.

- ◇ Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- ◇ Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender
- ◇ Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- ◇ As a designed laboratory course, 25% of course time must be spent in activity
- ◇ Students must wear school appropriate athletic clothing and footwear appropriate for athletic movement, cardiovascular training, and strength training.
- ◇ Students should consider the Alternative PE II Credit Option before enrolling in the course (See pages 62-63)

## **ELECTIVE PHYSICAL EDUCATION**

***Zero Hour***

10, 11, 12

Prerequisite: Physical Education I & II, and participation in school sponsored athletics.

Sophomores require instructor approval

**3560ZA, 3560ZC**

The *Athletic Performance training* course takes place before the normal learning day and promotes the enhancement of skills associated with high-level athletic performance such as strength training, plyometric, agility, speed and power training, core strength, and flexibility. It includes the study of physical development concepts and principles of exercise as well as opportunities to develop or refine skills and attitudes that promote improved athletic performance. Students will follow a trimester long, instructor designed training periodization that utilizes macro and microcycles for maximum effectiveness. The study of nutritional considerations (macronutrients), hydration needs, and proper recovery will occur throughout the course. This course was specifically designed for those athletes with previous exposure to advanced training techniques,

who desire to be leaders for their teams, and who desire to pursue continued athletic competition at the collegiate level.

- ◇ Credits: a 1-term course for 1 credit or upon mastery of course standards. There is no maximum amount of credits that may be earned provided that there is no course or skill level duplication.
- ◇ Counts as an Elective for General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.
- ◇ Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objected standard of individual performance developed and applied without regard to gender.
- ◇ Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- ◇ As designated laboratory course, 25% of course time must be spent in activity.

## **ELECTIVE PHYSICAL EDUCATION**

### ***Athletic Performance Training***

10, 11, 12

Prerequisite: Physical Education I & II, and participation in school sponsored athletics.

Sophomores require instructor approval

### **3560APT**

The *Athletic Performance training* course promotes the enhancement of skills associated with high-level athletic performance such as strength training, plyometric, agility, speed and power training, core strength, and flexibility. It includes the study of physical development concepts and principles of exercise as well as opportunities to develop or refine skills and attitudes that promote improved athletic performance. Students will follow a trimester long, instructor designed training periodization that utilizes macro and microcycles for maximum effectiveness. The study of nutritional considerations (macronutrients), hydration needs, and proper recovery will occur throughout the course. This course was specifically designed for those athletes with previous exposure to advanced training techniques, who desire to be leaders for their teams, and who desire to pursue continued athletic competition at the collegiate level.

- ◇ Credits: a 1-term course for 1 credit or upon mastery of course standards. There is no maximum amount of credits that may be earned provided that there is no course or skill level duplication.
- ◇ Counts as an Elective for General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.
- ◇ Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objected standard of individual performance developed and applied without regard to gender.
- ◇ Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- ◇ As designated laboratory course, 25% of course time must be spent in activity.



## **APPLIED ELECTIVE PHYSICAL EDUCATION – LIFELONG PHYSICAL FITNESS**

10, 11, 12

### **3560P**

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 activities; individual physical activities; outdoor pursuits; self-defense and marital arts; aquatics; gymnastics; and dance. It 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 who have IEP's and 504 plans (e.g. chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- ◇ Applied Units: 8 units maximum
- ◇ Counts as the Health & Wellness Requirement for the Certificate of Completion.
- ◇ Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objected standard of individual performance developed and applied without regard to gender.
- ◇ Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- ◇ As designated laboratory course, 25% of course time must be spent in activity.

## **ELECTIVE PHYSICAL EDUCATION – LIFELONG PHYSICAL FITNESS**

10, 11, 12

Prerequisite: Physical Education I & II

### **3560**

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 activities; individual physical activities; outdoor pursuits; self-defense and marital arts; aquatics; gymnastics; and dance. It 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 who have IEP's and 504 plans (e.g. chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- ◇ Credits: a 1-term course for 1 credit or upon mastery of course standards. There is no maximum amount of credits that may be earned provided that there is no course or skill level duplication.
- ◇ Counts as an Elective for General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.
- ◇ Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objected standard of individual performance developed and applied without regard to gender.
- ◇ Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- ◇ As designated laboratory course, 25% of course time must be spent in activity.

## **APPLIED HEALTH & WELLNESS EDUCATION**

10, 11, 12

3506P

*Applied Health & Wellness*, a course based on Indiana's Academic Standards for 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 healthy 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 and education curriculum. Priority areas include: promoting personal health and wellness, physical activity, healthy eating promoting safety and preventing unintentional injury and violence, promoting mental and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol/drug-free lifestyle and promoting human development and family health. The course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making, and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- ◇ Applied units: 2 units maximum
- ◇ Counts as an Elective or Health & Wellness requirement for the Certificate of Completion.

## **HEALTH & WELLNESS EDUCATION**

10, 11, 12

3506

*Health & Wellness*, a course based on Indiana's Academic Standards for 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 healthy 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 and education curriculum. Priority areas include: promoting personal health and wellness, physical activity, healthy eating promoting safety and preventing unintentional injury and violence, promoting mental and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol/drug-free lifestyle and promoting human development and family health. The 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.

- ◇ Credits: a 1-term course for 1 credit
- ◇ Fulfills the Health & Wellness requirement for all diploma designations.

### **ALTERNATIVE PHYSICAL EDUCATION II CREDIT (P.E. Waiver)**

*The Indiana State Board of Education has provided flexibility to adapt the high school physical education requirements for students who demonstrate proficiency through other means. The Indiana Academic Standards for Physical Education will still be required, but schools have flexibility in adapting the P.E. curriculum to determine proficiency.*

#### **Program Requirements:**

- ◇ All students will be expected to complete one trimester of Physical Education I either during the summer session @ BHS or Term #1 of their freshman or sophomore year of high school.
- ◇ Physical Education II is also a required course for graduation; however, this credit can be earned by completing a season of an IHSAA sanctioned sport, cheerleading, color guard, or marching band. Students transferring into the school district after their freshman year must complete the P.E. II requirement, and the student's plan would need to be pre-approved by the BHS Administration.
- ◇ The student requesting the waiver must meet the physical education standards as defined by the Indiana Academic Standards for Physical Education. Most of the required standards will be included in the required Physical Education I trimester (12-week course).
- ◇ A complete season definition: ***"Be an active member of the roster from the first practice to the final event for the entire season of the duration of the activity. Disciplinary or Academic Suspensions from the organization may result in forfeiture of credit as determined by the coach, director, sponsor, or administration. The student will participate regularly in physical activity, demonstrated by participation in over 90% of group activities (injury-free), or 66% due to a major injury (a physician signature required).***
- ◇ The Principal, the P.E. Department Chairperson, and the Sponsor of the organization will collaborate to determine whether the standards will be met for the candidate petitioning for a waiver.
- ◇ After the season of activity, the coach, director, or sponsor of the organization will provide a roster of eligible students to the Guidance Department. The designated Guidance Counselor will confirm successful participation and place the credit on the student's transcript as a trimester grade, and the letter grade will be the same grade that the student earned in P.E. I.
- ◇ An "F" grade will not be placed on the student's transcript for the Alternative P.E. credit. A passing grade in both P.E. I and P.E. II is a diploma requirement.

- ◇ A student who fails to complete the season due to an injury/illness, as documented by a physician's signature, will have one more opportunity to complete this alternative program.

**The Student Must:**

- 1) Communicate his/her intention to participate in the Alternative Physical Education Credit option during the course selection process that occurs each spring. School Counselors will monitor this process.
- 2) Complete, sign, and return the "Alternative Physical Education Credit Pledge" (see next page) before the office closes in June for the summer. This document should be returned directly to the Guidance Department.
- 3) After the season or activity, a schedule of practices and games/events must be submitted to the Counseling Department, along with a 300-word (minimum), typed, reflection paper of the student's participation in the sport or activity. These documents, submitted to the Guidance Department on the final day of the trimester in which credit is expected, should focus on completing one of the three following statements:
  - ◇ Through participation in the \_\_\_\_\_ season, I learned the value of lifetime fitness. Here are examples of what we did during the activity and how they relate to a lifetime of fitness...
  - ◇ Here are five emotional or mental benefits I gained by participating in regular physical activity during the \_\_\_\_\_ season.
  - ◇ After speaking with five students who participated in the same activity with me this season, I determined the reason we chose this activity was...

**Guidelines established in January of 2019**



# Bremen Senior High School

511 W. Grant St. • Bremen, IN 46506 • 574-546-3511 • 574-546-5477 (fax) • www.bps.k12.in.us

**Mr. Bruce Jennings**  
Principal

**Mr. Andrew Rohde**  
Assistant Principal

**Mrs. Cassie Creighton**  
Administrative Assistant

## Alternative Physical Education Credit Pledge

Name \_\_\_\_\_ Grade \_\_\_\_\_

You can earn one (1) PE credit in PE II by completing one of the following approved activities. Check one:

### Fall Season

- \_\_\_\_\_ Soccer
- \_\_\_\_\_ Football
- \_\_\_\_\_ Volleyball
- \_\_\_\_\_ Girls' Golf
- \_\_\_\_\_ Boys' Tennis
- \_\_\_\_\_ Cross Country
- \_\_\_\_\_ Marching Band/Color Guard
- \_\_\_\_\_ Cheerleading

### Winter Season

- \_\_\_\_\_ Basketball
- \_\_\_\_\_ Wrestling
- \_\_\_\_\_ Swimming
- \_\_\_\_\_ Winter Guard
- \_\_\_\_\_ Cheerleading

### Spring Season

- \_\_\_\_\_ Baseball
- \_\_\_\_\_ Softball
- \_\_\_\_\_ Boys' Golf
- \_\_\_\_\_ Girls' Tennis

I agree to the following requirements and conditions to earn my alternative PE credit.

1. I will complete and participate in the entire season for the sport or activity checked above.
2. I will not have any academic or behavioral suspensions from the sport or activity checked above.
3. I will meet the standards set forth by the Indiana Department of Education for Physical Education.
4. I will maintain a schedule of practices and events in the sport or activity identified above.
5. I will complete a written reflection paper and validate my pledge to acquire the alternative credit for PE II with the same grade as what was earned in PE I, OR I will enroll in P.E. II prior to the end of my sophomore year.

I have read the above requirements and understand and agree to fulfill all requirements. I understand that failure to meet alternative PE credit requirements will mean I will not receive the PE credit, and I may be assigned into a PE II course as a result of factors, such as being cut from the team, quitting, disciplinary measures, poor academics, poor attendance, or a prolonged illness or injury resulting in non-participation.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent Signature \_\_\_\_\_

Date \_\_\_\_\_

**GUIDANCE USE ONLY:** Date Contract Received: \_\_\_\_\_ By: \_\_\_\_\_

Received From Student:

Event Schedule: Yes \_\_\_ No \_\_\_

Written Reflection: Yes \_\_\_ No \_\_\_

*The Bremen Public Schools community works collaboratively to provide a safe, nurturing environment where students are inspired academically and socially to reach each one's potential in life.*

# MATHEMATICS

To meet the requirements for a Core 40 designation, a student MUST successfully complete Algebra II and acquire 6 credits in math courses while in high school. Waivers require a “C” average in all courses required for graduation.

STUDENTS TAKING MATH MUST SUCCESSFULLY COMPLETE BOTH TERMS IN EACH COURSE BEFORE BEGINNING THE NEXT LEVEL OF MATH. STUDENTS WHO FAIL A TERM OF MATH SHOULD MEET WITH THEIR SCHOOL COUNSELOR TO REDESIGN THEIR SCHEDULE. ONCE A STUDENT HAS BEGUN A MATH COURSE, THE STUDENT WILL NOT BE ALLOWED TO DROP TO A LOWER LEVEL OF MATH WITHOUT THE PERMISSION AND RECOMMENDATION OF THE INSTRUCTOR. Failure due to a student’s repeated lack of completion of homework, or other assignments and projects, will not qualify a student for this type of consideration.

While calculators will be used to allow students to reduce time spent on homework assignments from time to time, students should not be dependent on these tools in testing situations.

## APPLIED ALGEBRA I

9, 10, 11, 12

2520PA, 2520PB

*Applied Algebra I* formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 4 strands: Numbers Sense, Expressions and Computation; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; and Quadratic and Exponential Equations and Functions. The strands are further developed by focusing on the content of Algebra content connectors.

- ◇ Applied Units: 4 units maximum
- ◇ Counts as a Math Requirement for the Certificate of Completion.

## ALGEBRA I

9, 10, 11, 12

2520A, 2520B

**Algebra Recommendation:** For incoming freshmen to move on to Geometry, students should have met two of the three following recommendations:

- ◇ Completion of Algebra I in 7<sup>th</sup> or 8<sup>th</sup> grade with a “B” or better
- ◇ Spring NWEA math score of 250 or higher
- ◇ Teacher recommendation

**If two of the three recommendations listed above are not met, freshmen will be advised to repeat Algebra I during their first year at BHS.**

*Algebra I* formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 6 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 by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribed that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- ◇ Credits: a 2-term course, 1 credit per term
- ◇ Fulfills the Algebra I/Integrated Mathematics I requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- ◇ Students pursuing Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9

## **APPLIED GEOMETRY**

9, 10, 11, 12

### **2532PA, 2532PB**

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

- ◇ Applied Units: 4 units maximum
- ◇ Counts as a Math Requirement for the Certificate of Completion.

## **GEOMETRY**

9, 10, 11, 12

Prerequisite: Algebra I

### **2532A, 2532B**

*Geometry* formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Seven critical areas comprise the *Geometry* course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; 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.

- ◇ Credits: a 2-term course, 1 credit per term
- ◇ Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

## **ALGEBRA II**

9, 10, 11, 12

Prerequisite: Algebra I, Geometry, or Teacher Recommendation  
May be taken with Geometry

### **2522A, 2522B**

*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 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.

- ◇ Credits: a 2-term course, 1 credit per term
- ◇ Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics course for the General Diploma

## **FINITE MATHEMATICS**

9, 10, 11, 12

Prerequisite: Algebra II & Geometry

### **2530**

Finite Mathematics is a collection of mathematical topics, frequently used in business or public policy contexts. 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.

- ◇ Credits: 1 or 2 semester course, 1 credit per semester
- ◇ Fulfills a Mathematics course requirement for all diplomas

## **PROBABILITY AND STATISTICS**

9, 10, 11, 12

Prerequisite: Algebra II & Geometry

### **2546**

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 technology and computer programs is encouraged. 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.

- ◇ 1 semester course, 1 credit per semester
- ◇ Fulfills a Mathematics course requirement for all diplomas

### **PRE-CALCULUS: ALGEBRA**

9, 10, 11, 12

Prerequisite: Algebra II & Geometry

2564

*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 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 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.

- ◇ Credits: a 1-term course, 1 credit per term
- ◇ Counts as a Mathematics course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

### **PRE-CALCULUS: TRIGONOMETRY**

9, 10, 11, 12

Prerequisite: Algebra II & Geometry

2566

*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 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 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.

- ◇ Credits: a 1-term course, 1 credit per term
- ◇ Counts as a Mathematics course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **AP STATISTICS**

11, 12

Prerequisite: Pre-Calculus/Trigonometry

**2570**

*AP Statistics* 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 Statistics* course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the *AP Statistics* course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

- ◇ Credits: a 2-term course for 2 credits.
- ◇ Counts as a Mathematics course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **ADVANCED MATHEMATICS, COLLEGE CREDIT – CALCULUS**

### ***Advanced College Project***

12

Prerequisite: Algebra I, Algebra II, Geometry, Pre-Calculus: Algebra/Pre-Calculus: Trigonometry  
By application per Indiana University Standards (must take the SAT or ACT)

**2544CA, 2544CB**

*Advanced Mathematics, College Credit* is a title covering (1) any advanced mathematics course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school, or (2) any other post-secondary mathematics course offered for dual credit under the provisions of 511 IAC 6-10.

The Advance College Project is a partnership program between Indiana University and Bremen High School. ACP Math provides Math credit to qualified high school students while simultaneously allowing students to pay for college credit from I.U. The I.U. credit is transferable to many other colleges, providing students earn a grade of "C" or higher.

Calculus I is a mathematical modeling course that provides rigorous instruction in fundamental mathematical concepts and skills presented in the context of real-world applications. It is designed for students pursuing a STEM degree. Topics of study: Term 1: Limits, Continuity, Derivatives and Applications; Term 2: Definite Integrals, Indefinite Integrals and Applications.

- ◇ Credits: a 2-term course for 2 high school credits
- ◇ Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

# MULTI-DISCIPLINARY

## PEER TUTORING

10, 11, 12

Must meet criteria

0520

*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.

- ◇ Credits: a 1-term course for 1 credit (up to 2 credits in High School). Can also be taken for 0 credits and be used for community service hours.
- ◇ Students must report daily to their assigned location and have time verified by teacher.
- ◇ Students are recommended to have a GPA of 2.0 or higher to work with elementary students and a 3.0 or higher to work with high school students.
- ◇ Letter grades will not be issued; students will receive either a "Pass" / "Fail" on the transcript
- ◇ Counts as an Elective for all diplomas
- ◇ A self-evaluation and teacher evaluation will be completed at the end of the term
- ◇ A time sheet will be turned in every week to the office on Monday for the previous weeks' time. (If absent, the first day the student returns.)
- ◇ If an absence is anticipated for some reason, the cooperating teacher should be informed, by the peer tutor, in advance of the imminent absence.

Student Agreement and Signature:

By submitting this agreement, I understand that I must meet all requirements and criteria in order to receive a passing grade, including being present in the classroom daily, and turning in the **logs each week**. If I do not meet these requirements, I can be removed from the program and/or receive a failing grade for the course.

Student Name (printed)	Counselor Name
Signature	Counselor Signature
Date	Date

## Peer Tutoring Teacher Guidelines

\*All should receive a copy of the student guidelines.

- ◇ All sign-ups should occur through Tricia Witmer in the high school office. Students **should not** contact the teacher to set things up. If students contact the teacher, the teacher should refer students to talk to Mrs. Witmer as she oversees assigning students. There is no need to accept or decline the offer, just refer them to Mrs. Witmer.
- ◇ If a student does not show up for tutoring in your classroom, email or call Tricia Witmer ([twitmer@bps.k12.in.us](mailto:twitmer@bps.k12.in.us) or ext.3356). (This can be done at the end of the day if not possible to do immediately).
- ◇ If a student arrives more than 10 minutes (at BEMS) after the assigned time, email or call Tricia Witmer to report a tardy. BHS students should be there by the time the bell rings.
- ◇ Students should be actively helping students for a portion of each class period. If the class goes to a special or to recess, the peer tutor can attend with them, unless the teacher has a specific project for them to work on or the specials teacher objects.

## SCIENCE

Indiana's Academic Standards for Science are organized by grade level from kindergarten through Grade 8 and by individual courses for high school. The standards contain both content and process standards. In grades K-8 the Process Standards precede the Content Standards and are organized as the nature of Science and the Design Process. In grades 9-12 the Process Standards precede the Content Standards for each course offering. Through Grade 8, the standards are organized in four content strands: (1) Physical Science; (2) Earth Science; (3) Life Science; (4) Science, Technology, and Engineering. High School courses each have a differing number of standards and each address a core concept in the given content area.

Rules of the State Board of Education for each diploma are as follows:

GENERAL	CORE 40	ACADEMIC HONORS	TECHNICAL HONORS
Four credits from more than one of the three major categories in Life Science, Physical Science, and Earth and Space Science	Six credits in science: - 2 credits in Biology I - 2 credits in Chemistry I <b><u>OR</u></b> Physics I <b><u>OR</u></b> Integrated Chemistry-Physics - 2 additional credits in a Core 40 Science	The same course requirements as the Core 40 diploma, but students must earn a grade of "C" in order for a course to count towards this diploma. In addition, students must have a grade point average of "B" or above	The same course requirements as the Core 40 diploma, but students must earn a grade of "C" in order for a course to count towards this diploma. In addition, students must have a grade point average of "B" or above

## **APPLIED BIOLOGY I**

9, 10, 11, 12

### **3024PA, 3024PB**

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

- ◇ Applied Units: 4 units maximum
- ◇ Counts as a Science Requirement for the Certificate of Completion.

## **BIOLOGY I**

9, 10, 11, 12

Recommended: 9<sup>th</sup> graders only with a submitted teacher recommendation

### **3024A, 3024B**

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

- ◇ Credits: a 2-term course, 1 credit per term
- ◇ Fulfills the life science requirement for the General diploma
- ◇ Fulfills Biology credit for Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## **ADVANCED SCIENCE, SPECIAL TOPICS – HUMAN BIOLOGY**

11,12

Prerequisite: Biology I / Recommended Health and Chemistry I

### **3092BA, 3092BB**

*Human Biology* provides a systematic study of the major systems of the human body (i.e.. Skeletal, muscular, digestive, circulatory, nervous, respiratory, endocrine, immune, and reproductive). Students will develop an understanding of the relationship that exists between the structure and function of the human body. Students will explore the cause and effect nature of diseases and disorders of the human body. Research on recommendations for a healthy lifestyle will be shared with and explored by the students as each body system is covered. This course will include discussion and integration of fundamental concepts from biology, chemistry, and medical terminology.

- ◇ Credits: a 2-term course, 1 credit per term
- ◇ Counts as a science course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

## **APPLIED EARTH AND SPACE SCIENCE**

9, 10, 11, 12

### **3044PA, 3044PB**

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

- ◇ Applied Units: 4 units maximum
- ◇ Counts as a Science Requirement for the Certificate of Completion.

## **EARTH AND SPACE SCIENCE**

9, 10, 11, 12

Recommended: 9<sup>th</sup> graders only with a submitted teacher recommendation

### **3044A, 3044B**

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

- ◇ Credits: a 2-term course, 1 credit per term
- ◇ Fulfills the earth and space science requirement for the General Diploma
- ◇ Fulfills Core 40 science credit for Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **ADVANCED SCIENCE, SPECIAL TOPICS – ASTRONOMY**

11,12

Prerequisite: Earth and Space Science I, completion of or enrolled in Algebra II

### **3092A, 3092B**

*Advance 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 astronomy. 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. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities.

- ◇ Credits: a 1-term course for 1 credit
- ◇ Counts as a science course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

## **CHEMISTRY I**

10, 11, 12

Prerequisite: Algebra I must be completed.

### **3064A, 3064B**

*Chemistry I* 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 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.

- ◇ Credits: a 2-term course, 1 credit per term
- ◇ Fulfills the requirement for physical science for the General diploma
- ◇ Fulfills Chemistry credit for Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- ◇ Counts as an Applied Mathematics (Quantitative Reasoning) Course

## **ADVANCED SCIENCE, SPECIAL TOPICS – ORGANIC CHEMISTRY**

11,12

Prerequisite: Chemistry I

### **3092C**

This course provides a background in the fundamentals of nomenclature, mechanisms, structures, and synthesis of carbon-based compounds. Students will develop an understanding of the nomenclature, structures, and reactions of simple organic compounds: hydrocarbons, alcohols, ethers, aldehydes and ketones, carboxylic acids, carboxylic acid derivatives, and amines. Students will explore a non-mathematical, mechanistic approach to explain the reactions of these compounds. Research on the relationship between organic molecules and food, fuels, medicines and more will be completed. Laboratory work will include common organic techniques and experiments supporting the principles covered in lecture.

- ◇ Credits: a 1-term course for 1 credit
- ◇ Counts as a science elective course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

## **INTEGRATED CHEMISTRY PHYSICS**

11,12

Prerequisite: Successful completion of Algebra I

**3108A, 3108B**

*Integrated Chemistry-Physics* is a course focused 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 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.

- ◇ Credits: a 2-term course, 1 credit per term
- ◇ Fulfills the physical science requirement for the General diploma
- ◇ Fulfills the 2 credit requirement for Chemistry I, Physics I, or Integrated Chemistry and Physics towards the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas
- ◇ Counts as an Applied Mathematics (Quantitative Reasoning) Course

## **PHYSICS I**

11, 12

Prerequisite: Successful completion of Algebra II

**3084A, 3084B**

*Physics I* is an introductory course with an extensive use of mathematics. In this course a great amount of time will be spent solving problems and deriving mathematical equations of key concepts. Physics is the study of matter and energy and their interactions, it is considered to be the most basic of all sciences. Major areas of study are mechanics (motion of objects), waves (light and sound), heat, electricity, magnetism and modern physics (atomic, nuclear and relativity). Major emphasis of instruction are: development of concepts, problem solving and the use of technology which will be the basis for a more traditional approach to the study of physics.

- ◇ Credits: a 2-term course, 1 credit per term
- ◇ A Core 40, AHD, and THD Course
- ◇ Counts as an Applied Mathematics (Quantitative Reasoning) Course



# SOCIAL STUDIES

## WORLD HISTORY AND CIVILIZATION

9, 10, 11, 12

1548A, 1548B

*World History and Civilization* is a two trimester course that 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.

- ◇ Credits: a 2-term course for 1 credit per term
- ◇ Counts as an elective for all diplomas
- ◇ Fulfills the Geography History of the World/World History and Civilization graduation for all diplomas

## APPLIED UNITED STATES HISTORY

9, 10, 11, 12

1542PA, 1542PB

*Applied United States History* is a two-trimester 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 as well as understand the causes for changes in the nation over time.

- ◇ Applied units: 4 units maximum
- ◇ Counts as a Social Studies Requirement or Elective for the Certificate of Completion

## UNITED STATES HISTORY

9, 10, 11, 12

### 1542A, 1542B

*United States History* is a two-trimester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development across the entirety of American History. After reviewing fundamental themes in 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 also gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late 18<sup>th</sup> century through the present as they relate to life in Indiana and the United States. Major topical themes include the formation of a Constitutional government, the expansion and eradication of slavery, westward expansion, urbanization and economic reform, imperialism, civil rights, and the cold war. 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 as well as understand the causes for changes in the nation over time.

- ◇ Credits: a 2-term course, 1 credit per term
- ◇ Fulfills a Social Studies requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective for any diploma

## ADVANCED SOCIAL STUDIES, COLLEGE CREDIT – UNITED STATES HISTORY

### *Advanced College Project*

11, 12

Prerequisite: By application per Indiana University Standards (must take SAT or ACT)

### 1574USA, 1574USB

United States History, a three trimester course, builds upon concepts developed in previous studies of U.S. History. 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 nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. They will develop historical thinking and research skills and use primary and secondary sources to explore topical issues as well as understand the causes for changes in the nation over time.

The Advanced College Project is a partnership program between Indiana University and Bremen High School. ACP U.S. History provides credit to qualified high school students while simultaneously allowing students to purchase up to six hours of college credit from I.U. The I.U. credit is transferable to many other colleges nationwide, providing students earn a grade of “C” or higher. Students may enroll in the class for high school credit only; they are not required to enroll in the college course.

*Advanced Social Sciences, College Credit* is a title covering (1) any advanced social sciences course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school or (2) any other postsecondary social sciences course offered for dual credit under the provisions of 511 IAC 5-10.

- ◇ Credits: a 1-term course for 1 credit. May be offered for successive terms.
- ◇ Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◇ Courses that use this title are most often those taught through the post-secondary campus, taught either online or in traditional settings or a combination; and taught by high education faculty
- ◇ Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school

## **UNITED STATES GOVERNMENT**

11, 12

1540

*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 will 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 will 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 examined. 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, as well as the need for civic and political engagement of citizens in the United States.

- ◇ Credits: a 1-term course for 1 credit
- ◇ Students are required to take the naturalization test for citizenship per SEA 132
- ◇ Fulfills the Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective or any diplomas

## **ECONOMICS**

11, 12

1514

*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 will 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.

- ◇ Credits: a 1-term course for 1 credit
- ◇ Fulfills the Economics requirement for the Core 40, Core 40 with Academic honors, Core 40 with Technical Honors and International Baccalaureate diplomas, a Social Studies requirement for the General Diploma, or counts as an Elective for any diploma

## **APPLIED CURRENT PROBLEMS, ISSUES, AND EVENTS: CHALLENGE BASED LEARNING**

12

1512P

*Applied 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. Community service programs and internship within the community may be included.

Students will also engage in 21<sup>st</sup> century learning habits, with a heavy emphasis on collaboration and problem solving, through Challenge Based Learning in which students will be asked to find a Big Idea, an Essential Question, and a Challenge. Students will then research to find a Solution and implement that solution. Evaluation from sources outside of the school will be utilized. The Challenge Based Learning cycle will culminate in a digital portfolio that houses all pieces of a group's work.

- ◇ Applied Units: 2 units maximum
- ◇ Counts as an Elective, Employability or Social Studies Requirement for the Certificate of Completion.

## **CURRENT PROBLEMS, ISSUES, AND EVENTS: CHALLENGE BASED LEARNING**

11, 12

1512

*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. Community service programs and internship within the community may be included.

Students will also engage in 21<sup>st</sup> century learning habits, with a heavy emphasis on collaboration and problem solving, through Challenge Based Learning in which students will be asked to find a Big Idea, an Essential Question, and a Challenge. Students will then research to find a Solution and implement that solution. Evaluation from sources outside of the school will be utilized. The Challenge Based Learning cycle will culminate in a digital portfolio that houses all pieces of a group's work.

- ◇ Credits: a 1-term course for 1 credit
- ◇ Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **PSYCHOLOGY**

11, 12

Prerequisite: Passing grade in World History and Civilization A & B

**1532**

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas: History and Scientific Method, Biological Basis for Behavior, Development, Cognition, Personality and Assessment, Abnormal Psychology, Socio-Cultural Dimensions of Behavior, and Psychological Thinking. History and 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 analyzes the changes through one's life including the physical, cognitive, emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment explains 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.

- ◇ Credits: a 1-term course for 1 credit.
- ◇ Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **SOCIOLOGY**

11, 12

Prerequisite: Passing grade in World History and Civilization A & B

**1534**

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.

- ◇ Credits: a 1-term course for 1 credit
- ◇ Counts as an Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## ETHNIC STUDIES

9, 10, 11, 12

1516

*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 assimilations, as well as the contributions of specific ethnic or cultural groups. This course may also include analysis of the political impact of ethnic diversity in the United States.

- ◇ Credits: a 1-term course for 1 credit
- ◇ Counts as an Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

## APPLIED INDIANA STUDIES

9, 10, 11, 12

1518P

*Applied 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 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.

- ◇ Applied Units: 2 units maximum
- ◇ Counts as a social Studies Requirement or Elective for the Certificate of Completion

## INDIANA STUDIES

9,10, 11, 12

1518

*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 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.

- ◇ Credits: a 1-term course for 1 credit
- ◇ Counts as an Elective for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

# PRACTICAL ARTS

## APPLIED PERSONAL FINANCIAL RESPONSIBILITY

9, 10, 11, 12

Prerequisite: Completion of Algebra I

4540P

*Applied 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, environment, 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.

- ◇ Applied Units: 2 Units Maximum
- ◇ Counts as an Elective for the Certificate of Completion

## PERSONAL FINANCIAL RESPONSIBILITY

10, 11, 12

Prerequisite: Completion of Algebra I

4540

*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, environment, 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.

- ◇ Credits: a 1-term course for 1 credit
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◇ Counts as an Applied Mathematics (Quantitative Reasoning) Course

## APPLIED PREPARING FOR COLLEGES AND CAREERS

9, 10

5394P

*Applied Preparing for Colleges and Careers, High School Level* addresses the knowledge, skills, and behaviors all students need to be prepared for success in their 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; managing personal and financial resources. This course includes investigating the 16 national career clusters and Indiana's College and Career Pathways, reviewing graduation plans and developing career plans; building employability skills and developing personal and career portfolios. A project-based approach, including computer and technology applications and cooperative ventures between school and community is recommended.

- ◇ Applied Units: 2 units maximum
- ◇ Counts as an Elective or Employability for the Certificate of Completion

## PREPARING FOR COLLEGES AND CAREERS

9, 10

5394

*Preparing for Colleges and Careers, High School Level* addresses the knowledge, skills, and behaviors all students need to be prepared for success in their 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; managing personal and financial resources. This course includes investigating the 16 national career clusters and Indiana's College and Career Pathways, reviewing graduation plans and developing career plans; building employability skills and developing personal and career portfolios. A project-based approach, including computer and technology applications and cooperative ventures between school and community is recommended.

- ◇ Credits: a 1-term course for 1 credit
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

# ONLINE COURSE OPTIONS

## INDIANA ONLINE

8000

Indiana Online is designed to assist students in meeting their educational needs by providing an alternative learning environment. **This program is an option for approved students who have (1) unique circumstances, (b) failed a required class in a traditional classroom setting, or (c) a desire to experience courses that are not offered at Bremen High School.** The course provider will be Indiana Online, and courses will be offered at \$100. Interested students and/or guardians need to inquire at the Counseling Office. Involvement in this program is based on the decision of a selection committee.

If you are interested in taking a course online, please complete the following steps:



Step One: Decide if an online course is right for you.

Consider these key factors:

- You are willing and able to ask for help from the online teacher by email, text, or phone and respond to the teacher using the same methods.
- You understand that BHS Teachers are NOT required, nor expected, to assist you with this course because there is an online instructor available to assist you.
- You understand that online courses often take as much or more time than face-to-face courses and you MUST PASS the final to pass the course.
- You rarely need reminders or assistance in completing routine assignments.
- You maintain the self-discipline to create and maintain a study schedule throughout the semester without direct supervision.
- You are a self-directed learner and are comfortable learning new material without requiring real-time feedback from teachers regarding basic directions and follow-up support.
- You are motivated to complete activities and can initiate the communication required to be successful.
- You don't require supervision to remain on task and complete assignments.
- You understand that failure to comply with the rules for taking an online course means you will not be permitted to enroll in another IOA course.

Step Two: Choose your course. Go to <https://indianaonline.org/courses/> for a complete list of offered courses.

Step Three: Meet with your Counselor and fill out an application.

Step Four: If approved, pay your portion (\$100.00) and enroll in the course with your counselor.

# STUDY HALLS

## STUDY HALL

9, 10, 11, 12

6000

Students are strongly encouraged to take five classes each term. Students who desire a study hall for no credit should have it placed in their schedule due to their IEP (Individual Education Plan), ILP (Individual Language Plan), MTSS (Multi-level Systems of Support) Plan "504 Plan," or based on the recommendation of the Guidance Department. General Education students will be limited to one study hall per year with no choice of which term the study hall will occur. Exceptions will be limited, and will be based on recommendations from classroom teachers and counselors according to individual student needs. A building principal along with the MTSS team must grant final approval for a student taking more than one study hall per year.

This class period is a time for students to do homework, prepare for class, or receive extra help. Study hall should be used by students who are willing to study and use their time wisely. This should not be a time for sleeping or wasting time. We encourage students to enroll in five classes each term, but if a study hall is deemed necessary, students are expected to use their time wisely or risk not being allowed to take study halls in the future.

## **SE CONSULT: Special Education Study Hall**

9, 10, 11, 12

9997, 9998, 9999

9994, 9995, 9996

This is an assigned study hall for students with identified special needs who have a current Individual Education Plan (IEP) stating the need and designated amount of time appropriate for the student as determined by the case conference committee. Students will report to the Resource Room to receive additional assistance on assignments or additional instruction.

## **ENL STUDY HALL**

9, 10, 11, 12

0003, 0004, 0005

This is an assigned study hall for ENL students who are at a Level 1, 2, or 3 based on the WIDA assessment and their Individual Learning Plan (ILP). Students at a level 4 or 5 will be assigned to a regular study hall. Students will report to an assigned area to receive additional assistance or tutoring. Building level teams consisting of ENL staff, classroom teachers, counselors, and/or administrators will monitor student progress. If monitoring shows that the student is falling behind in academic performance, the team can refer the student back to the ENL study hall.

(NLPS)



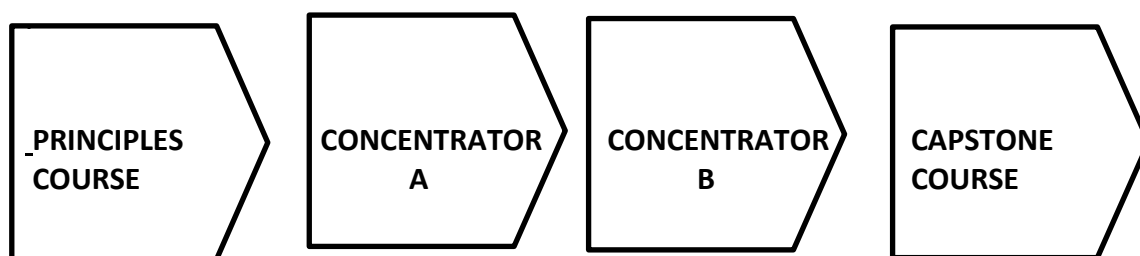
## CAREER PATHWAYS/PROGRAMS OF STUDY

Career and Technical Education (CTE) is focused on delivering students of all ages with hands-on, skills-based education that better prepares them for future education or entering the workforce. In Indiana, CTE Next Level Programs of Study (NLPS) focus on in-demand occupations across 15 “career clusters”. These Programs of Study have been recently revamped to ensure students have the opportunity to earn credentials, certifications, and dual credits while in high school.

A Program of Study offers a more comprehensive and structured approach to offering CTE that includes stronger course sequences, improved consistency, greater intentionality, and high quality.

### PROGRAM OF STUDY COURSE SEQUENCE

Each NLPS pathway contains a 4-course sequence that progresses from general to specific within a chosen field



### Glossary of Terms to Know:

**CAREER CLUSTERS:** Career Clusters are a way of organizing groups of closely related careers as identified by industry and education leaders and other stakeholders. Career Clusters identify a common core of knowledge and skills, both academic and technical, for a broad set of careers allowing all learners to pursue a wide range of career opportunities from entry level through management and professional levels. Indiana and most other states list careers under the [16 National Career Clusters](#) to organize pathways.

**COURSE FRAMEWORK:** A written document that includes the state-approved elements that make up a specific course (course description, specifications, and standards that define the content).

**CTE PARTICIPANT:** A student who has earned one or more credits in any CTE (Career and Technical Education) course.

**CTE CONCENTRATOR:** A student who has earned at least (6) six credits in CTE pathway courses in a state approved College and Career Pathway (for cohorts 2020, 2021, 2022).

**CTE COMPLETER:** A CTE Concentrator who has taken the state-specific pathway assessment in a state approved College and Career Pathway.

# AGRICULTURAL SCIENCE

## INTRODUCTION

Agricultural Education is an active part of the curriculum for many high schools in Indiana. This program area combines the home, the school, and the community as the means of education in agriculture. The courses provide students with a solid foundation of academic knowledge and ample opportunities to apply this knowledge through classroom activities, laboratory experiments and project applications, supervised agricultural experiences, and the F.F.A.

The vision and mission of Agricultural Education is that all people value and understand the vital role of agriculture, food, fiber, and natural resource systems in advancing personal and global well-being; and that students are prepared for successful careers and a lifetime of informed choices in agriculture.

The goals for Agricultural Science and Business students focus on providing learning experiences, which will allow them to:

- ◇ Demonstrate desirable work ethics and work habits.
- ◇ Apply the basic agricultural competencies and the basic background knowledge in agriculture and related occupations.
- ◇ Analyze entrepreneurial, business, and management skills needed by students preparing to enter agriculture and related occupations.
- ◇ Expand leadership and participatory skills necessary for the development of productive and contributing citizens in our democratic society.
- ◇ Gain effective social and interpersonal communication skills.
- ◇ Be aware of career opportunities in agriculture and set career objectives.
- ◇ Acquire job-seeking, employability, and job-retention skills.
- ◇ Advance in a career through a program of continuing education and life-long learning.
- ◇ Apply the basic learning skills in reading, writing, thinking, mathematics, communicating, listening, and studying.
- ◇ Recognize the interaction of agriculture with governments and economic systems at the local, state, national, and international levels.
- ◇ Recognize how new technology impacts agriculture and how agriculture impacts the environment.

It is important to understand and reaffirm that vocational-technical experiences do not preclude students from going on to higher education, and in fact, participation actually enhances the opportunity. A growing number of students are combining both college preparation and workplace experiences in their high school preparation. Agricultural Science and Business and the F.F.A. programs have a long history of successfully preparing students for entry level careers and further education and training in the science, business and technology of agriculture. The programs combine classroom instruction and hands-on career focused learning to develop students' potential for premier leadership, personal growth, and career success.

## F.F.A

The FFA is the leadership student organization that is an integral part of the instruction and operation of a total agricultural education program. As an intra-curricular organization and essential component of the total program, the local agricultural education teacher(s) serve as the FFA chapter advisors. The many activities of the FFA parallel the methodology of the instructional program and are directly related to the occupational goals

and objectives. As an integral part of the instructional program, district and state level FFA activities provide students opportunities to demonstrate their proficiency in the knowledge, skills and aptitudes they have acquired through the agricultural science and agricultural business program(s). Agricultural education students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts and state by participating in national FFA activities.

Instructional activities of the FFA require participation by the agricultural science and agriculture business education students as an integral part of an agricultural education course of instruction and, therefore, may be considered an appropriate use and amount of the allotted instructional time.

**Agriculture NLPS Pathways offered:**

Principles - Level I		CTE Concentrator A - Level I		CTE Concentrator B - Level I		Pathway Capstone - Level II	
7117	Principles of Agriculture	5088	Agriculture Power, Structures and Technology	7112	Agriculture Structures Fabrication and Design	7238	Agribusiness Capstone
7117	Principles of Agriculture	5008	Animal Science - NLPS	5102	Food Science - NLPS	7238	Agribusiness Capstone
		5170	Plant and Soil Science - NLPS	5070	Advanced Life Science, Animals (L) - NLPS		
7117	Principles of Agriculture	5132	Horticultural Science	7115	Landscape and Turf Management	7238	Agribusiness Capstone

## PRINCIPLES OF AGRICULTURE

9, 10, 11, 12

### 7117A, 7117B

*Principles of Agriculture* is a two-trimester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding and the role of agriculture in the United States and globally. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures, and technology as well as careers

- ◇ Credits: a 2-term course, 1 credit per term.
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **AGRICULTURE, POWER, STRUCTURE AND TECHNOLOGY**

10, 11, 12

Recommended Prerequisite: Principles of Agriculture

5088A, 5088B

*Agriculture Power, Structure and Technology* is a two trimester, up to six trimester, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance, and management of agricultural equipment in concert while incorporating technology. Topics covered include safety, 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.

- ◇ Credits: a 2-term course, 1 credit per term
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **AGRICULTURE STRUCTURES, FABRICATION, AND DESIGN**

10, 11, 12

Recommended Prerequisite: Principles of Agriculture

7112A, 7112B

*Agricultural Structures Fabrication and Design* is a two-semester course that focuses on metal work, and agricultural structures. This course will allow students to develop skills in welding and metalworking, construction, fabrication, machine components and design while incorporating the engineering design process. Students will also cover safety topics for each area while demonstrating appropriate health and safety standards.

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a directed elective or elective credits for all diplomas

## **ANIMAL SCIENCE**

10, 11, 12

5008A, 5008B

*Animal Science* is a two trimester program that provides students with an overview of the field of animal science. 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 can be applied to both large and small animals. Topics to be addressed 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 animal and human safety, nutrition, reproduction, careers, leadership, and supervised agriculture experiences relating to animal agriculture.

- ◇ Credits: a 2-term course, 1 credit per term
- ◇ Fulfills a Life Science or Physical Science requirement for the General Diploma only

- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◇ Maximum of 2 credits

## ADVANCED LIFE SCIENCE: ANIMALS

11, 12

Prerequisite: Principles of Agriculture, Animal Science or Instructor Permission

5070A, 5070B

*Advanced Life Science: Animals* is a two-trimester 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.

- ◇ **Highly Recommended Prerequisite:** Biology and Chemistry due to course content standards
- ◇ Credits: a 2-term course, 1 credit per term
- ◇ Fulfills a Core 40 Science requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas or counts as an Elective or Directed Elective for any diploma
- ◇ This course is aligned with postsecondary courses for Dual Credit with Purdue University
- ◇ Counts as an Applied Mathematics (Quantitative Reasoning) Course

## FOOD SCIENCE

11, 12

Recommended Prerequisite: Biology & Chemistry or ICP

5102A, 5102B

*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 safe, nutritious, and adequate food supply. A project-based approach is utilized in this course, along with laboratory, team building, and problem solving activates to enhance student learning. Students are introduced to the following areas of horticulture science: food processing, food chemistry and physics, nutrition, food microbiology, preservation, packing and labeling, food commodities, food regulations, issues and careers in the food science industry.

- ◇ Credits: a 2-term course, 1 credit per term
- ◇ Fulfills a Life Science or Physical Science requirement for the General Diploma only
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas



## **HORTICULTURE SCIENCE**

10, 11, 12

Recommended Prerequisite: Fundamentals of Agricultural Science and Business or by permission of the teacher

### **5132A, 5132B**

*Horticulture 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, flora design, and pest management. Students participate in a variety of activities including

- ◇ Credits: a 2-term course, 1 credit per term. This course can be offered for a second full year at an advance level. Fulfills a Life Science or Physical Science requirement for the General Diploma only
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **LANDSCAPE AND TURF MANAGEMENT**

10, 11, 12

Prerequisite: Principles of Agriculture

### **7115A, 7115B**

Landscape and Turf Management is a two-semester course that provides the student with an overview of the many career opportunities in the diverse field of landscape and turf 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.

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a directed elective or elective credits for all diplomas

## **PLANT AND SOIL SCIENCE**

10, 11, 12

Prerequisite: Principles of Agriculture

### **5170A, 5170B**

*Plant and Soil Science* is a two-trimester course that provides students with opportunities to participate in a variety of activities including laboratory 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.

- ◇ Credits: a 2-term course, 1 credit per term

- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◇ Fulfills a Life Science or Physical Science requirement for the General Diploma only

## **AGRIBUSINESS CAPSTONE**

11, 12

Required prerequisite: any Agriculture concentrator sequence

### **7238A, 7238B**

Agribusiness Management Capstone course is a two semester course that introduces students to the Principles of agribusiness management and leadership from a local and global perspective, with the utilization of technology. The course will help students build a strong knowledge base of the agribusiness industry as they study agribusiness types, communications, agricultural law, leadership, and teamwork, ethics, and agricultural economics. Additionally, students will understand the role of selling in the agricultural economy, stressing the points and terminology necessary in today's agriculture. Students will demonstrate principles and techniques for planning, development, application and management of agribusiness systems through project-based learning and a supervised agriculture experience (work-based learning) programs.

- ◇ Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits max
- ◇ Counts as a directed elective or elective for all diplomas

## **SUPERVISED AGRICULTURAL EXPERIENCE**

10, 11, 12

SUMMERS ONLY

Prerequisite: Principles of Agriculture

### **5228S**

*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 should experience and apply what is learned in the classroom, laboratory, and training site to real-life situations. Students work closely with their agricultural science and business teacher(s), parents, and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. SAE may be offered as a Cooperative Education Program. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicated.

- ◇ Credits: A maximum of eight credits may be earned in this course when offered as a "non-co-op," one hour course over eight trimesters, some of which can be earned during summer sessions. Curriculum content and competencies should not be duplicated when multiple credits are being earned.
- ◇ Credits: A maximum of twelve credits may be earned in this course when offered as an SAE Cooperative Education course (one credit for related instruction and two credits for on the job training – over four trimesters = 12 credit hours). On the job training credit hours may be increased in approved situations.
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma

# BUSINESS

## Business NLPS pathways offered:

Principles - Level I		CTE Concentrator A - Level I		CTE Concentrator B - Level I		Pathway Capstone - Level II	
456 2	Principles of Business Management	714 3	Management Fundamentals	452 4	Accounting Fundamentals	725 6	Business Administration Capstone
		591 4	Marketing Fundamentals				
456 2	Principles of Business Management	452 4	Accounting Fundamentals	452 2	Advanced Accounting	725 2	Accounting Capstone
456 2	Principles of Business Management	591 4	Marketing Fundamentals	714 5	Digital Marketing	720 1	Business Management Capstone

## PRINCIPLES OF BUSINESS MANAGEMENT

9, 10, 11

Prerequisite: None

4562A, 4562B

*Principles of Business Management* examines business ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of business enterprises. This course will also emphasize the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision making. Attention will be given to developing business communication, problem-solving, and decision-making skills using spreadsheets, word processing, data management, and presentation software.

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a directed elective or elective for all diplomas

## MANAGEMENT FUNDAMENTALS

10, 11, 12

Required Prerequisite: Principles of Business Management

7143A, 7143B

Management Fundamentals describes the functions of managers, including the management of activities and personnel. Describes the judicial system and the nature and sources of law affecting business. Studies contracts, sales contracts with emphasis on Uniform Commercial

Code Applications, remedies for breach of contract and tort liabilities. Examines legal aspects of property ownership, structures of business ownership, and agency relationships.

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a directed elective or elective for all diplomas

## **ACCOUNTING FUNDAMENTALS**

9, 10, 11, 12

Prerequisite: Any Freshman Level Math

### **4524A, 4524B**

*Introduction to Accounting* introduces students 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.

- ◇ Credits: a 2-term course, 1 credit per term
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◇ Qualifies as a Quantitative Reasoning course for the General diploma only

## **ADVANCED ACCOUNTING**

10,11, 12

Required Prerequisites: Accounting Fundamentals

### **4522A, 4522B**

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

- ◇ Credits: a 2-term course for 1 credit per term, 2 credits required, 2 credits maximum
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◇ Qualifies as a Quantitative Reasoning course

## **BUSINESS ADMINISTRATION CAPSTONE**

11, 12

Required Prerequisites: Principles of Business Management; Management Fundamentals;  
Accounting Fundamentals

**7256A, 7256B, 7256C**

The *Business Administration Capstone* course will allow students to explore advanced topics in business leadership including Human Resources and International Business. Additionally students will have the chance to complete Managerial Accounting. Throughout the course students will develop business communication skills through work on projects, labs, and simulations. All of these courses represent key business competencies required by nearly all postsecondary Business schools.

- ◇ Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- ◇ Counts as a Directed Elective or Elective for all diplomas

## **ACCOUNTING CAPSTONE**

11, 12

Required Prerequisites: Principles of Business Management; Accounting Fundamentals;  
Advanced Accounting

**7252A, 7252B, 7252C**

The *Accounting Capstone* course will emphasize Managerial Accounting concepts and Income Tax Accounting for individuals and sole proprietorships. Topics include general versus cost accounting systems, cost behavior, cost-volume profit analysis, budgeting, standard cost systems, responsibility accounting, incremental analysis, and capital investment analysis. Offers an overview of federal and state income tax law for individuals including taxable income, capital gains and losses, adjustments, standard and itemized deductions, tax credits and appropriate High School Course Titles and Descriptions 2022-2023 275 tax forms. When offered for multiple credits per semester, the Accounting Capstone may be used to provide students the opportunity to participate in an intensive work-based learning experience and/or to complete additional coursework in using spreadsheets to solve accounting cases and to complete a postsecondary credential from ITCC or VU.

- ◇ Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- ◇ Counts as a Directed Elective or Elective for all diplomas
- ◇ Qualifies as a quantitative reasoning course

## **MARKETING FUNDAMENTALS**

11, 12

**5914A, 5914B**

*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. Interested in joining DECA? This class will prepare you for competition!

- ◇ Credits: a 2-term course for 2 credit per term
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **DIGITAL MARKETING**

11, 12

**7145A, 7145B**

Digital Marketing provides an introduction to the world of e-commerce and digital marketing media. The course covers how to integrate digital media and e-commerce into organizational and marketing strategy. Students will explore e-commerce applications and the most popular digital marketing tactics and tools. Emphasizes familiarity with executing digital media, understanding the marketing objectives that digital media can help organizations achieve, and establishing and enhancing an organization's digital marketing presence.

- ◇ Recommended Grade(s): 10, 11, 12
- ◇ Required Prerequisites: Principles of Business Management; Marketing Fundamentals
- ◇ Recommended Prerequisites: None
- ◇ 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a directed elective or elective for all diplomas

## **BUSINESS MANAGEMENT CAPSTONE**

11, 12

Required Prerequisites: : Any CTE Business Concentrator Sequence except Business Administration

**7201A, 7201B, 7201C**

The Business Management Capstone is designed to provide any student with the Business Management skills necessary to run their own business or to serve in upper level management. Students will explore Management Theory, Accounting, and Business Law. The Business Management Capstone can be used with any career pathway except Business Administration. Completion of the course may allow students the opportunity to earn a CT or TC through ITCC.

- ◇ Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- ◇ Counts as a Directed Elective or Elective for all diplomas
- ◇ Recommended Capstone course for Entrepreneurship, Insurance, and Marketing Programs of Study

## NEW VENTURE DEVELOPMENT

10,11,12

Prerequisites: a minimum of 4 credits of introductory or advanced career and technical education courses from Business and Marketing career cluster

7148A, 7148B



*New Venture Development* is targeted to students interested in creating and growing their own businesses. The course will focus on key marketing strategies particularly relevant for new ventures. Students will apply marketing concepts to entrepreneurial company challenges, which include creating and nurturing relationships with new customers, suppliers, distributors, employees and investors; and understand the special challenges and opportunities involved in developing marketing strategies "from the ground up."

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a directed elective or elective for all diplomas

## COMPUTER SCIENCE I

9, 10, 11, 12

Prerequisites: Completed and passed Algebra I prior to the beginning of this course

4801A, 4801B



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

- ◇ Recommended Grade Level: 10, 11, 12
- ◇ Credits: 2 trimester course, 2 trimesters required, 1 credit per term, 2 credits maximum
- ◇ Counts as a Directed Elective or Elective for all diplomas
- ◇ Counts as an Applied Mathematics (Quantitative Reasoning) Course

# FAMILY & CONSUMER SCIENCES

## INTRODUCTION

Family and Consumer Sciences has roots in both academic and career/technical (vocational) education and easily reaches beyond the education system into the community as it focuses on the needs of individuals and families. Essential preparation for success of all students includes acquisition of problem-solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied contexts. As the future members and leaders of tomorrow's families, workplaces, and communities, students need to be able to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to apply the highest standards in all aspects of their lives.

### FACS NLPS pathways offered:

Principles - Level I		CTE Concentrator A - Level I		CTE Concentrator B - Level I		Pathway Capstone - Level II	
717 3	Principles of Culinary and Hospitality	717 1	Nutrition	717 2	Hospitality Management		
730 1	Principles of Fashion and Textiles	730 2	Textiles, Apparel, and Merchandising	730 3	Advanced Textiles		
716 1	Principles of Teaching	715 7	Child and Adolescent Development	716 2	Teaching and Learning		

## PRINCIPLES OF TEACHING

9,10,11,12

### 7161A, 7161B

This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A minimum 20-hour classroom observation experience is required for successful completion of this course.

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a directed elective or elective for all diplomas



## **CHILD AND ADOLESCENT DEVELOPMENT**

10,11,12

Prerequisite: Principles of Teaching

### **7157A, 7157B**

Child and Adolescent Development examines the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence with a focus on the middle years through adolescence. Basic theories of child development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of parents, peers, the school environment, culture, and the media are discussed. An observation experience up to 20 hours may be required for completion of this course. This course has been approved to be offered for dual credit. Students pursuing this course for dual credit are still required to meet the minimum prerequisites for the course and pass the course with a C or better in order for dual credit to be awarded.

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a directed elective or elective for all diploma

## **TEACHING AND LEARNING**

10,11,12

Prerequisite: Principles of Teaching

### **7162A, 7162B**

Teaching and Learning provides students the opportunity to apply many of the concepts that they have learned throughout the Education Professions pathway. In addition to a focus on best practices, this course will provide an introduction to the role that technology plays in the modern classroom. Through hands-on experience with educational software, utility packages, and commonly used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management.

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a directed elective or elective for all diplomas

## **PRINCIPLES OF CULINARY AND HOSPITALITY**

9,10,11

### **7173A, 7173B**

Principles of Culinary and Hospitality is designed to develop an understanding of the hospitality industry and career opportunities, and responsibilities in the food service and lodging industry. Introduces procedures for decision making which affects operation management, products, labor, and revenue. Additionally, students will learn the fundamentals of food preparation, basic principles of sanitation, service procedures, and safety practices in the food service industry including proper operation techniques for equipment.

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a directed elective or elective for all diplomas

## **NUTRITION**

10,11,12

Prerequisite: Principles of Culinary and Hospitality

### **7171A, 7171B**

Nutrition students will learn the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs throughout the life cycle and to apply those principles to menu planning and food preparation. This course will engage students in hands-on learning of nutritional concepts such as preparing nutrient dense meals or examining nutritional needs of student athletes.

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a directed elective or elective for all diplomas

## **HOSPITALITY MANAGEMENT**

10,11,12

Prerequisite: Principles of Culinary and Hospitality

### **7172A, 7172B**

Hospitality Management prepares students for employment in the hospitality industry. It provides the foundations for study in higher education that leads to a full spectrum of hospitality careers. This is a broad-based course that introduces students to all segments of hospitality, what it includes, and career opportunities that are available; provides a survey of management functions, highlighting basic theories and facts; and exposes students to current trends and current events within the industry. Three major goals of this course are for students to be able to identify current trends in hotel and restaurant management, distinguish the difference between hospitality and tourism, and state differences in front of the house versus back of the house.

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a directed elective or elective for all diplomas

## **PRINCIPLES OF FASHION AND TEXTILES**

9,10,11

### **7301A, 7301B**

Principles of Fashion and Textiles prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students for all aspects of the fashion creation process. Major topics include: Basic clothing construction techniques, pattern alterations, and use of commercial patterns.

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a Directed Elective or Elective for all diplomas

## **TEXTILES, APPAREL AND MERCHANDISING**

10,11,12

Prerequisite: Principles of Fashion and Textiles

**7302A, 7302B**

Textiles, Apparel, and Merchandising provides a comprehensive overview of the textiles, apparel and merchandising industry specific to fashion related goods including the nature of fashion, raw materials and production, designers, retailers, and supporting services.

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a Directed Elective or Elective for all diplomas

## **ADVANCED TEXTILES**

10,11,12

Prerequisite: Principles of Fashion and Textiles

**7303A, 7303B**

Advanced Textiles will focus on the study of textiles concerning fiber, yarn, fabric construction, and finishes which affect the selection, use, and care of textiles.

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a Directed Elective or Elective for all diplomas

# **HEALTH SCIENCES**

## **PRINCIPLES OF HEALTHCARE**

11, 12

Prerequisite: Successful completion of Health and Wellness Education  
Approved application per Indiana University Standards (must take SAT or ACT)  
2.7 cumulative GPA and teacher recommendation

**7168A, 7168B**

Principles of Healthcare content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, and an introduction to healthcare systems. Lab experiences are organized and planned around the activities associated with the student's career objectives. This course will be offered as a dual credit, Advanced College Project (ACP) course through Indiana University and will follow all guidelines and requirements set by the instructor and ACP.

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a directed elective or elective for all diplomas

# INDUSTRY AND ENGINEERING

## Industry and Engineering NLPS pathways offered

Principles - Level I		CTE Concentrator A - Level I		CTE Concentrator B - Level I		Pathway Capstone - Level II	
4802	Introduction to Engineering Design	7196	Mechanical and Architectural Design	7202	Manufacturing Principles and Design		
7130	Principles of Construction Trades	7123	Construction Trades: General Carpentry	7122	Construction Trades: Framing and Finishing		

## INTRODUCTION TO ENGINEERING DESIGN

9, 10, 11, 12

### 4802A, 4802B

*Introduction to Engineering Design* is an introductory course that develops student problem solving skills using the design process. Students document their progress of solutions as they move through the design process. Students develop solutions using elements of design and manufacturability concepts. They develop hand sketches using 2D and 3D drawing techniques. Computer Aided Design (CAD). This class follows the Project Lead the Way curriculum.

- ◇ Credits: a 2-term course, 1 credit per term
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## MECHANICAL AND ARCHITECTURAL DESIGN

10, 11, 12

Prerequisite: Introduction to Engineering Design

### 7196A, 7196B

Mechanical and Architectural Design provides students with a basic understanding of creating working drawings related to manufacturing detailing and assembly as well as a survey of Architectural design focused on the creative design of buildings. Topics include fastening devices, thread symbols and nomenclature, surface texture symbols, classes of fits, and the use of parts lists, title blocks and revision blocks. From an Architecture perspective, this course covers problems of site analysis, facilities programming, space planning, conceptual design, proper use of materials, and selection of structure and construction techniques.

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a directed elective or elective for all diplomas

## **MANUFACTURING PRINCIPLES AND DESIGN**

10, 11, 12

Prerequisite: Introduction to Engineering Design

### **7202A, 7202B**

Manufacturing Principles and Design will challenge students to use 2D and 3D CAD skills to explore topics related to manufacturing principles and design. Students will gain an understanding of solid modeling and parametric solid modeling and use 3D printers to create industry part prints. Additionally, students will compare manufacturing practices like Lean Manufacturing, design and program CNC processes, and use metrology tools and practices to evaluate an object.

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a directed elective or elective for all diplomas
- ◇ Counts as a quantitative reasoning course

## **PRINCIPLES OF CONSTRUCTION TRADES**

9, 10, 11, 12

### **7130A, 7130B**

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

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a directed elective or elective for all diplomas

## **CONSTRUCTION TRADES GENERAL CARPENTRY**

10, 11, 12

Prerequisite: Principles of Construction

### **7123A, 7123B**

Construction Trades: General Carpentry builds upon the skills learned in the Principles of Construction Trades and examines the basics of framing. This includes studying the procedures for laying out and constructing floor systems, wall systems, ceiling joist and roof framing, and basic stair layout. Additionally, students will be introduced to building envelope systems.

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a directed elective or elective for all diplomas

## **CONSTRUCTION TRADES FRAMING AND FINISHING**

10, 11, 12

Prerequisite: Principles of Construction

### **7122A, 7122B**

Construction Trades: Framing and Finishing prepares students with advanced framing skills along with interior and exterior finishing techniques. Topics include roofing applications, thermal and moisture protection, exterior finishing, cold-formed steel framing, drywall installation and finishing, doors and door hardware, suspended ceilings, window, door, floor, and ceiling trim, and cabinet installation.

- ◇ Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- ◇ Counts as a directed elective or elective for all diplomas

# **WORK BASED LEARNING OPPORTUNITIES**

## **INTRODUCTION**

Work-Based Learning is a framework of various pathways, or solutions, which include practical experiences to help individuals gain an understanding of an occupation with on-the-job learning. It ranges from career awareness to career training. (Indiana Office of Work-Based Learning and Apprenticeship) It also 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, firsthand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. (Perkins V)

The program criteria provide a baseline for developing and further defining high-quality work based learning opportunities.

Criteria 1: The local school corporation provides a well-trained coordinator with a manageable workload and adequate resources.

Criteria 2: The program has an active process in place to gather feedback from stakeholders to assist with design, development, implementation, and continuous improvement.

Criteria 3: The coordinator has a process in place to build and nurture business partnerships and to establish meaningful work based learning experiences for students.

Criteria 4: The program implements clearly defined, equitable admission policies and procedures for identifying and enrolling students.

Criteria 5: The students are appropriately enrolled and placed in approved experiences.

Criteria 6: The sites are in compliance with federal and state labor laws and local policies.

Criteria 7: Students, parents and worksite mentors complete an orientation specific to their roles and responsibilities.

Criteria 8: A student training plan and a training agreement are required. The formal training plan for the experience must be jointly developed by the student, parent, teacher, and employer and set standards for the specific career cluster/pathway the student pursues. The plan must specify attitudes, skills, and knowledge that will be achieved and specifics of how they will be developed and reinforced through the on-the-job experience. Once the plan has been developed, a training agreement is written specifying the responsibilities of all parties involved. At the work site, students are placed under the direct supervision of experienced employees, called “training supervisors” who serve as on-the-job trainers in accordance with the training plans and assist in evaluating the student’s job performance.

Criteria 9: Each student receives regular feedback from the worksite mentor and coordinator on progress toward goals established in the training plan.

Criteria 10: The coordinator is responsible for maintaining accurate records regarding enrollment, assessment, and awarding of credit for data and monitoring purposes.

Criteria 11: An annual program review is submitted to the IDOE to ensure continuous program improvement.

## **APPLIED WORK BASED LEARNING CAPSTONE**

11, 12

5974

*Applied Work Based Learning Capstone (WBL)* is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds students’ skills and knowledge in their chosen career path or furthers their study within the area of interest. A standards-based training plan is developed by the student, teacher, and workplace mentor to guide the student’s work-based learning experiences and assist in evaluating achievement and performance, whether WBL is a stand-alone course or a component of discipline-specific CTE course.

- ◇ Applied Units: 6 units maximum
- ◇ Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion.

## **WORK BASED LEARNING CAPSTONE**

12

Prerequisites: Complete at least one advanced career and technical education course from a program or program of study. Worksite placement must align to the student pathway.

5974

Work-Based Learning Capstone is a stand-alone course that prepares students for college and/or a career. 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 either on-the-job or in a classroom setting 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. Credits: 1 semester course, 1-3 credits per semester, 6 credits maximum

- ◇ Required Prerequisites: Complete at least one advanced career and technical education course from a program or program of study. Worksite placement must align to the student pathway
- ◇ Recommended Prerequisites: None
- ◇ 1 semester course, 1-3 credits per semester, 6 credits maximum
- ◇ A minimum of 75 hours of workplace and classroom activities are required for one credit; 150 hours are required for the two credits. Of the 75 or 150 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related instruction.
- ◇ Counts as a directed elective or elective for all diplomas
- ◇ Course is funded at a flat rate of \$500
- ◇ When offered as applied: 6 units maximum; counts as an employability applied unit, capstone course, or elective for alternate diploma

## **CAREER EXPLORATION INTERNSHIP**

12

Prerequisites: None

### **0530**

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

- Recommended Prerequisites: Preparing for College and Careers; Career Information and Exploration

- 1 semester course, 1-3 credits per semester, 6 credits maximum
- A minimum of 75 hours of workplace and classroom activities are required for one credit; 150 hours are required for the two credits. Of the 75 or 150 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction.
- Counts as a directed elective or elective for all diplomas
- When offered as applied: 4 units maximum; counts as an employability applied unit for alternate diploma



# ELKHART AREA CAREER CENTER

## ELKHART AREA CAREER CENTER (E.A.C.C.)

11, 12

Including Related Instruction and On-The-Job Training

Prerequisites: A minimum of 4 credits in a logical sequence of courses from program areas related to the student's career pathway

AM: 5900, 5901, 5902 – for scheduling purposes only

PM: 5903, 5904, 5905 – for scheduling purpose only

Formalized training is offered in several careers. Students wishing to attend the Career Center must apply to the Counseling Department during the scheduling process conducted prior to the end of March each year. Students must have demonstrated their interest in pursuing a program at the Career Center by completing the following preparatory steps:

- ◇ Development of a 4-year plan that includes this career area;
- ◇ Be making adequate progress toward completing one of the four diploma designations such that attending EACC does not prohibit graduating on time;
- ◇ Exhibit acceptable attendance and behavior characteristics during the freshman and sophomore years;
- ◇ Meets the individual EACC course prerequisites for the course of interest;
- ◇ Show interest in the area selected by taking courses related to the designated area of interest, including Principles courses that Bremen offers.

Classes are conducted at the Career Center in Elkhart. Each class meets approximately 15 hours each week. As a student at the Career Center, they will:

- ◇ Represent Bremen High School and the community of Bremen, and realize their actions and behavior reflect on BHS and Bremen.
- ◇ Make adequate academic progress both at EACC and Bremen to ensure on time graduation.
- ◇ Understand that bus service is provided to and from the Career Center, and they are required to ride the bus each day. (Exceptions: students enrolled in cosmetology, or a student who occasionally acquires permission from his EACC instructor)
- ◇ Realize that the bus driver is in charge of the bus, and that he/she may establish rules as he/she believes necessary; including the assigning of seats for the trips to and from Elkhart.
- ◇ Understand that the same rules concerning smoking, drugs, alcohol, etc. that apply to BHS also apply to the school bus.
- ◇ Be subject to Elkhart's rules of discipline and attendance.
- ◇ Understand that problems between other students, faculty, administration or staff of the EACC and the student may cause them to be removed from the program at any time.
- ◇ Understand that if they are removed from the program, they would have to enroll in classes at BHS if courses are not filled to capacity and provided the term has not progressed past a point that would cause failure.
- ◇ Understand that if a problem occurs which causes their removal from the EACC, the number of credits needed to graduate may not be met; and that their graduation might be delayed.

Bremen and EACC reserve the right to withdraw a student from EACC for violation of any of the previously stated expectations.

## **EACC 2024-2025 COURSES**

Each of the EACC courses qualifies as a Core 40 elective course or an elective course for an Academic or Technical Honors Diploma. Many also satisfy the Graduation Pathways requirement for ALL diploma designations if student attends junior and senior year.

For a full list of courses offered visit the following website <https://myeacc.org/> or visit the counseling office for a printed EACC course guide.

## **NATIONAL TECHNICAL HONOR SOCIETY WHAT IT IS ALL ABOUT:**

NTHS is a national organization founded to reward excellence in career and technical education, to encourage scholastic excellence and skill development and to cultivate a stronger, more positive image for career education.

The goal of National Technical Honor Society is to see that deserving career and technical education students be recognized and that the local community becomes aware of the talents and abilities of the people who choose career/technical education as a pathway to a successful future.

### **How to Apply**

Students are nominated by their instructors, must have 3 or less absences and tardies, and have an "A" in their career technical education program at the end of first semester.

An induction ceremony is held in the spring and parents, students, family members, and friends are invited.

## **AWARDS AND SCHOLARSHIPS**

### **Annual Awards**

Teachers Choice Award: Nominated by their EACC instructor because they have proven themselves in an extraordinary way.

### **Annual Scholarships**

Shane Miller Memorial Scholarship

Larry Carroll Memorial Scholarship

Basil S. (Ethel L.) Turner Scholarship

And many others

## **SkillsUSA**

### **Student Benefits**

SkillsUSA offers materials and programs to help students develop as individuals, employees, and citizens

Teaches teamwork, leadership and reinforces industry standards within each individual contest category

Students advance through district, regional and state competitions

Contests give students a way to test their skills

Opportunities to network, potentially meeting future employers

## Awards

Winners at the state and national levels can win medallions, scholarships, tools, leadership development materials and other awards

Offering \$1 million in scholarships annually

Every year at the national level a very select few are chosen to compete internationally

- ◇ Annual Dues: \$15 per student
- ◇ Additional information available from instructors

## INTERNSHIPS

### Internships will:

Consist of on-the-job training for professional careers in the EACC program you choose.

Exchange experiences between the student and employer.

Used to determine if you have an interest in a particular career, and to gain school credit towards the Technical Honors diploma.

Find permanent, paid employment with the companies in which they interned.

May be paid or non-paid depending on the company policies.

# STUDENT ACTIVITY PROGRAMS

Bremen High School offers a variety of extra-curricular activities to help meet the developing needs and interests of the students. The student, along with the student's parents, must exercise good judgment to balance an academic program with extra-curricular activities. Decisions to participate in an activity should be based on interest in the area and the student's willingness and ability to make the necessary commitments required by the program. Students are encouraged to talk with the sponsor of the activity that they wish to join to discuss these commitments. Participation in at least one activity is recommended for every student. The following activities are presently available in the high school:

ACT (Awakened Compassionate Teens)	Jennifer Heiter	<a href="mailto:jheiter@bps.k12.in.us">jheiter@bps.k12.in.us</a>
Art Club	Ashley Boardman	<a href="mailto:aboardman@bps.k12.in.us">aboardman@bps.k12.in.us</a>
B-Club	Troy Holmes	<a href="mailto:tholmes@bps.k12.in.us">tholmes@bps.k12.in.us</a>
Bremen F.F.A. Association	Chad Berger/Autumn Schafer	<a href="mailto:cberger@bps.k12.in.us">cberger@bps.k12.in.us</a> <a href="mailto:aschafer@bps.k12.in.us">aschafer@bps.k12.in.us</a>
BTV (Broadcasting) Crew	Laura Andujar	<a href="mailto:landujar@bps.k12.in.us">landujar@bps.k12.in.us</a>
Cheerleading	Noelle Cannon	<a href="mailto:nacannon03@gmail.com">nacannon03@gmail.com</a>
Chess Club	John Kucela	<a href="mailto:jkucela@bps.k12.in.us">jkucela@bps.k12.in.us</a>
Color/Winter Guard	Sarah Wesselhoft & Anna Seifer	<a href="mailto:snowangel95gt@yahoo.com">snowangel95gt@yahoo.com</a> <a href="mailto:anna_borkholder@yahoo.com">anna_borkholder@yahoo.com</a>
DECA (Marketing)	Amber Reed	<a href="mailto:areed@bps.k12.in.us">areed@bps.k12.in.us</a>

Esports	Matthew Shaw	<a href="mailto:mshaw@bps.k12.in.us">mshaw@bps.k12.in.us</a>
Fall Play	Teresa King	<a href="mailto:tking@bps.k12.in.us">tking@bps.k12.in.us</a>
National Honor Society	Tiffany Inks	<a href="mailto:tinks@bps.k12.in.us">tinks@bps.k12.in.us</a>
Intramural Basketball	Amber Reed & Karen Henion	<a href="mailto:areed@bps.k12.in.us">areed@bps.k12.in.us</a> <a href="mailto:khenion@bps.k12.in.us">khenion@bps.k12.in.us</a>
Jazz Band	Matthew Sutton	<a href="mailto:msutton@bps.k12.in.us">msutton@bps.k12.in.us</a>
Key Club (Community Sponsored Service)	Jill Hassel	<a href="mailto:jhassel@bps.k12.in.us">jhassel@bps.k12.in.us</a>
Lion's Roar (Newspaper) Staff	Laura Andujar	<a href="mailto:landujar@bps.k12.in.us">landujar@bps.k12.in.us</a>
Recycling Club	Amber Reed	<a href="mailto:areed@bps.k12.in.us">areed@bps.k12.in.us</a>
Science Club	Aaron McNeely	<a href="mailto:amcneely@bps.k12.in.us">amcneely@bps.k12.in.us</a>
Spanish Club	Rose Kaseweter	<a href="mailto:rkaseweter@bps.k12.in.us">rkaseweter@bps.k12.in.us</a>
Sprig (Yearbook) Staff	Laura Andujar	<a href="mailto:landujar@bps.k12.in.us">landujar@bps.k12.in.us</a>
Spring Musical	Mitchell Calderone	<a href="mailto:mcaldерone@bps.k12.in.us">mcaldерone@bps.k12.in.us</a>
Student Council	Brandt Ayoub	<a href="mailto:bayoub@bps.k12.in.us">bayoub@bps.k12.in.us</a>
Swing Choir	Mitchell Calderone	<a href="mailto:mcaldерone@bps.k12.in.us">mcaldерone@bps.k12.in.us</a>
Treble Choral Ensemble	Mitchell Calderone	<a href="mailto:mcaldерone@bps.k12.in.us">mcaldерone@bps.k12.in.us</a>
<b>Boys' Athletics</b>		
Basketball	Matt Miller	<a href="mailto:mattmiller425@gmail.com">mattmiller425@gmail.com</a>
Baseball	Ryan Carpenter	<a href="mailto:coachcarpenter3@gmail.com">coachcarpenter3@gmail.com</a>
Cross Country	Sarah Brady	<a href="mailto:sbrady1977@yahoo.com">sbrady1977@yahoo.com</a>
Football	Jordan Leeper	<a href="mailto:jleeper@bps.k12.in.us">jleeper@bps.k12.in.us</a>
Golf	Jessica Klingerman	<a href="mailto:jklingerman@bps.k12.in.us">jklingerman@bps.k12.in.us</a>
Soccer	Mark Yoder	<a href="mailto:myoder@bps.k12.in.us">myoder@bps.k12.in.us</a>
Swimming	Gabby Jeffers	<a href="mailto:gabberzj@gmail.com">gabberzj@gmail.com</a>
Tennis	Kevin Hickman	<a href="mailto:kevinhickman5@gmail.com">kevinhickman5@gmail.com</a>
Track	Mark Yoder	<a href="mailto:myoder@bps.k12.in.us">myoder@bps.k12.in.us</a>
Wrestling	Dylan Shumaker	<a href="mailto:dshumaker@bps.k12.in.us">dshumaker@bps.k12.in.us</a>
<b>Girls' Athletics</b>		
Basketball	Alex Robinson	<a href="mailto:alrobinson@bps.k12.in.us">alrobinson@bps.k12.in.us</a>
Cross Country	Sarah Brady	<a href="mailto:sbrady1977@yahoo.com">sbrady1977@yahoo.com</a>
Golf	Jessica Klingerman	<a href="mailto:jklingerman@bps.k12.in.us">jklingerman@bps.k12.in.us</a>
Soccer	Ricardo Reynoso	<a href="mailto:ricardogarcia570@yahoo.com">ricardogarcia570@yahoo.com</a>
Softball	Mike Huppert	<a href="mailto:mhuppert@masonite.com">mhuppert@masonite.com</a>
Swimming	Gabby Jeffers	<a href="mailto:gabberzj@gmail.com">gabberzj@gmail.com</a>
Tennis	TBD	
Track	Mark Yoder	<a href="mailto:myoder@bps.k12.in.us">myoder@bps.k12.in.us</a>
Volleyball	TBD	

<b>Academic Competitions</b>		
Hoosier Spell Bowl	Amber Reed	<a href="mailto:areed@bps.k12.in.us">areed@bps.k12.in.us</a>
Hoosier Academic Super Bowl Teams		
English	Laura Andujar	<a href="mailto:landuhar@bps.k12.in.us">landuhar@bps.k12.in.us</a>
Math	Kathy Cullers	<a href="mailto:kcullers@bps.k12.in.us">kcullers@bps.k12.in.us</a>
Science	Aaron McNeely	<a href="mailto:amcneely@bps.k12.in.us">amcneely@bps.k12.in.us</a>
Social Studies	Aaron Perch	<a href="mailto:aperch@bps.k12.in.us">aperch@bps.k12.in.us</a>
Fine Arts	Ashley Boardman	<a href="mailto:aboardman@bps.k12.in.us">aboardman@bps.k12.in.us</a>
Interdisciplinary	Ashley Boardman	<a href="mailto:aboardman@bps.k12.in.us">aboardman@bps.k12.in.us</a>

Students must meet eligibility requirements established by the Extra-Curricular Code, the Athletic Code, and the Random Drug Testing program for participation in the extra-curricular and athletic activities that may include inter-school competition/performances.

Since the BHS grading period is 12 weeks in length, the academic ineligibility period will also be 12 weeks for extra-curricular participation. A student must earn four credits in the previous term to retain eligibility in the following term.