

BREMEN

SENIOR HIGH SCHOOL

COURSE AND PROGRAM GUIDEBOOK

Updated 4/12/17

2017-2018



CORE VALUES

MUTUAL RESPECT ♦ CARING SCHOOL COMMUNITY ♦ GREAT EXPECTATIONS

WEBSITE

www.bps.k12.in.us

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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 merges with the Southern Association of Colleges and School Council on Accreditation and School Improvement (CASI) and is 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 in Bremen High School as profitable as we can. Over the past 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 insure 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, it is hoped you will participate in activities such as sports, music, clubs, and honoraries. 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 enviable traditions. Use the school's facilities, both physical and cultural, during your time here and pass on even a greater tradition and better causes for 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 handicapped condition. 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

GUIDANCE 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
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

Many changes continue to take place in the Department of Education concerning graduation requirements. Beginning with the class of 2016, a new set of graduation requirements will be implemented. These changes include new requirements for math, and some changes in requirements for the Academic and Technical Honors Diplomas. Beginning with the class of 2019, the ISTEP+ Grade 10 will replace the Algebra I and English 10 ECA's as the graduation qualifying exam. These changes are outlined in detail in the following pages of this document. Please feel free to contact the Guidance Department for clarification if needed.

Changes in College Admission Requirements

Please note that although the Core 40 Diploma is now the expected diploma for admission to a four-year college or university, many post-secondary schools have requirements above and beyond the Core 40 Diploma 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 applying to before you create your schedule.

CORE 40

Your Academic Edge

Indiana's Core 40 is the academic foundation all students need to succeed in college, apprenticeship programs, military training, and the workforce.

- ◇ **Challenging Courses = Big 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 high education pays. On average, college graduates earn more than a million dollars more over a lifetime than those with only a high school education. High school graduates earn 42 percent more than high school dropouts. Core 40 pays.
- ◇ **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 clearly, analyzing information, conducting research and solving complex problems. The expectations are the same: You need Core 40.
- ◇ **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 Core 40 in high school. Anything less may mean taking remedial (high school) 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 without Core 40 (or a documented equivalent). Most private colleges require students to have at least this level of high school academic preparation. Core 40 is your best preparation for success.
- ◇ **Money for College.** The Core 40 diploma can help you earn money for college. Indiana students who complete a Core 40 diploma and meet other financial aid and grade requirements can receive up to 90 percent of approved tuition and fees and eligible colleges. Core 40 with Academic Honors graduates can receive up to 100 percent and some colleges also offer their own scholarships specifically for students who earn this diploma.

By providing all Indiana students a balance 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 art, the Core 40 requirement gives all our students the opportunity to compete with the best. That's great news for Indiana students. 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 Learn More Resource Center at www.learnmoreindiana.org.

GRADUATION REQUIREMENTS

Classes of 2017 & Beyond

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

1. The Classes of 2017 and 2018 must pass English 10 and Algebra I Core 40 End or Course Assessment (ECA). The Classes of 2019 and beyond must pass the new Grade 10 College and Career Readiness Assessment ISTEP+.
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 either the Core 40 Diploma, Core 40 with Academic Honors Diploma, or Core 40 with Technical Honors Diploma (General Diploma only available in conjunction with the Opt-Out Process).

Core 40 Diploma – 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 criteria may impact a student's eligibility for admission to colleges, technical schools, and future employment opportunities. All Indiana four-Year public universities now require Core 40 as a minimum admissions requirement.
- ◇ Eligible students who graduate from an Indiana secondary school, having met prescribed Core 40 requirements, with a cumulative grade point average of at least 3.0 – 4.0 may qualify for a State grant premium of 90% demonstrated need for approved tuition and mandatory fees.

Core 40 with Academic Honors Diploma – 50 credits required

- ◇ An Academic Honors Diploma may be earned without taking any honors courses; however, the State Board of Education established this diploma to bring honor to those students who choose challenging courses.
- ◇ A gold seal is placed on the diploma, and the student's transcript reflects the awarding of the Academic Honors Diploma.
- ◇ Many state universities are giving "tuition" breaks for students who have accomplished this distinction.
- ◇ No grades on any required classes may be lower than a "C-" (2.0). **Note for classes 2019 and 2018 if a student receives anything lower than a "C" in a course, this grade will remove them from the Academic Honors Diploma.**
- ◇ A student must have a cumulative grade point average of "B" (3.0 out of 4.0).
- ◇ Students must earn 2 additional Math credits.
- ◇ Students must earn 6 credit in a Foreign Language.
- ◇ 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 in a dual credit course from the approved dual credit list

- 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 SAT Critical Reading, Math, and Writing sections. 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 score or higher on the ACT. Also, a student MUST take the written portion of the ACT.

Core 40 with Technical Honors Diploma – 47 credits required

- ◇ A Technical Honors Diploma may be earned without taking any honors courses; however, the State Board of Education established this diploma to bring honor to those students who choose challenging courses.
- ◇ No grades on any required classes may be lower than a “C-” (2.0). **Note for classes 2019 and 2018 if a student receives anything lower than a “C” in a course, this grade will remove them from the Technical Honors Diploma.**
- ◇ 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
- ◇ A gold seal is placed on the diploma and the student’s transcript reflects the awarding of the Technical Honors Diploma.
- ◇ 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 (or another staff member who assists students in course selection), and the school principal must meet to discuss the student’s progress.

- ◇ The student’s career and course plan is reviewed.
- ◇ The student’s parent or guardian 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 course and credit requirements for a general diploma and the career-academic sequence that the student will pursue is determined.
- ◇ All parties will complete and sign the necessary documentation and paperwork.

CLASSES OF 2017 AND BEYOND

CORE 40 DIPLOMA

The Core 40 Diploma consists of a list of requirements established by the State School Board. The diploma is required for students seeking admission to an Indiana institution for post-secondary education. THE CORE 40 DIPLOMA IS ALSO THE EXPECTED DIPLOMA REQUIREMENT FOR ALL BHS STUDENTS.

ENGLISH/ LANGUAGE ARTS	8 Credits English 9, 10, 11, 12
MATHEMATICS	6 Credits 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II STUDENTS ARE REQUIRED TO TAKE A MATH OR QUANTITATIVE REASONING COURSE DURING EACH YEAR OF HIGH SCHOOL.
SCIENCE	6 Credits 2 credits: Biology I 2 credits: Chemistry I or Physics or ICP (Integrated Chem/Phys) 2 credits: any Core 40 science course
SOCIAL STUDIES	6 Credits 2 credits: World History/Civilization 2 credits: U.S. History 1 credit: Government 1 credit: Economics
DIRECTED ELECTIVES	5 Credits World Language: Spanish Fine Arts: Music, Drama, Art - 2 credits (local requirement) Career/Technical: a logical sequence from a technical or career area - 2 credits: Industrial Technology, Agriculture, FACS, Business (local requirement)

PRACTICAL ARTS	4 Credits 2 credits: Industrial Technology, Agriculture, FACS, Business (local requirement) 2 credits: Planning for College and Career Success and Personal Financial Responsibility (state requirement)
PHYSICAL EDUCATION	2 Credits 1 credit: PE I (1 term) 1 credit: PE II (1 term)
HEALTH AND WELLNESS	1 Credit
ELECTIVE COURSES	9 Credits Any additional courses
TOTAL	47 Credits
ECA In English 10/Algebra I	All students in the Classes of 2017 and 2018 must pass to graduate
Grade 10 ISTEP+	All students in the classes of 2019 and beyond must pass to graduate

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

CORE 40 WITH ACADEMIC HONORS DIPLOMA

The Core 40 with Academic Honors Diploma is the most rigorous course of study required by the state of Indiana for high school graduation. Students earning this diploma must complete requirements above and beyond those required for the Core 40 diploma.

ENGLISH/ LANGUAGE ARTS	8 Credits English 9, 10, 11, 12
MATHEMATICS	8 Credits 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 JUNIOR OR SENIOR YEAR OF HIGH SCHOOL.
SCIENCE	6 Credits 2 credits: Biology I 2 credits: Chemistry I or Physics or ICP (Integrated Chem/Phys) 2 credit: any Core 40 science course
SOCIAL STUDIES	6 Credits 2 credits: World History/Civilization 2 credits: U.S. History 1 credit: Government 1 credit: Economics
DIRECTED ELECTIVES	5 Credits World Language: Spanish Fine Arts: Music, Drama, Art - 2 credits (local requirement) Career/Technical: a logical sequence from a technical or career area - 2 credits: Industrial Technology, Agriculture, FACS, Business (local requirement)
FINE ARTS	2 Credits (meets directed elective and local requirement) Art, Music, and Drama
PRACTICAL ARTS	4 Credits 2 credits: Industrial Technology, Agriculture, FACS, Business (local requirement) 2 credits: Planning for College and Career Success and Personal Financial Responsibility (state requirement)

PHYSICAL EDUCATION	2 Credits 1 credit: PE I (1 term) 1 credit: PE II (1 term)
HEALTH AND WELLNESS	1 Credit
ELECTIVE COURSES	7 Credits Any additional courses – Career Academic Sequence Recommended
OTHER REQUIREMENTS	Earn a grade of “C-” (2.0) or above in all required courses (For the Classes of 2018 and 2019, they must earn a “C”) , Have a grade point average of “B” (3.0) or above, and Complete ONE of the following: - Earn 4 credits in 2 or more AP courses and take corresponding AP exams - Earn 6 verifiable transcribed college credits in dual credit courses from priority course list - Earn a combined score of 1750 or higher combined on the SAT Critical Reading, Math and Writing sections and a minimum score of 530 on each - Earn an ACT composite score of 26 or higher and complete written section - Earn both of the following: 1. A minimum of 3 verifiable transcribed college credits from the Priority course list. 2. Two credits in AP courses and corresponding AP exams
TOTAL	50 Credits
ECA In English 10/Algebra I	All students in the Classes of 2017 and 2018 must pass to graduate
Grade 10 ISTEP+	All students in the classes of 2019 and beyond must pass to graduate

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 Diploma is the most rigorous course of study, both academically and technically, required by the state of Indiana for high school graduation. Students earning this diploma must complete requirements above and beyond those required for the Core 40 Diploma.

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

ELECTIVE COURSES	7 Credits Any additional courses
OTHER REQUIREMENTS	<p>Earn a grade of “C” (2.0) or above in all required courses (For the Classes of 2018 and 2019, they must earn a “C”), 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 & Career Pathway and one of the following:</p> <ul style="list-style-type: none"> - Pathway designated industry-based certification or credential, or - Pathway dual credits from list of priority courses resulting in 6 college transcribed college credits <p>Complete ONE of the following:</p> <ul style="list-style-type: none"> - Any one of the options (A-E) of the Core 40 with Academic Honors - Earn the following scores or high on Work Keys: Reading for Information – Level 6, Applied Math – Level 6, Locating Information – Level 5 - Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75 - Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80
TOTAL	47 Credits
ECA In English 10/Algebra I	All students in the Classes of 2017 and 2018 must pass to graduate
Grade 10 ISTEP+	All students in the classes of 2019 and beyond must pass to graduate

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

GENERAL DIPLOMA

The General Diploma is a list of minimum requirements for a student to complete to earn an Indiana high school diploma. In order to receive this diploma, students and parents must participate in the formal Core 40 Opt-Out Process (see pages 8-9).

Bremen High School General Diploma	
<p>The completion of Core 40 is an Indiana graduation requirement. Indiana’s Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.</p> <p>To graduate with less than Core 40, the following formal opt-out process must be completed:</p> <ul style="list-style-type: none"> ▪ The student, the student’s parent/guardian, and the student’s counselor (or another staff member who assists students in course selection) must meet to discuss the student’s progress. ▪ The student’s Graduation Plan (including four year course plan) is reviewed. ▪ The student’s parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum. ▪ If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined. 	
Course and Credit Requirements (Class of 2017 & Beyond)	
English/Language Arts	8 credits
	Credits must include literature, composition and speech
Mathematics	4 credits
	2 credits: Algebra I 2 credits: Geometry General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.
Science	4 credits
	2 credits: Biology I 2 credits: Any science course At least one credit must be from a Physical Science or Earth and Space Science course
Social Studies	4 credits
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics (can also count as a Quantitative Reasoning course)
Physical Education	2 credits
Health and Wellness	1 credit

<p>College and Career Pathway Courses</p> <p>Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities</p>	<p>6 credits</p> <ul style="list-style-type: none"> • One credit must be “Preparing for College and Careers”
<p>Flex Credit</p>	<p>5 credits</p> <p>Flex Credits must come from one of the following:</p> <ul style="list-style-type: none"> • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts • Bremen requires that 1 credit must be in Fine Arts
<p>Electives</p>	<p>6 credits</p> <p>Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.</p> <ul style="list-style-type: none"> • Bremen requires 1 elective - “Personal Financial Responsibility” • “Personal Financial Responsibility “ can count as a QR course
<p style="text-align: center;">40 Total Credits Required</p> <p style="text-align: center;">Schools may have additional local graduation requirements that apply to all students</p>	

(June 14, 2016)

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

SUMMER SCHOOL

Summer School (if available) is a good opportunity for students to make up classes they have failed. Summer School also provides students with an opportunity to get ahead so they can take an extra class(es) 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 IB
PE I
ECONOMICS
GOVERNMENT

HEALTH
THEMES IN LITERATURE
SAE (Supervised Agricultural Experience)

*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 early August. Please see the Guidance 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.

Courses available are (NOT all inclusive):

GEOMETRY A and B
ALGEBRA II A and B
PRECALCULUS A and B
CHEMISTRY A and B
PHYSICS A and B

INTEGRATED PHYSICS A and B
ECA PREPARATION (English and Math)
PERSONAL FINANCIAL RESPONSIBILITY
US HISTORY A and B

Attendance Policy

The summer school attendance policy follows the regular school attendance policy requiring 90% attendance. A student will be dropped from the class if he/she is absent more than two times (in excess of eight hours in an eighty hour course).

GENERAL CONSIDERATIONS

ECA (End of Course Assessments) and ISTEP

The classes of 2017 and 2018 will be the last classes to take the ECAs for Algebra I, English 10, and Biology I. These students will take these exams at the completion of the respective courses. Students are required to pass the Algebra I and English 10 exams. Students who do not pass either of these two exams will have two opportunities per year, after the year of the initial test, to meet this requirement. The science portion will be given during the year that the student is enrolled in Biology, and the results will be used for data analysis by the State of Indiana.

The classes of 2019 and beyond will be required to take the grade 10 ISTEP+ College and Career Readiness Exam. The test will consist of three content areas: English/Language Arts, Mathematics, and Science. The English/Language Arts and Mathematics portions of the test will make up the graduation-qualifying exam. The exam will be given during the sophomore year of high school. The science portion will be given at the completion of Biology I and will be used for data collection by the state in accordance with the No Child Left Behind Law.

The test is aligned to the new Indiana Academic Standards in English/Language Arts, Math and Science (specifically 50% Biology).

Passing Grades

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

Do-Over Policy

Bremen High School students will be allowed to re-take a class for a higher grade with the following stipulations:

1. Make timely contact with a Guidance Counselor to initiate the request, submit the proper documentation, and re-take the course as soon as the Master Schedule allows.
2. A class can only be re-taken if the student has received a grade of "D+" or lower (**C- for the classes of 2018 and 2019**), and a grade of "F" is not applicable to this policy.
3. The original grade will remain on the transcript; however, the grade received on the second attempt is the one that counts for credit/GPA – **even if it is a lower grade.**
4. Only one course can be re-taken per year, and a maximum of two courses can be repeated during the student's high school career.
5. All re-takes must be completed in classes offered at Bremen High School. Only one of the possible two re-take opportunities maybe done online and the online re-take must be done in the summer.
6. A course can be re-taken only if space is available, and the enrollment capacity shall be at the sole discretion of the High School Principal.
7. Re-taking a course under this policy will make the student ineligible for Valedictorian/Salutatorian recognition.

Schedule Changes

Students will be allowed to change their schedules for the upcoming year for ONE WEEK after the last full day of school. A schedule change WILL NOT BE ALLOWED once a course has begun unless it is at the request of a teacher and/or counselor, and permission is received from the principal. Students may, however, drop a study hall in order to add an additional course.

Post-Secondary/Dual Credit Enrollment Program

Students who meet criteria established under Board Policy #360 may enroll in courses approved by the administration which allow granting of both high school and post-secondary credit. Students interested in pursuing college-level courses while still in high school should make application to the principal prior to enrolling in any course. Copies of Board Policy #360 are distributed during scheduling each spring, and are available upon request from the high school office.

Physical Education Requirement

Physical Education is required. Students who have permanent physical disabilities will be required to complete an individualized program of exercise written 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), or ILP (Individual Language Plan), RTI (Response to Intervention) Plan, or based on the recommendation of the Guidance 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 building principal.

Weighted Grades

All ACP (Advance College Project) courses as well as AP Spanish will be weighted by adding 1/3 of a letter grade to the final term grade issued by the teacher. The weighting process will be administered in the office at the conclusion of each term after the teacher has submitted the grades to the office. As an example, if the teacher gives a grade of an A, the student will receive 4.3 points instead of 4.

Early Graduation

A student may elect to "graduate" after eleven (11) terms, provided that all graduation requirements are met, the ECA's have been passed, and appropriate notification (application completed) is given to the Guidance Office during the scheduling process in the last term of the

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.
- ◇ Seniors who attend Crossroads Academy in Plymouth may NOT graduate early.
- ◇ Students must be aware that all behavioral expectations must be maintained through the graduation ceremony at the end of the term.
- ◇ Students who fail a required course in Term 2 will forfeit their early graduation status and return for a full schedule during Term 3.
- ◇ Students are strongly encouraged to complete the early graduation application prior to 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/Salutatorian

Valedictorian and Salutatorian 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.

FINE ARTS

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 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

Prerequisites: Intro to 2-D Art

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 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

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 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 3-D Art

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 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 3-D Art AND Adv. 3-D Art

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 museum, galleries, and 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 3-D Art AND Adv. 3-D Art

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, and 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

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, and 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

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, and 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

PRINTMAKING

10, 11, 12

Prerequisites: Intro to 2-D Art

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, and 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
- ◇

PHOTOGRAPHY I – DIGITAL

10, 11, 12

Requirement: Must have access to a Digital Camera

4062A

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer

technology. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- ◇ 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 requirements for 1 or 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

PHOTOGRAPHY II

10, 11, 12

Prerequisites: Photography I

4062B

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

- ◇ 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 requirements for 1 or 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

STUDIO ART – 2D DESIGN PORTOFOLIO

12

Prerequisites: 5 or more credits in Art courses or instructor permission

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 artist in making decisions about how to organize the elements on a picture plan in order 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 us of (appropriates) other artists' works (including photographs) and/or published images must show substantial and significant development beyond duplication.

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

MUSIC

Please visit the Bremen Band website at <http://www.bpsband.org/> for additional information regarding band course and extra-curricular requirements.

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 in order 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. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

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

- ◇ 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

Prerequisites: 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 in order 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. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. 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 practices in August.

- ◇ 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 in order 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. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom.

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 practices in August.

- ◇ 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 Hero

9,10, 11, 12

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 prior to the start of school.
- ◇ 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 Ensemble for two terms may take only one additional term of Chorus, preferably in the term they do not have Choral Chamber Ensemble.*

BEGINNING CHORUS

9, 10, 11, 12

4182

Students taking *Beginning Chorus* develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. Activities in this class 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 in order to connect the performer with the audience. Students have the opportunity to experience live performances by the 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

Prerequisites: Beginning Chorus

4186

Intermediate Chorus provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female 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 in order 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 and specific performance skills through ensemble and solo singing. The chorus may be composed of: (1) male chorus, (2) female 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 in order 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 technique 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

Choral Chamber Ensemble is based on the Indiana Academic Standards for High School Choral Music. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performance 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.

- ◇ Admission to this course is by audition only
- ◇ 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

WOMEN'S CHORAL CHAMBER ENSEMBLE

9, 10, 11, 12

Requirements: Student must be a female

4180W

The *Women's Choral Chamber Ensemble* is based on the Indiana Academic Standards for High School Choral Music. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside

of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- ◇ Admission to this course is by audition only
- ◇ 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

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 in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

- ◇ 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

9, 10, 11, 12

4200

Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music.

- ◇ Laboratory course

- ◇ 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

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.

- ◇ Laboratory course
- ◇ 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

MUSIC THEORY AND COMPOSITION

11, 12

Prerequisite: Instructor's Permission

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. They develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

- ◇ Laboratory course
- ◇ 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

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 are the most important academic functions in every area of learning – not just as individual subject areas. Reading and language arts is not just something we should do primarily to be used to develop a competent and competitive work force but, further, to connect ourselves more fully with others in our society and the world. Teachers, then, created 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 teach 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.

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 7th and 8th grade English classes. In addition, scores from the 8th grade ISTEP, 8th 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

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 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 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 9th grade English classes. (2) Have EXPLORE English (14) and Reading Test (16) scores at or above benchmark scores for College and Career Readiness. (3) 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 students 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 four 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 identifying and forming 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

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 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

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 10th grade End of Course Assessment (English 10 ECA); (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. (4) Have PLAN English (15) and Reading (17) test scores at or above the benchmark scores for College and Career Readiness.

NOTE: Students who receive a "C-" after English 1aA 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 students 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 diplomas

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 (must take SAT or ACT): 1) Students must have a minimum of a 3.0 cumulative GPA 2) 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

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 cover (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 purchase up to six hours of college credit from I.U. (Term A is W131, freshman composition (3 hours), and Term 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 Term A, students in W131 examine issues in varied disciplinary fields and cultivate reading, writing, and analytic 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 Term B, students in La202 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 story, 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 La202 is not generally a required college course, it often meets the literature elective many college majors require.

- ◇ 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
- ◇ 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: Preferred 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 titling 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
- ◇ Journalism Academic Career Path form; High School Journalism Standards; Student Publication Standards: <http://www.doe.in.gov/opd/languagearts/publications.html>

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
- ◇ 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

THEMES IN LITERATURE

11, 12

Prerequisites: English 9, English 10, or teacher recommendation

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.
- ◇ 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

Prerequisites: 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

11, 12

Prerequisites: English 9, English 10, 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

CREATIVE WRITING

11, 12

Prerequisites: 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

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. 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 Resource Framework
<http://doe.in.gov/achievement/curriculum/health-and-physical-education>

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.

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
- ◇ A P.E. uniform, purchased by the student, is required to be worn each day of class.

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
- ◇ A P.E. uniform, purchased by the student, is required to be worn each day of class.
- ◇ Students should consider the Alternative PE II Credit Option prior to enrolling in the course (See page 54)

ELECTIVE PHYSICAL EDUCATION

Zero Hour

10, 11, 12

Prerequisite: Physical Education I & II

3560ZA, 3560ZC

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 have the opportunity to design and develop an appropriate personal fitness program in conjunction with the Bigger-Faster-Stronger weight training program that enables them to achieve an improved level of athletic performance. This course was specifically designed for those athletes with previous exposure to advanced training techniques and who desire to pursue continued athletic competition at the collegiate level.

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 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.

ELECTIVE PHYSICAL EDUCATION – LIFELONG PHYSICAL FITNESS

10, 11, 12

Prerequisite: Physical Education I & II

3560

The *Lifelong Physical Fitness* 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 have the opportunity to design and develop an appropriate personal fitness program in conjunction with the Bigger-Faster-Stronger weight training program that enables them to achieve an improved level of athletic performance. This course was specifically designed for those athletes with previous exposure to advanced training techniques and who desire to pursue continued athletic competition at the collegiate level.

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 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.

HEALTH & WELLNESS

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 health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health and education curriculum. Priority areas include: promoting personally 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- and other 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 the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas

CURRENT HEALTH ISSUES

11, 12

Prerequisite: Health & Wellness

3508

Current Health Issues, an elective course that can be aligned to Indiana's Academic Standards for Health & Wellness, focuses on specific health issues and/or emerging trends in health and wellness, but not limited to: personal health and wellness; non-communicable and communicable diseases; nutrition; mental and emotional health; tobacco-prevention; alcohol and other drug-prevention; human development and family health; health care and/or medical treatments; and national and/or international health issues. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills. This course will also cover medical technology, health careers, and basic anatomy.

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

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, Term #1, Term #2 of their freshman or sophomore year of high school.
- ◇ Physical Education II, a second trimester of P.E., is also required course for graduation; however, this credit can be earned by completing a season of IHSAA sanctioned sport or cheerleading, color guard, or marching band season. Students transferring into the school district after their freshman year must complete the P.E. II requirement 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).

- ◇ Retroactive credits will not be given for seasons prior to the 2016-17 school year, and eligibility for the alternative P.E. credit will begin with the class of 2020 (the freshman of 2016-17) AND any upperclassman who was not enrolled at BHS during the previous (2015-16) school year.
- ◇ 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.
- ◇ At the conclusion of 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) prior to August 31st for the fall season and January 31st for the winter/spring seasons (check the contract for a list of sports/activities that are assigned to each season). This document should be returned directly to the Guidance Department.
- 3) At the conclusion of the season or activity, a schedule of practices and games/events must be submitted to the Guidance 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 2016

MATHEMATICS

To meet the requirements for Core 40, a student MUST successfully complete the level of Algebra II. ECA waivers require a “C” average in Core 40 classes, or 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 FIL A TERM OF MATH SHOULD MEET WITH THEIR GUIDANCE 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.

REMEDIATION

Selected students who do not pass the required Algebra I ECA test will receive remediation services.

ALGEBRA I

9, 10, 11, 12

2520A, 2520B

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

- ◇ **Completion of Algebra I in 7th or 8th grade with a “B” or better**
- ◇ **Spring NWEA mat 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. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic

functions. The Mathematical Practice Standards apply throughout each course and, together with the content 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 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
- ◇ Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

GEOMETRY

9, 10, 11, 12

2532A, 2532B

Geometry formalizes and extends the 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. Six critical areas comprise the Geometry course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school INCC The Mathematical Practice Standards apply throughout each course and, together with the content 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. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problems 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
- ◇ Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

PRE-CALCULUS/TRIGONOMETRY

10, 11, 12

Prerequisite: Algebra II & Geometry

2564A, 2564B

Pre-Calculus/Trigonometry is a two-credit course that combines the material from Trigonometry and Pre-Calculus into one course. The foundations of algebra and functions developed in previous courses will be extended 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. 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 high-level math courses.

- ◇ Credits: a 2-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

CAREER AND COLLEGE READINESS BRIDGE – MATH READY

11, 12

Prerequisite: Algebra II & Geometry

2514A, 2514B

The CCR Bridge: Math Ready course will include and reinforce the Algebra 1, Geometry, Algebra 2 and Statistics skills necessary to be ready for an entry-level college math course. This course emphasizes understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking skills in order to apply math skills, functions and concepts in different situations. The course is intended for

students who currently have achieved the minimum math requirements for college entry. The content of this course is designed to enhance students' math skills so that they are ready for college-level math assignments. It is not designed to prepare students for college-level math in STEM majors.

- ◇ Recommended Grade Level: 11, 12
- ◇ Recommended Prerequisites: Completion of Algebra II with a "C+" or lower, less than a 500 on the PSAT math, and/or may not have passed the current state math assessment
- ◇ Credits: 2 semester course, 1 credit per semester
- ◇ Counts as a Mathematics Course for all diplomas

ADVANCED MATHEMATICS, COLLEGE CREDIT – FINITE MATH

Advanced College Project

12

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

2544FA, 2544FB

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 purchase up to five 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.

Finite Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake high-level mathematics in college that may not include calculus. Topics of study: Term 1: Sets and Partitions, Tree Diagrams and Counting, and Probability; Term 2: Systems of Linear Equations, Matrix Algebra and Applications, Marker Chains, and linear Programming.

- ◇ Credits: a 2-term course, 1 credit per term; based on Indiana's Common Core Standards for Finite Mathematics
- ◇ Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PROBABILITY AND STATISTICS

11, 12

Prerequisite: Algebra II

2546

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged.

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

By application per Indiana University Standards (must take the SAT)

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 purchase up to five 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.

This course is also offered as AP (Advanced Placement). *Calculus AB, Advanced Placement* is a course based on content established by the College Board. *Calculus AB* is primarily concerned with developing the students’ understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A comprehensive description of this course

can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf>

- ◇ 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

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). Students must log 4200 minutes (the equivalent of one 70 minute period for one term) to receive one credit. The 4200 minutes must be verified and they can be recorded throughout the entire school year to earn one credit.
- ◇ Students must have a GPA of 2.0 or higher
- ◇ Letter grades will not be issued; students will receive either a “Pass” / “Fail” on the transcript
- ◇ Counts as an Elective for all diplomas
- ◇ A student electing to Peer Tutor forfeits rights to a Study Hall

PEER MENTORING

6441, 6442, 6443

Peer Mentoring is recommended to students who are interested in a profession working with people with special needs. This course offers peer mentors experience working with students in the elementary, middle school, and high school functional skills classes who have mild,

moderate, and severe special needs. Peer mentors assist students in functional skills classes with a variety of skills, such as functional academic skills, social skills, vocational training, community visits, PE, and leisure. Peer mentors will also participate in an online course and training to help them better understand their mentees, as well as the special education profession.

- ◇ Prerequisite: Peer Mentor Application and Approval from Miss Keiper
- ◇ Credits: One credit per term up to 2 credits per year
- ◇ Letter Grades will not be issued; students will receive either a “Pass” / “Fail” on the transcript
- ◇ Counts as an Elective for all diplomas

CADET TEACHING EXPERIENCE

12

0502

This elective course provides students in grade 12 organized exploratory teaching experiences in grades kindergarten through grade nine. All teaching experiences should be preplanned by the high school Cadet Teaching Experience teacher-trainer and the cooperating teacher(s) who are interested in supervising prospective teachers and providing them with pre-training experiences in one or more classes. This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences.

Study topics and background reading provide the cadets information concerning the teaching profession and the nature of the cadet teachers’ assignments. Evaluation is based upon the cadet teachers’ cooperation, day-to-day practical performance, and class work including the cadets’ potential ability to teach. The total workload of the Cadet Teaching course is comparable to those for other subjects in the high school curriculum.

- ◇ Credits: a 1-term course for 1 credit
- ◇ Cadet teaching experience for high school students is limited to grades kindergarten through grade nine. Credit is granted on the same basis as any other course.

BASIC SKILLS DEVELOPMENT: JAG 11 (BAS SKLS)

11

0500A, 0500B

Basic Skills Development is a junior level “Jobs for America’s Graduates” (JAG) multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, which are essential for high school

course work achievement. Determination of the skills to be emphasized in this course is based on Indiana’s standards and individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations.

- ◇ Recommended Grade Level: 11
- ◇ Recommended Prerequisites: None
- ◇ Credits: Two trimesters (that count as electives for all diploma types)

CAREER INFORMATION AND EXPLORATION: JAG 12 (CARR INFO)

12

0522A, 0522B

Career Information and Exploration is a senior level “Jobs for America’s Graduates” (JAG) course that provides students with opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students gain an awareness of the type of occupational preparation of training needed for various occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision-making and planning. Opportunities are provided for students to observe and participate in various job situations through field trips, internships, mock interviews, and guest speakers. Resume development and experience and career-related testing are also provided to students.

- ◇ Recommended Grade Level: 12
- ◇ Recommended Prerequisites: None
- ◇ Credits: Two trimesters (that count as electives for all diploma types)

SCIENCE

INTRODUCTION

Indiana’s Academic Standards for Science – 2010 were adopted by the State Board of Education in April 2010. They 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 OR Physics I OR 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

BIOLOGY I

9, 10, 11, 12

Recommended: 9th Grade only with a 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

EARTH AND SPACE SCIENCE I

9, 10, 11, 12

Recommended: 9th Grade only with a 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

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: Enrolled in or completed Algebra II

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
- ◇ Qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, and THD diplomas

ADVANCED SCIENCE, COLLEGE CREDIT – CHEMISTRY

Advanced College Project

11, 12

Prerequisite: Chemistry I with a “C+” or better and completed Algebra II

3090A, 3090B

Advanced Science, College Credit is a title that covers (1) any science course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school, or (2) any other post-secondary science 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 Chemistry 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.

ACP Chemistry covers basic principles including stoichiometry, thermochemistry, atomic and molecular structure, gases, solutions, and selected topics in descriptive chemistry. Also, an introduction to laboratory experimentation with emphasis on the collection and use of experimental data, some properties of solutions, stoichiometry, thermochemistry, and synthesis.

- ◇ 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

INTEGRATED CHEMISTRY PHYSICS

9, 10, 11

Prerequisite: Enrolled in or 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

PHYSICS I

11, 12

Prerequisite: Successful completion of Algebra II

3084A, 3084B

Honors Physics 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

PLTW PRINCIPLES OF BIOMEDICAL SCIENCE

9, 10, 11, 12

Prerequisite: Successful completion of Biology I

5218A, 5218B

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

and fluid designed to provide an overview of all courses in the Biomedical Sciences programs and to lay the scientific foundation necessary for student success in the subsequent courses.

NOTE: Use of the PLTW Course number is limited to schools that have agreed to be part of the Project Lead the Way network and follow all training and data collection requirements.

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

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

SOCIAL STUDIES

GEOGRAPHY AND HISTORY OF THE WORLD

9, 10, 11, 12

Prerequisite: For Honors section(s), student is required to have successfully completed Geography

1570

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

- ◇ 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

UNITED STATES HISTORY

9, 10, 11, 12

1542B, 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 from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

- ◇ 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: World History Honors or teacher recommendation

1574USA, 1574USB

United States History 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 and to understand the cause 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, political, and civic activities and the need for civic and political engagement of citizens in the United States.

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

ADVANCED SOCIAL STUDIES, COLLEGE CREDIT – US GOVERNMENT

Advanced College Project: Introduction to American Politics

11, 12

Prerequisite: United States History Honors or teacher recommendation

1574G

Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system and its political party base.

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 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.

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.
- ◇ 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

ADVANCED SOCIAL STUDIES, COLLEGE CREDIT – Microeconomics

11, 12

Prerequisite: Algebra II and a 3.0 GPA

1574E

Introduction to the theory of demand and supply and price determination in market economies. The study of individual consumers and producers, different market structures and the distribution of income.

This course is being offered with Trine University. Trine University Dual Enrollment is a member of the National Alliance of Concurrent Enrollment Partnership (NACEP) and is listed on the Indiana Preferred Provider List for dual credit courses on high school campuses. The Dual-Credit Office at Trine has not heard of the credit being refused at any institution in the past 5 years, but

the only way to be 100 % sure is to check with the institution you are applying to. Please note that even if a course transfers, it may not mean that this course can count as credit toward a particular major. You will need to check with the college or university you wish to attend.

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.
- ◇ 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

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
- ◇ Qualifies as a Quantitative Reasoning course for the General diploma only

CURRENT PROBLEMS, ISSUES, AND EVENTS: CHALLENGE BASED LEARNING

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 21st 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 Geography History of the World (or World Civ A/B)

1532

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas. History & Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development looks at all the changes though one's life; physical, cognitive, as well as emotional, social and moral development. Personality and Assessment looks at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for the,. 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. This course and corresponding exam are intended to be comparable to the corresponding one-semester college level course

- ◇ 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 Geography History of the World (or World Civ 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

PRACTICAL ARTS

Students must take **EITHER** Personal Financial Responsibility **OR** ACP Personal Finance to fulfill the graduation requirement. Students **DO NOT** need to take both.

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

ADVANCED BUSINESS, COLLEGE CREDIT – PERSONAL FINANCE

Advanced College Project

11, 12

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

4564PF

Advanced Business, College Credit, is a title cover (1) any college-level business course offered for credit by an accredited postsecondary institution through an approved agreement with a secondary school, or (2) any other postsecondary business course offered for dual credit under the provisions of 511 IAC 6-10. The intent of this course is to allow students to earn college credit for courses with content that goes beyond that currently approved for high school credit.

The Advanced College Project is a partnership program between Indiana University and Bremen High School. ACP classes provide credit to qualified high school students while simultaneously allowing students to purchase 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.

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

- ◇ Recommended Prerequisites: Four or more credits in a business career pathway
- ◇ Credits: Dual college credit determined by college or postsecondary institution
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

PREPARING FOR COLLEGES AND CAREERS

9

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

CAREER CLUSTERS

COLLEGE AND CAREER PATHWAY INFORMATION

The mission of College and Career Readiness and Career and Technical Education (CTE) in Indiana is to ensure that the academic achievement and career preparation of all Indiana students will be the best in the United States and on par with the most competitive countries in the world.

The Indiana College and Career Pathways provide an aligned sequence of secondary and post-secondary courses leading to an industry-recognized credential, technical certification, or an associate or baccalaureate degree at an accredited postsecondary institution for careers that are high wage and/or high demand in Indiana.

The Indiana state approved Career Clusters are listed below:

- ◇ Agriculture
- ◇ Arts, AC/Technology and Communication
- ◇ Education and Training
- ◇ Hospitality and Human Services
- ◇ Manufacturing
- ◇ Transportation
- ◇ Architecture and Construction
- ◇ Business and Marketing
- ◇ Health Science
- ◇ Information Technology
- ◇ Public Safety

AGRICULTURE CAREER CLUSTER

AGRIBUSINESS PATHWAY	LIFE SCIENCES PATHWAY	ADDITIONAL ELECTIVES
Average Salary: \$57,131 Range: \$33k - \$92k	Average Salary: \$50,868 Range: \$28k - \$88k	Additional Electives not in a Pathway:
Introduction to Agriculture, Food & Natural Resources 2 Credits	Introduction to Agriculture, Food & Natural Resources 2 Credits	Landscape Management 2 Credits
Agriculture Power, Structure & Technology 2-6 Credits	CONCENTRATION: ANIMAL SCIENCE Animal Science 2-6 Credits	Natural Resources 2 Credits
Agribusiness Management 2 Credits	Advance Life Science: Animals 2 credits	
	CONCENTRATION: PLANTS & SOILS Plant & Soil Science 2 Credits	
	Advance Life Science: Plants & Soils 2 credits	

Within each Career Cluster are specific Career Pathways, along with a sequence of course recommendations for each Pathway and the Course Frameworks. These can be accessed online at <http://www.doe.in.gov/cte/indiana-college-career-pathways> .

Each local school district has the liberty to choose which Career Cluster best fits the individual school and community, as well as the Pathways that best fit the curriculum and courses offered.

As Bremen High School adapts to these changes, we will be adding new Career Clusters and Pathways.

For the 2013-14 school year, we are beginning with two (2) Career Clusters. Agriculture and Business. Each of these clusters will have (2) Pathways students can follow. We will continue to work with our teachers and staff, as well as with the Elkhart Career Center, to provide more options for students in the coming years.

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.

CAREER PATHWAY: An aligned sequence of secondary and postsecondary courses that leads to an industry-recognized credential or certification, or an associates or baccalaureate degree at an accredited post-secondary institution, or a registered apprenticeship.

PATHWAY PLAN: The template that details the specific high school and postsecondary courses that lead to a college degree program or a certification or credential in a particular pathway.

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).

PATHWAY ASSESSMENTS: The identified assessment or bundle of assessments (ECAs in most cases) that show student's technical skill attainment in a specific Pathway. Pathway Assessments may be offered at any time during the student's journey through a Pathway and should be offered when most appropriate to the schedule of instruction.

END OF COURSE ASSESSMENTS: End of Course Assessments (often referred to as ECAs) are the standards-based assessment of students' achievement of knowledge and skills at the end of a course. Multiple measures of assessing achievement are recommended: objective tests, essays, product, performance or portfolio assessment.

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 (revised January 2012).

CTE COMPLETER: A CTE Concentrator who has taken the state-specific pathway assessment in a state approved College and Career Pathway (revised January 2012).

TECHNICAL EDUCATION & VOCATIONAL PROGRAMS

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.

ADVANCED LIFE SCIENCE: ANIMALS

11, 12

Prerequisite: Introduction to Agriculture, Food, and Natural Resources, 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 investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory, fieldwork, leadership development, supervised agricultural experience and the exploration of career opportunities, they will recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture in the area of advanced life science in animals.

- ◇ **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

ADVANCED LIFE SCIENCE: PLANTS AND SOILS

11, 12

Recommended Prerequisite: Introduction to Agriculture, Food, and Natural Resources

5074A, 5074B

Advanced Life Science: Plants and Soils is a two trimester course that provides students with opportunities to participate in a variety of activities which includes laboratory work. Students study concepts, principles and theories associated with plants and soils. Students recognize how plants are classified, grown, function and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratory and fieldwork, how plants function and the influence of soil in plant life.

- ◇ **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

AGRIBUSINESS MANAGEMENT

11, 12

Recommended Prerequisite: Introduction to Agriculture, Food, and Natural Resources

5002A, 5002B

Agribusiness Management provides foundational concepts in agricultural business. It is a two trimester course that introduces students to the principles of business organization and management from a local and global perspective while incorporating technology. Concepts covered in the course include food and fiber, forms of business, finance, marketing, management, sales, leadership development, supervised agricultural experience career opportunities in the area of agribusiness management.

- ◇ 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

- ◇ This course is aligned with postsecondary courses for Dual Credit with Ivy Tech Community College
- ◇ Qualifies as a Quantitative Reasoning course for the General diploma only

AGRICULTURE, POWER, STRUCTURE AND TECHNOLOGY

10, 11, 12

Recommended Prerequisite: Introduction to Agriculture, Food, and Natural Resources

5088A, 5088B

Agriculture Power, Structure and Technology is a two 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

ANIMAL SCIENCE

10, 11, 12

Recommended Prerequisite: Introduction to Agriculture, Food, and Natural Resources

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: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science.

- ◇ 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

FOOD SCIENCE

11, 12

Recommended Prerequisite: Biology & Chemistry or ICP

5102A, 5102B

This course is a year-long program that provides students with an overview of food science and its importance. Introduction to principles of food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry help students understand the role that food science plays in the securing of a safe, nutritious, and adequate food supply. A project-based approach is utilized along with laboratory, team building, and problem solving activities to enhance student learning.

- ◇ 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 yearlong course designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Topics covered include: reproduction and propagation of plants; plant growth; growth media; hydroponics; floriculture and floral design; management practices for field and greenhouse production, interior plantscapes; marketing concepts; production of herbaceous, woody, and nursery stock; fruit, nut, and vegetable production; and integrated pest management and employability skills. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

- ◇ 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

INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES

9, 10, 11

5056A, 5056B

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

- ◇ Credits: a 2-term course, 1 credit per term. May be offered as year-long course to 8th graders for high school 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
- ~~◇ Fulfills a Life Science requirement for the General Diploma only~~

PLANT AND SOIL SCIENCE

10, 11, 12

Prerequisite: Introduction to Agriculture, Food, and Natural Resources

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. Topics covered include: the taxonomy of plants, the various plant components and their functions, plant growth, plant reproduction and propagation, photosynthesis and respiration, environmental factors affecting plant growth, integrated pest management plants and their management, biotechnology, the basic components and types of soil, calculation of fertilizer application rates and procedures for application, soil tillage and conservation, irrigation and drainage, land measurement, grain and forage quality, cropping systems, precision agriculture, principles and benefits of global positioning systems and new technologies, harvesting, and career opportunities in the field of plant and soil science.

- ◇ 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

SUPERVISED AGRICULTURAL EXPERIENCE

10, 11, 12

SUMMERS ONLY

Prerequisite: Introduction to Agriculture, Food, and Natural Resources

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 diplomas

LANDSCAPE MANAGEMENT

10, 11, 12

Prerequisite: Introduction to Agriculture, Food, and Natural Resources

5136A, 5136B

518

- ◇ Credits: 1-3 credit(s) per term, maximum of 2 terms, maximum of 6 credits
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◇ This course is aligned with postsecondary courses for Dual Credit
- ◇ Qualifies as a Quantitative Reasoning course for the General diploma only

NATURAL RESOURCES

10, 11, 12

Prerequisite: Introduction to Agriculture, Food, and Natural Resources

5180A, 5180B

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

- ◇ 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
- ◇ This course is aligned with postsecondary courses for Dual Credit with Ivy Tech Community College

BUSINESS

CAREER CLUSTERS COLLEGE AND CAREER PATHWAY INFORMATION

The mission of College and Career Readiness and Career and Technical Education (CTE) in Indiana is to ensure that the academic achievement and career preparation of all Indiana students will be the best in the United States and on par with the most competitive countries in the world.

The Indiana College and Career Pathways provide an aligned sequence of secondary and post-secondary courses leading to an industry-recognized credential, technical certification, or an associate or baccalaureate degree at an accredited postsecondary institution for careers that are high wage and/or high demand in Indiana.

The Indiana state approved Career Clusters are listed below:

- | | |
|---|---------------------------------|
| ◇ Agriculture | ◇ Architecture and Construction |
| ◇ Arts, AC/Technology and Communication | ◇ Business and Marketing |
| ◇ Education and Training | ◇ Health Science |
| ◇ Hospitality and Human Services | ◇ Information Technology |
| ◇ Manufacturing | ◇ Public Safety |
| ◇ Transportation | |

BUSINESS & MARKETING CAREER CLUSTER

BUSINESS ADMINISTRATION PATHWAY		ADDITIONAL ELECTIVES
Average Salary: \$75,829 Range: \$28k - \$154k		
CONCENTRATION: ENTREPRENEURSHIP & MANAGEMENT Introduction to Business 1 Credit Accounting 2 Credits Principles of Business Management (ACP Business Admin) 1 Credit Principles of Marketing 1 Credit Business Law & Ethics 1 Credit FOCUS: BUSINESS MANAGEMENT Advanced Business Management 2-4 Credits	CONCENTRATION: MARKETING MANAGEMENT Introduction to Business 1 Credit Principles of Marketing 1 Credit Strategic Marketing 2-4 Credits FOCUS: SPORTS & ENTERTAINMENT MARKETING Sports & Entertainment Marketing 1 Credit	Additional Electives not in a Pathway or Concentration: Computer Illustration and Graphics 1 Credit ACP Personal Finance 1 Credit

Within each Career Cluster are specific Career Pathways, along with a sequence of course recommendations for each Pathway and the Course Frameworks. These can be accessed online at <http://www.doe.in.gov/cte/indiana-college-career-pathways>.

Each local school district has the liberty to choose which Career Cluster best fits the individual school and community, as well as the Pathways that best fit the curriculum and courses offered. As Bremen High School adapts to these changes, we will be adding new Career Clusters and Pathways.

For the 2013-14 school year, we are beginning with two (2) Career Clusters. Agriculture and Business. Each of these clusters will have (2) Pathways students can follow. We will continue to work with our teachers and staff, as well as with the Elkhart Career Center, to provide more options for students in the coming years.

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.

CAREER PATHWAY: An aligned sequence of secondary and postsecondary courses that leads to an industry-recognized credential or certification, or an associates or baccalaureate degree at an accredited post-secondary institution, or a registered apprenticeship.

PATHWAY PLAN: The template that details the specific high school and postsecondary courses that lead to a college degree program or a certification or credential in a particular pathway.

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).

PATHWAY ASSESSMENTS: The identified assessment or bundle of assessments (ECAs in most cases) that show student's technical skill attainment in a specific Pathway. Pathway Assessments may be offered at any time during the student's journey through a Pathway and should be offered when most appropriate to the schedule of instruction.

END OF COURSE ASSESSMENTS: End of Course Assessments (often referred to as ECAs) are the standards-based assessment of students' achievement of knowledge and skills at the end of a course. Multiple measures of assessing achievement are recommended: objective tests, essays, product, performance or portfolio assessment.

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 (revised January 2012).

CTE COMPLETER: A CTE Concentrator who has taken the state-specific pathway assessment in a state approved College and Career Pathway (revised January 2012).

INTRODUCTION TO BUSINESS

9, 10, 11, 12

Prerequisite: Preparing for College and Careers

4518

Introduction to Business (formerly Business, Marketing and Entrepreneurship) introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course further develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

- ◇ 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

INTRODUCTION TO ACCOUNTING

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

PRINCIPLES OF MARKETING

11, 12

5914

Principles of Marketing (Used to be Introduction to Marketing) provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management. Interested in joining DECA? This class will prepare you for competition!

- ◇ Credits: a 1-term course for 1 credit, maximum of 2 terms
- ◇ 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 BUSINESS, COLLEGE CREDIT – PRINCIPLES OF BUSINESS ADMINISTRATION

Advanced College Project

11, 12

Prerequisites: By application per Indiana University Standards (must take SAT)
Four or more credits in a business career pathway

4564

Advanced Business, College Credit, is a title covering (1) any college-level business course offered for credit by an accredited postsecondary institution through an approved agreement with a

secondary school, or (2) any other postsecondary business course offered for dual credit under the provisions of 511 IAC 6-10. The intent of this course is to allow students to earn college credit for courses with content that goes beyond that currently approved for high school credit.

W100 (ACP Course Number) introduces students to a wide range of management issues. The introduction prepares students for other business courses in college and may help students choose a career. Students will be exposed to business trends, business ownership, business management, management of human resources, marketing, and managing financial resources.

The Advanced College Project is a partnership program between Indiana University and Bremen High School. ACP classes provide credit to qualified high school students while simultaneously allowing students to purchase 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: Dual college credit determine by college or postsecondary institution
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SPORTS AND ENTERTAINING MARKETING

12

Prerequisite: Principles of Marketing

5984

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

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

COMPUTER SCIENCE I

10, 11, 12

Prerequisites: Introduction to Computer Science or teacher confirmation of student demonstration of mastery of the Intro to Computer Science standards

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

INTERACTIVE MEDIA

11, 12

5232

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

- ◇ Recommended Grade Level: 11, 12 or by teacher approval
- ◇ Credits: 2 trimester course, 2 trimesters required
- ◇ Counts as a Directed Elective or Elective for all diplomas

STRATEGIC MARKETING

12

Prerequisite: Principles of Marketing or Principles of Business Management

5918

Strategic Marketing builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of theories from psychology, social psychology and economics. The relationship between consumer behavior and marketing activities will be reviewed.

- ◇ Credits: a 1-term course for 1-2 credits, maximum of 2 terms – maximum of 4 credits
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

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.

FFCLA

Family, Career & Community Leaders of America is the official student organization for Family and Consumer Sciences Education in Indiana and across the country. The FCCLA organization helps students develop leadership and citizenship skills while synthesizing and applying Family and Computer Sciences content and skills in family, workplace, and community settings. As a teaching/learning approach, FCCLA offers teacher-developed and student-tested strategies and materials that center the responsibility for achieving FACS standards on students through in-class and co-curricular chapter programs and projects.

High School FACS is organized into a variety of trimester-long courses. State-approved high school FACS courses and the curriculum framework for each course provide guidelines for local FACS programs that focus on building strong and resilient individuals and families and helping students

manage personal and family issues. The FACS course frameworks reflect the current vision and mission statements for Family and Consumer Sciences and the 2008 FACS National Standards and provide consistency among FACS programs across the state.

INTERPERSONAL RELATIONSHIPS

9, 10, 11, 12

5364

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

- ◇ Credits: a 1-term course for 1 credit
- ◇ Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

NUTRITION AND WELLNESS

9, 10, 11, 12

5342

Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food and wellness. This is a nutrition class that introduces students to only the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking,

communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, Concrete mathematics and language arts proficiencies will be applied. This course is the first in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

- ◇ Credits: a 1-term course for 1 credit
- ◇ Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).
- ◇ 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 NUTRITION AND WELLNESS

11, 12

5340

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

- ◇ 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

CHILD DEVELOPMENT

9, 10, 11, 12

5362

Child Development is an introductory course that is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This

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

- ◇ Credits: a 1-term course for 1 credit
- ◇ Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).
- ◇ 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 CHILD DEVELOPMENT

11, 12

Prerequisite: Child Development

5360

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

- ◇ 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

INTRODUCTION TO HOUSING AND INTERIOR DESIGN

11, 12

5352

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

- ◇ 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

INTRODUCTION TO FASHION AND TEXTILES

9, 10, 11, 12

5380

Introduction to Fashion and Textiles is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. This course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashion, textile, and apparel arena. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; factors influencing the merchandising and selection of fashion, textile and apparel goods and their properties, design, and production; and consumer skills. A project-based approach integrates instruction and laboratory experiences including application of the elements and principles of design; selection,

production, alteration, repair, and maintenance of apparel and textile products; product research, development, and testing; and application of technical tools and equipment utilized in the industry. Visual arts concepts will be addressed. Direct, concrete mathematics proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers.

- ◇ 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

ADULT ROLES AND RESPONSIBILITIES

12

5330

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

- ◇ Credits: a 1-term course for 1 credit
- ◇ Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

INDUSTRIAL TECHNOLOGY

ARCHITECTURAL DRAFTING AND DESIGN I

10, 11, 12

5640A, 5640B

Architectural Drafting and Design I will provide students with a basic understanding of the detailing skills commonly used by a drafting technician. Areas of study include: lettering, sketching, proper use of equipment, geometric constructions with emphasis on orthographic (multi-view) drawings that are dimensioned and noted to ANSI standards. This course includes the creation and interpretation of construction documents. Methods of geometric construction, three dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing. Another purpose of this introductory course is to provide students with a basic understanding of the features and considerations associated with the operation of a computer-aided design (CAD) system. Students will gain valuable hands-on experience with AutoCAD. They will be expected to complete several projects relating to command topics. Topics include: 2D drawing commands, coordinate systems, editing commands, paper and model space, inquiry commands, layers, plotting, text, and basic dimensioning. This course will also include Basic Architectural AutoCAD practices.

- ◇ 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 DRAFTING AND DESIGN I

10, 11, 12

Prerequisite: Introduction to Engineering Design

4836A, 4836B

Mechanical Drafting and Design I provides students with a basic understanding of the detailing skills commonly used by a drafting technician. Areas of study include: lettering, sketching, proper use of equipment, geometric constructions with emphasis on orthographic (multi-view) drawings that are dimensioned and noted to ANSI standards. Another purpose of this course is to provide students with a basic understanding of the features and considerations associated with the operation of a computer-aided design (CAD) system. Students will gain valuable hands-on experience with AutoCAD. They will be expected to complete several projects (increasing in difficulty) relating to command topics. Topics include: 2D drawing commands, coordinate systems, editing commands, paper and model space, inquiry commands, layers, plotting, text, and basic dimensioning.

- ◇ 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

ENGINEERING AND TECHNOLOGY EDUCATION

INTRODUCTION TO MANUFACTURING

10, 11, 12

Prerequisite: Introduction to Engineering

4784A, 4784B

Introduction to Manufacturing is a course that specializes in how people use modern manufacturing systems with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a background toward developing engineering & technological literacy. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. Students will apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students will investigate the properties of engineered materials such as: metallics; polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling.

- ◇ 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

INTRODUCTION TO ENGINEERING DESIGN

Project Lead the Way

9, 10, 11, 12

4812A, 4812B

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).

NOTE: Use of the PLTW Course number is limited to school that have agreed

- ◇ 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

PRINCIPLES OF ENGINEERING

Project Lead the Way

10, 11, 12

4814A, 4814B

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

NOTE: Use of the PLTW Course number is limited to school that have agreed

- ◇ Credits: a 2-credit course, two trimesters required
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◇ This course is aligned with the Post-Secondary courses for Dual Credit
- ◇ Qualifies as a Quantitative Reasoning course

TECHNOLOGY AND SOCIETY

4804

Technology and Society is a course that specializes in the study of technology as a pervasive, complex force that is interwoven in the cultural, social, political, ethical and intellectual existence of all people. The development of technology has brought about new dangers related to material and social wealth. This is leading to a growing awareness of the direct and indirect consequences of our technological world, and the need to develop alternative means of accomplishing societal goals. As technologies become more powerful and integrated across societies, the ability to foresee the social, economic, and environmental consequences of their development has become increasingly critical. The goal of this course is to increase student awareness of the uncertainties and future direction associated with technological development. Emphasis is given to the nature

of technology, the impact of devices and systems on the quality of life, assessment of the benefits and risks of technology, and technological ethics for responsible decision-making.

- ◇ Recommended Grade Level: 11,12
- ◇ Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- ◇ Counts as a Directed Elective or Elective for all diplomas

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.

LIFE SKILLS

6131, 6132, 6133

This course will focus on transitioning from high school to adult living. The areas of concentration will be independent living, employment/job skills, and recreation and leisure as needed from goals in a student's individual education plan (IEP).

VOCATIONAL TRAINING

6231, 6232, 6233

This work experience is a pre-vocation program designed for students with mild, moderate, and low functioning learning disabilities. Students are introduced to vocational skills and then apply skills to an actual job. Students are evaluated weekly. The amount of training time will be specified in a student's individual education plan (IEP).

HOME LIVING CLASS

Prerequisite: Life Skills Class

6331, 6332, 6333

Open to students who are on Certificate track who have needs to learn skills to use at home and in the community. The curriculum will be developed for the individual needs of the student. It may include cooking, cleaning, shopping, leisure, self-care, and personal management. This class will take place in the classroom and through community-based experiences.

PEER MENTORING

10, 11, 12

6441, 6442, 6443

Peer Mentoring: Learning Together is an interactive curriculum intended to be used by students who want to be a part of including students with disabilities in their school. Peer Mentors help students with disabilities access general education classes and become included in the school and develop friendships. Peer Mentors can serve in a variety of roles: friend, role model, coach, and/or supporter.

- ◇ Credits: a 1-term course for 1 credit, maximum of 2 credits. Students must log 4200 minutes (the equivalent of one 70 minute period per day for one term – 60 days) to receive one credit. The 4200 minutes must be verified.
- ◇ Letter Grades will not be issued; students will receive either a “Pass” / “Fail” on the transcript
- ◇ Counts as an Elective for all diplomas

VOCATIONAL EDUCATION

INTRODUCTION

Cooperative education is a unique educational strategy that combines on the job learning experiences with related classroom instruction in a career cluster/pathway directly related to a student’s academic preparation and career objectives. Pursuant to changes adopted in 2005, the on-the-job experiences and related instruction are no longer separate courses but are combined into a single course.

The philosophy of cooperative education recognizes that classroom learning provides only part of the skills and knowledge students will need to succeed in their professions or career clusters/pathways. By creating opportunities to learn in the workplace, schools can help students develop and refine occupational competencies (attitudes, skills, and knowledge) needed to enter and succeed in a profession or career cluster/pathway, adjust to the employment environment, and advance in occupations of their choices.

The fundamental purpose of cooperative education is to provide students with opportunities to learn under real work conditions. While participating in cooperative work experiences, students are actual employees of the hiring organization. These experiences must be related to student academic and career cluster/pathway goals. Ideally, students' work assignments and areas of responsibility should broaden as they gain experience on the job and increased responsibilities should occur as further education and training are attained.

A student training plan and a training agreement are required. The formal training plan for the cooperative education 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.

A required component of the cooperative education program is classroom-based instruction that complements the work site experience. Related instruction incorporating activities connected to a student's career cluster/pathway objective and workplace experiences must be provided concurrently with the workplace learning experience. The content for classroom instruction is derived from an analysis of standards to be achieved and competencies needed by individuals engaged in the specific and immediate requirements of the jobs in which students are receiving training. Content selected for classroom activities should help students meet the requirements of their career cluster/pathway goals.

The cooperative education program is a joint effort between the school and community. Program success depends upon mutual support. Advisory committees composed of business, industry, and/or labor partners assist in determining general program operating policies and procedures, participate in curriculum review and revision, and assist in promoting the program in the community.

Cooperative education programs must meet the following requirements:

- ◇ Students shall be employed an average of not less than fifteen (15) hours per week during the school year or a total of 540 hours over three trimesters.
- ◇ Students shall demonstrated proficiency of the academic standards taught in the related instruction portion of the class. The school shall offer the related instruction class concurrently with the student's employment, and it shall consist of approximately five hours per week of school-based instruction.
- ◇ Student employment shall comply with all state and federal laws pertaining to employment of youth, including minimum wage regulations.
- ◇ Safety is taught as an integral part of the instructional program, both in the related instruction and at the training site.
- ◇ Students shall be allowed time from the daily school schedule to work at the participating employers' places of business.

- ◇ Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year.
- ◇ The teacher/coordinator shall have time assigned to supervise students and coordinate with work site personnel during the same time students are released for on-the-job training.
- ◇ Properly planned and organized student activities, coordinated with work-based learning experiences, supplement and enhance the cooperative education program. Therefore, participation in career and technical student organizations is an integral part of these programs. Leadership and career oriented activities of student organizations enhance students' occupational information and technical knowledge, build self-esteem, and provide students with solid job-seeking strategies and job success skills.

More specific details about cooperative education programs may be found in the Cooperative Education Guidelines and Procedures Manual at <http://www.doe.in.gov/achievement/career-education/cooperative-education-internships>

INTERDISCIPLINARY COOPERATIVE EDUCATION

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

5902A, 5902WA

5902B, 5902WB

5903C, 5903WC

In order to be eligible for acceptance in the I.C.E. program, a student must:

- ◇ Be a junior or a senior (Can only be taken once – either junior OR senior year)
- ◇ Have a stated occupational goal established with the guidance office
- ◇ Have completed course work in grades 9-11 that is related to this occupational goal
- ◇ Have demonstrated reliability and responsibility by meeting attendance and discipline standards established by the School Board Trustees
- ◇ Apply for training at work stations currently available
- ◇ Have transportation to and from the training station
- ◇ Meet ALL application, interview, and job acquisition deadlines established by the instructor
- ◇ Agree to the required training contract

Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. This approach is especially valuable in enriching the small school's career and technical education program where a traditional cooperative program of clustered occupations cannot be identified because of varied student interest and diverse training stations. Time allocations are a minimum of fifteen

hours per week of work-based learning and approximately five hours per week of school-based instruction. Students may work more hours per week with special permission from the program coordinator and the principal. The following two components must be included as part of the Interdisciplinary Cooperative Education course.

Related Instruction that is classroom based shall be organized and planned around the activities associated with the student's individual job and career objectives in a career cluster area; and shall be taught during the same semesters as the student is receiving on-the-job training. The concepts, skills, and attitudes basic to occupational competence are to be taught in school and are to be applied and tested on the job. The sequence of related instructional topics in school shall be continuously correlated with the student's job activities. Because each student's on-the-job activities will vary according to the types of occupations in which they have been placed, part of the related instructional time needs to be individualized in such ways as: (a) using group instruction, but individualizing the assignment so that the learning is applied to each student's own work experience, and (b) using individual study assignments such as projects, job study guides, and individual reading assignments.

For a student to become occupationally competent and therefore employable, the related instruction should cover in varying proportions: (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies.

On-the-Job Training is the actual work experience in an occupation in any one of the Indiana career clusters that relates directly to the student's career objectives. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced employees who serve as on-the-job trainers/supervisors in accordance with pre-determined training plans and agreements and who assist in evaluating the student's job performance.

- ◇ Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. I.C.E. students will be enrolled in the I.C.E. class each term and will receive one credit per term for the class component. I.C.E. students will also receive one credit per term for the work component. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◇ Training stations are available in the following areas:

Agribusiness	Data Entry	Restaurant Managmt.
Auto Repair	Cert. Nursing Assistant	Retail Sales
Auto Body Repair	Dental Assistant	Retail Management
Banking Services	Dietary Assistant	Tool & Die
Business Management	Graphic Arts	Veterinary Assistant
Building Trades	Industrial Technology	Apprenticeship
Clerical	Medical Assistant	

I.C.E. CLASSES

The main purpose of the I.C.E. class is to help students adjust to the situations they encounter on the job. Main areas covered are: safety on the job, career goals and research, teamwork, conflict resolution, managing money, using bank and credit card services, job application and interviewing. Students must pass the class each term in order to receive credit for the work portion.

DISMISSAL FROM THE PROGRAM

There are several situations that can justify a student's dismissal from the program. These include:

- ◇ Failure to comply with the policies of the employer, the school, or civil law;
- ◇ Receiving a failing grade at the end of any twelve week term (this includes all classes and work station);
- ◇ Failure to meet school and I.C.E. attendance policies;
- ◇ Being fired by the employer
- ◇ Quitting your job

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

PM: 5903, 5904, 5905

Formalized training is offered in several careers. Students wishing to attend the Career Center must apply to the Guidance 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;
- ◇ Completion of 9th grade career report showing correlation to selected area;
- ◇ Statement of parents' educational and career goals held for child; and
- ◇ Complete an interview with the principal or a designee.

Also, the student must have shown interest in the area selected by taking developmental classes at Bremen. These courses should be related to the designated area of interest. Candidates must

also exhibit acceptable attendance and behavior characteristics during their enrollment at Bremen High School.

Since the inception of the trimester schedule in 1999, students who attended the Career Center in Elkhart have received three credits each term for a total of nine credits for the year. Due to changes in the grade reporting at the Career Center, beginning with the Class of 2017, students will only be receiving two credit per term for a total of 6 credits for the year. It will be essential for students who wish to attend the Career Center to plan ahead in their 4-year academic plans.

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.
- ◇ 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.
- ◇ Realize that they must be in attendance in BHS classes for at least 90% of the time in order to get credit for each class.
- ◇ 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.
- ◇ The following is a listing of courses that may be taken at the Elkhart career Center for the 2017-2018 school year. Additional information and approximate costs associated with each course may be obtained from the guidance department.

ELKHART AREA CAREER CENTER
2017-2018
COURSE DESCRIPTIONS

Each of these courses qualifies as a Core 40 elective course or an elective course for an Academic or Technical Honors Diploma.

AUTOMATION & ROBOTICS I & II

Year 1 (DOE Course: Industrial Automation & Robotics I – 5610)

Hands-on engineering experience with industry training equipment used in flexible manufacturing

Opportunity to construct large scale projects from concept to finished prototype that encompasses skills obtained through training (ie: a manned hovercraft, an automated drawbridge, an automated maglev vehicle, robotic, etc.)

Potential to utilize classroom experience to intern with area businesses and manufacturers

Troubleshooting automated systems, diagnosing problems and designing solutions through the engineering process

Year 2 (DOE Course: Industrial Automation and Robotics II – 5612)

Design projects that integrate computers and machines to automate tasks (Mechatronics)

Program industrial robot to complete tasks and perform quality checks

Program PLC and Arduino

Use of Lean Manufacturing principles to improve product quality

Prerequisite: Automation & Robotics I

Career Focus

Students will be prepared to continue education at a 2 or 4-year post secondary institution in an engineering or engineering technology field, or moving into positions in the manufacturing and industrial fields

- ◇ Earn up to 18 College Credits; Certifications available
- ◇ Additional Costs: 1st year costs - \$5; 2nd year costs - \$20

COMMERCIAL PHOTOGRAPHY I & II

Year 1 (DOE Course: Commercial Photography – 5570)

Introduction to the fundamentals of photography and lighting

Students will learn useful work flows and current software, such as Adobe Photoshop CC and Adobe Lightroom CC

Develop an understanding of professional level equipment and studio practices.

Students will become proficient in content creation & problem solving.

Year 2 (DOE Course: Graphic Design and Layout – 5550)

Students will practice creating content for use with interactive media

Build a photography portfolio showcasing a diverse range of photography skills

Students will be introduced to the foundations of web design and web programming

Work with community leaders to produce content for real world projects.

Prerequisite: Commercial Photography I

Career Focus

Student will be prepared to attend the college or art school of their choice, work in a photography studio, or begin a freelance career

- ◇ Earn up to 6 College Credits/Industry-Level Certifications
- ◇ Additional Costs: 1st Year - \$150; 2nd Year - \$125

CREATIVE LANDSCAPING

Year 1 (DOE Course: Landscape Management I – 5136)

Learn to identify species of plants

Learn the common names and botanical names of plants

Identify growth habits and differences of shade, ornamental, and evergreen trees and shrubs

Identify and interpret health, safety and welfare standards.

Year 2 (DOE Course: Landscape Management II – 5137)

Design and draft landscape plans

Learn maintenance techniques for private landscapes, nurseries or grounds, such as golf courses, athletic fields, or botanical gardens

Identify bacteria, diseases and management of these problems.

Prerequisite: Creative Landscaping I

Career Focus

Students will be prepared to pursue further education to become a landscape designer or architect at a 2 or 4-year post-secondary institution

- ◇ Earn up to 6 College Credits
- ◇ Additional Costs: \$50 per year

FLORAL DESIGN & EVENT PLANNING

Year 1 (DOE Course: Horticulture Science I – 5132)

Students will learn basic design styles, theories, and trends to create dynamic floral designs

Identify and safely utilize tools and mechanics used in flora shops

Analyze and identify botanical names of flowers and foliage, used in the floral industry

Understand and practice common design styles used in floral industry

Year 2 (DOE Course: Horticulture Science II/Landscape Management II – 5137)

Build professional sales skills used to take orders and manage a floral shop

Create beautiful casket sprays and incorporate ribbon items to personalize sympathy designs

Design and create bouquets and reception arrangements using styles popular to the wedding industry

Learn how event planners collaborate with vendors to design and decorate corporate events and weddings

Prerequisite: Floral Designs and Event Planning I

Career Focus

Students will be prepared for employment as an entry-level floral designer, nursery manager, or event planning or continue education at a 2 or 4-year post secondary institution.

- ◇ Certifications Available
- ◇ Additional Costs: 1st year - \$50; 2nd year - \$75

GRAPHIC DESIGN I & II

Year 1 (DOE Course: Graphic Design and Layout – 5550)

Learn about typography, color theory, electronic illustration and photo manipulation

Learn the basic functions of Adobe Creative Cloud Software, such as Photoshop, Illustrator and InDesign

Create layouts for posters, magazine covers, logos, billboards, editorials, and more

Produce an exciting and creative portfolio that will be use to gain employment and/or acceptance in an art college

Participate in nationally-recognized art/design competitions

Year 2 (DOE Course: Graphic Imaging & Technology – 5572)

Create professional multi-page graphic designs such as postcards, greeting cards, brochures, calendars, and more

Explore animated web banners and website design

Work with actual clients and get paid for your designs

Continue adding college-level work to your portfolio

Prerequisite: Graphic Design I

Career Focus

Students will be prepared to attend the college or art school, gain immediate entry-level employment in the graphic design field, or begin a freelance career

- ◇ Earn up to 9 College Credits/Industry-Level Certifications
- ◇ Additional Costs: 1st year - \$28.75; 2nd year - \$0; Art competition entry fees \$5-\$25 per entry

CAD: COMPUTER AIDED DRAFTING & DESIGN I & II

Year 1 (DOE Course: Architectural Drafting and Design I – 5640)

Learn introduction to technical drafting

Develop skills in architectural drafting

Be introduced to 3D modeling software

Year 2 (DOE Course: Architectural Drafting and Design II – 5652)

Create video game quality 3D solid models and animation

Develop knowledge and skills in architectural and mechanical drafting

Compete in regional, state and national drafting competitions

Gain real-world experience by working on projects for local companies and interview for positions in paid internships

Learn to 3D print what you draw

Prerequisite: CAD I

Career Focus

Students will be prepared for placement as a CAD drafter and/or further education

- ◇ Earn up to 3 College Credits and Certifications available
- ◇ Additional Costs: 1st year - \$30; 2nd year - \$30

COMPUTER NETWORKING/PC MAINTENANCE I & II

Year 1 (DOE Course: Computer Technology Support I – 5230)

Build and troubleshoot PCs

Install network cables and hardware in new construction

Utilize internationally-recognized curriculum developed by the Cisco Networking Academy

Year 2 (DOE Course: Networking II - Servers II – 5257)

Configure Cisco routers and switchers

Design and maintain network infrastructures

Use IP routing protocols and access lists

Utilize internationally-recognized Routing and switching curriculum developed by the Cisco Networking Academy

Career Focus

Prepared for CompTIA A+ and/or CCNET certifications, immediate employment as a computer/network technician, or further education

- ◇ College Credits/Industry-Level Certifications
- ◇ Additional Costs: 1st year - \$25; Certifications - \$95-\$135 each exam

AUDIO/VIDEO PRODUCTION I & II

Year 1 (DOE Course: Radio & Television I – 5986)

Students will gain working knowledge of the basic techniques, skills, and professional courtesy used in audio/video careers

Students will focus on creating concepts, scripts, production, and editing audio/video using professional industry techniques and equipment

Year 2 (DOE Course: Radio & Television II – 5992)

Familiarize students with the fundamental principles of radio program production, recording, editing, interviewing, and microphone techniques

Students will get practical experience, in-field production, video editing, and live studio production

Students will assist in the daily operations of closed-circuit TV channel 24 and an HD radio station

Prerequisite: Audio/Video Production I

Career Focus

Broadcast television, broadcast radio, film and audio/video production for the internet and other media outlet

- ◇ Earn up to 9 College Credits
- ◇ Additional Costs: 1st Year - \$80; 2nd Year \$80

CSI: CRIME SCENE INVESTIGATION

1 Year Program

DOE Course: Criminal Justice II Advanced - 5824

Introduction to the investigation process and solution of crimes

Specialized classroom and lab experiences based on skills used in CSI

Develop skills to identify and secure a crime scene, sketch and document a crime scene, and collect and package evidence

Categorize evidence such as fingerprints, tool marks, and DNA to solve a crime

Train utilizing hands-on strategies collecting evidence and participating in crime scene investigations

Interact with numerous law enforcement professionals whose specific knowledge and skills will provide insight into the day-to-day workings of a crime scene investigator

Career Focus

Students will be prepared to pursue further education in the crime scene investigation field or a public safety/military service career

- ◇ Earn up to 9 college Credits: Industry-Level Certifications available
- ◇ Additional Costs: \$75

EMT: EMERGENCY MEDICAL TECHNICIAN

1 Year Program

Seniors Only

DOE Course: Emergency Medical Services – 5210

Develop fundamental skills needed for the emergency medical service profession

Learn lifesaving CPR techniques and first aid care

Recognize, manage, and apply scene information and patient assessment to guide emergency management of the sick and injured patients

Career Focus

Students successfully completing this program will be eligible to sit for the National Registry EMT exam and the Indiana Psychomotor exam leading to EMT certification, which will allow students to gain entry level positions as an EMT for an ambulance/fire service as well as ED Tech positions in the Emergency Department.

- ◇ Earn up to 7.5 College credits; Certifications available
- ◇ Additional Costs: \$100 + uniform pants and shoes

FIREFIGHTING

1 Year Program

DOE Course: Fire & Rescue I 5820

Classroom and hands-on experience with course completion state certification

Develop specialized skills applicable to those used in today's fire service

Interact with local career and volunteer firefighters from area departments

Develop life-long life skills

Career Focus

Students will be prepared for immediate employment as a fire fighter, further education at a college of your choice, and/or entry into military service

- ◇ Earn up to 9 College Credits; Certifications available
- ◇ Additional Costs: Class Fee - \$150; Uniform & Supplies - \$90

LAW ENFORCEMENT

1 Year Program

DOE Course: Criminal Justice I - 5822

Develop specialized classroom training and hands-on skills which are used in the law enforcement, corrections, and public safety fields

Experience fundamental training based upon the ILEA (Indiana Law Enforcement Academy), which provides a foundation for society's expectations of public safety professionals

Acquire core skills including patrol tactics, criminal and traffic laws, traffic violations, and parking enforcement. In addition, hands-on training in arrest procedures, person searches, and building/vehicle searches will be conducted

Integrate numerous public safety professionals (both current & retired) into curriculum to provide an excellent knowledge base for students

Career Focus

Students will be prepared for further education at a college of their choice, or entry into the public safety/military service fields

- ◇ Earn up to 3 College Credits; Industry-Level Certifications available
- ◇ Additional Costs: \$75

INTRODUCTION TO HEALTH CAREERS

Juniors Only

Participate in hands-on lab experiences with an emphasis on several types of health careers

Job interview and professional development training

Diversity and various health and wellness concepts discussed

Develop understanding of multiple career focuses with basic skill training

Career Focus

Students will be prepared to concentrate on one health related career path leading into a senior-level program

- ◇ Earn up to 6 College Credits; Certification available
- ◇ Additional Costs: Lab Fee - \$75; Scrubs - approx. \$50

MEDICAL ASSISTING I & II

Open to Juniors and Seniors (do not need to commit to 2 years)

Year 1 (DOE Course: Health Science Education I – 5282)

Perform life-saving CPR and first aid procedures at the professional health care level

Successfully draw blood (phlebotomy) and perform ECGs (electrocardiograms)

Practice a variety of medical assisting skills to prepare for a career in a physician's office or clinic

Year 2 (DOE Course: Health Science II – Special Topics – 5286)

Learn advanced medical assisting skills

Work with health care professionals using medical assisting skills in internship experiences

Prepare for national certification exam to become CMA (certified medical assistant)

Prerequisite: Medical Assisting I

Career Focus

Students will be prepared to seek employment as a medical assistant in offices and clinics, and/or further education in a medical career

- ◇ Up to 3 College Credits; Certification Available
- ◇ Additional Costs: 1st year costs \$40 Lab Fee, Scrub Uniform, clinic shoes and watch; 2nd year costs \$50 lab fee; Seniors who qualify for internships will need TB test, flu shot and a background history check

CNA PREPARATION

Seniors Only

Clear Regional Background check as required by Indiana law

Utilizing standards set forth by the Indiana State Department of Health, students will deliver hands-on care in long-term nursing facilities to primarily an elderly population

Upon completion of CNA requirements, students may experience an internship opportunity which utilizes their CNA skills

Experience the world of the dementia patient while earning a Dementia Care Certification through Johns Hopkins University

Career Focus

Students will be prepared to take part in the Indiana State CAN licensure exam as well as earn the opportunity to possess the nationally accredited Dementia Care Certification through Johns Hopkins University

- ◇ Earn up to 5 college Credits; Certification Available
- ◇ Additional Costs: \$150 (includes clinical scrubs); CNA Exam - \$75

EARLY COLLEGE HEALTH CARE SPECIALIST I & II

Early College Health Care Support I: Juniors Only with a two year program commitment

Year 1 (DOE Course: Health Science II Special Topics – 5286)

Cardiology focus

Learn entry level patient care skills utilized in many healthcare environments including, but not limited to; assessment of blood pressure, pulse and respirations, assisting with activities of daily living, CPA, AED, and first aid.

Develop fundamental skills necessary to assess the electrical function of the cardiac system and report findings to the physicians for further care of patient.

Year 2 (DOE Course: Emergency Medical Services – 5210)

Develop more in-depth knowledge of the cardiac system and patient care, including a clinical phase preparing students to enter the job market as EKG Technicians

Complete the Emergency Medical Technician certification course

Qualify to take the Certified EKG Technician Examination through National Healthcareer Association

Become eligible to sit for The National Registry exam for EMT certification

Prerequisite: Early College I

Career Focus

Students will be prepared to gain employment as a Cardiac (EKG) Technicians and Cardiac Monitor Technicians in a variety of settings and/or gain employment with an ambulance service, emergency department and many other healthcare facilities

- ◇ Earn up to 30 College Credits; Technical Certificate Available
- ◇ Additional Costs: 1st year costs - \$100 + uniform pants and shoes, 2nd year costs - \$100 + uniform pants and shoes. EMT Certification exam - \$75, CET exam - \$115

DENTAL HEALTH CAREERS

1 Year Program

DOE Course: Dental Health Careers - 5203

Hands-on experience in dental procedures and expanded functions in dental assisting

Deliver oral hygiene instruction to both children and adults

Develop dental terminology that will enhance practical skills

Experience internships in a dental office

Develop and build employability skills

Career Focus

Students will be prepared to seek employment in a dental office and/or further education in a dental health careers program

- ◇ Earn up to 4 College Credits can also earn up to 15 Advanced Placement Credits ;Certification Available
- ◇ Additional Costs: \$180

VETERINARY ASSISTING I & II

Year 1 (DOE Course: Veterinary Careers I – 5211)

Students will be introduced to the science of Biology

Trained to provide professional support to veterinarians

Hands-on experiences such as blood draws, animal restraining and preparing examination rooms for veterinarians

Students will be introduced to post-secondary opportunities in veterinary science

Year 2 (DOE Course: Veterinary Careers II – 5212)

Continue to refine skills as a veterinarian technician

Hands-on experiences such as grooming, lab testing and independent scientific research

Student will design the structure and organization of their own veterinary facility

Opportunity for internships in local veterinary clinics that may lead to employment

Prerequisite: Veterinary Assisting I

Career Focus

Students will be prepared to pursue further education to become a Veterinary Technician, Veterinary Assistant or a Veterinarian

- ◇ Earn up to 3 College Credits
- ◇ Additional Costs: 1st year costs - \$45 lab fees, 2nd year costs - \$45 lab fees

COSMETOLOGY I & II

Class is 4 hours long, you must have your own transportation

Cosmetology I: Juniors Only

Cosmetology II: Returning Seniors Only

Year 1 (DOE Course: Cosmetology I – 5802)

Introduction to developing the skills necessary for earning the Indiana cosmetology license including, but not limited to hair design, haircutting, hair coloring, nail care, skin care and salon business skills

Develop the professional skills necessary to be successful employee such as punctuality, initiative and professional integrity

Year 2 (DOE Course: Cosmetology II – 5806)

Implementation of necessary skills needed to complete State Board of Cosmetology examinations

Practice necessary practical tasks for running the EACC simulated salon

Develop professional communication skills with clients, instructors and fellow classmates

Learn how to problem solve salon business skills

Prerequisite: Cosmetology I

Career Focus

Students will be prepared to meet the Indiana State Board Standards for Cosmetology and become a licensed professional cosmetologist

- ◇ College Credits/Indiana Cosmetology License
- ◇ Additional Costs: 1st year - Registration Fee - \$360; Uniform and Supplies - \$175; 2nd year - \$25

CULINARY ARTS I & II

Culinary Arts I: Juniors Only

Culinary Arts II: Returning Seniors Only

Year 1 (DOE Course: Culinary Art & Hospitality I – 5440)

Hands-on training in a fully-equipped newly updated kitchen with professional chef instructors

Gain work experience by preparing weekly restaurant meals and student sales

Learn basic cook techniques and basic sanitation principles

Year 2 (DOE Course: Culinary Art and Hospitality II – 5346)

Work in a fully equipped baking lab and kitchen with a professional chef instructor

Gain work experience by preparing product for catering an annual fundraising event

Prepare foods from different regions of the Americas and around the world

Prerequisite: Culinary Arts I

Career Focus

Students will be prepared to further their education in college or culinary school or gain immediate employment in culinary field

- ◇ Earn up to 12 College Credits; Certifications available
- ◇ Additional Costs: 1st Year - \$123; 2nd Year - \$50

EARLY CHILDHOOD EDUCATION I & II

Year 1 (DOE Course: Early Childhood Education I – 5412)(Juniors only)

Create lesson plan for children 0-8 years using play-based approach

Build health, safety and nutrition activities and environments for children 0-8 years

Learn curriculum approaches and applications in hands-on activities

Develop fundamental knowledge of child growth and development in cognitive, physical and emotional growth in young children

Year 2 (DOE Course: Early Childhood Education II – 5406)

Learn what it takes to be a childcare director and/or owner

Prepare for CDA (Child Development Associate credential)

Build health, safety and nutrition activities and environments for children 0-8 years

Develop a professional portfolio with evidence of competency of work with young children

Build a detailed analysis of human development from infancy through adulthood

Prerequisite: Early Childhood Education I

Career Focus

Students will be prepared for immediate employment in early childhood education and/or further education

- ◇ Earn up to 18 College Credits; Certification Available
- ◇ Additional Costs: 1st year - \$70 + Uniform, 2nd year - \$110 (CDA exam)

AUTOMOTIVE COLLISION REPAIR

Open to Juniors and Seniors

DOE Course: Automotive Collision Repair I - 5514

Introduction and discussion related to the fundamentals of collision repair, welding, trim and hardware, and exterior panel repair of automobiles

Vehicle construction and terminology, collision energy management, automotive fasteners, and bolt-on replacement parts will also be covered

Repair and/or replace steel and plastic automotive and truck body panels to pre-accident condition using professional grade tools and equipment

Work side-by-side with experienced collision repair technicians

Efficiently produce quality repairs in the fast-paced environment of an automotive collision repair facility

Career Focus

Students will be prepared for immediate employment in the automotive collision repair industry, ASE certification and/or further education

- ◇ Earn up to 14 College Credits
- ◇ Additional Costs: \$80

AUTOMOTIVE REFINISHING

Open to Juniors and Seniors

DOE Course: Automotive Collision Repair II - 5544

Introduction and discussion related to safety and the environment, refinish equipment, and color theory, application, tinting and blending

MSDS, environmental laws, and material mixing

Paint vehicles using industry-standard equipment and materials

Work side-by-side with experienced automotive refinishing technicians

Efficiently produce quality repairs in the fast-paced environment of an automotive refinishing facility

Career Focus

Students will be prepared for immediate employment in the automotive refinishing industry, ASE Certification, and further education

- ◇ Earn up to 14 College Credits
- ◇ Additional Costs: \$80

AUTOMOTIVE SERVICE TECHNOLOGY I & II

Year 1 (DOE Course: Automotive Service Technology I – 5510)

Learn 21st century skills, preventative maintenance skills, suspension, brakes, basic electrical and alignments

Use a hands-on approach to analyze, diagnose, maintain and repair basic and advanced automotive systems

Compete for tools and scholarships in organizations like SkillsUSA and Hot Rodders of Tomorrow

Earn the opportunity to participate in AYES, a nationally-recognized organization supported by more than a dozen automotive manufacturers

Opportunity for paid summer internships at local dealerships through AYES

Year 2 (DOE Course: Automotive Service Technology II – 5546)

Experience entry-level apprenticeship skills in engine repair, engine management, fuel, ignition, electric engine controls and sensors, and automotive business structure and management

Apply what is learned on “live cars” performing real-world fixes, diagnosing, evaluating, correcting, and verifying repairs using the same tools and equipment the pros use

Earn opportunities for on-the-job internships at local shops during school hours for pay

Compete for scholarships and tools worth thousands of dollars with student organizations such as SkillsUSA

Prerequisite: Automotive Service Technology I

Career Focus

Students will be prepared for employment in the automotive service field, ASE-NATEF certifications, and/or further education

- ◇ Earn up to 19 College Credits and Certifications available
- ◇ Additional Costs: 1st Year - \$150; 2nd Year - \$125

CONSTRUCTION TRADES I & II

Year 1 (DOE Course: Construction Trades I – 5580)

Train in a lab with state-of-the-art power tools and power equipment with highly skilled instructors and assistants with nearly 100 years of combined experience

Covers every major construction career area: carpentry, residential wiring, residential plumbing, concrete, and many others

Year 2 (DOE Construction Trades II – 5578)

Completion of building a \$200,000 residential home

Use the latest construction materials and construction techniques to meet today’s building codes and energy efficiency requirements of the home building industry

Prerequisite: Construction Trades I

Career Focus

Students will be prepared for immediate employment in the construction field and/or further education.

- ◇ Earn up to 12 College Credits
- ◇ Additional Costs: 1st Year - \$125 (uniforms and basic hand tools); 2nd Year: \$50-70 (hard hats/uniform replacement)

DIESEL SERVICE TECHNOLOGY I & II

Year 1 (DOE Course: Diesel Service Technology I – 5620)

Introduce students to diesel engine operating principles and theories

Experience hands-on training on diesel engines, drivetrains, brakes, electrical, steering and suspension

Practical experience using OEM diagnostic software and service information

Compete for tools and scholarship money

Year 2 (DOE Course: Diesel Service Technology II – 5624)

Introduce students to operation principles and theories of heavy-duty drive trains, brakes, steering and suspension

Hands-on training on drive trains, brakes, suspension and steering

Learn preventative maintenance and DOT inspection skills

Prerequisite: Diesel Service Technology I

Career Focus

Students will be prepared for entry-level positions in the diesel service technology field, ASE certification and/or further education in trucking, heavy equipment, agriculture, and marine fields

Prepare for ASE certification and further education

- ◇ Earn up to 12 College Credits
- ◇ Additional Costs: 1st year costs - \$150; 2nd year costs - \$50

MACHINE SHOP I & II

Year 1 (DOE Course: Precision Machining I – 5782)

Operate manual machines, lathes, mills, and surface grinders

Real-world experience working on projects for the school and local companies/organizations

Paid internships

Seven (7) NIMS certifications

Hands-on training in a fully-equipped machine shop with the latest equipment

Polytechnic program

Year 2 (DOE Course: Precision Machining II – 5784)

Utilize the newest CNC mills, CNC lathe, CNC plasma cutter, and 3D printer

Paid Internships

Seven (7) NIMS certifications

Prerequisite: Machine Shop I

Career Focus

Students will be prepared for a job in the machining field with CNC programming/operation experience and/or further education in the engineering field or apprenticeship programs

- ◇ Earn up to 12 College Credits; Industry-Level Certifications Available
- ◇ Additional Costs: \$0

MOTORCYCLE/OUTDOOR POWER TECHNOLOGY I & II

Year 1 (DOE Course: Recreational & Mobile Equipment I – 5842)

Develop essential core skills required to prepare for a career in small engine and motorcycle repair

Experience and apply shop safety and customer service skills

Earn tools and scholarship money through involvement in student organizations such as SkillsUSA, Hot Rodders of Tomorrow, and NHRA's Young and Education Services by competing in a skill area

Year 2 (DOE Course: Recreational & Mobile Equipment II – 5844)

Analyze, diagnose, and repair equipment for individuals in the community, working on real-world problems

Participate in high-level paid internships with local companies

Continue to earn scholarships and prizes with student organizations

Prerequisite: Motorcycle/Outdoor Power Technology I

Career Focus

Students will be prepared for immediate employment in small engines and motorcycle repair and/or further education

- ◇ Earn up to 9 College Credits; Certification available
- ◇ Additional Costs: 1st year - \$80; 2nd year - \$30

WELDING I & II

Year 1 (DOE Course: Welding Technology I – 5776)

Develop the fundamentals of stick arc welding, mig and tig welding, as well as other innovative welding techniques

Begin earning an AWS SENSE Welding Certification using industry level equipment

Start your Associates degree in Early Welding Technology

Year 2 (DOE Course: Welding Technology II – 5778)

Participate in exciting internship with a local manufacturer

Finish an AWS SENSE Welding Certification using industry level equipment

Prepare for welding test, which is required for job placement in the welding industry

Prerequisite: Welding I

Career Focus

Students will be prepared for immediate employment as a welder and/or further education at a welding-associated technical school or college

- ◇ Earn up to 9 College Credits; Certification available
- ◇ Additional Costs: 1st year - \$60; 2nd year - \$0

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

CTE Award for Excellence: One of the most prestigious awards for career/technical education students in the state of Indiana. Only 10 awards are given annually.

The top Michigan CTE students are recognized by Lewis Cass Intermediate School District with a possibility of scholarship money.

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

CERTIFICATIONS & ASSESSMENTS

On-Site Testing

- ◇ Accuplacer/College Credits for Vincennes
- ◇ Accuplacer/College Credits for Ivy Tech
- ◇ NA3SA for Automotive Technology
- ◇ NOCTI Certified
- ◇ FORD AAA
- ◇ Pre-Professional Assessment and Certification (Pre-PAC)
- ◇ Cosmetology Pre-State Exam
- ◇ NIMS 100, 200 and 700 Portfolio

Every student should leave with a professional resume, references, cover and thank you letter

Some Certifications and Testing require an additional cost. See instructor for details

INTERNSHIPS & COLLEGE CREDITS

Internships

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

College Credits

While you are here, you can earn college credits from the following:

- ◇ Ivy Tech Community College
- ◇ Vincennes University

- ◇ IUPUI

Our courses offer 6 credits – up to 22 credits per year

Each of these courses qualifies as an elective course for Core 40, Academic and Technical Honors Diplomas.

BREMEN ACADEMY

8000

The Bremen Academy 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 the Indiana On-Line Academy, and courses will be offered at varying costs, depending on the situation. Interested students and/or guardians need to inquire at the Guidance Office. Involvement in this program is based on the decision of a selection committee.

INDIANA ONLINE ACADEMY

Any student wishing to take a course that is not offered at Bremen High School and who does not meet any of the criteria above, may do so through the Indiana On-Line Academy, at a cost of \$275 per course.

- ◇ AP Biology 1 & 2
- ◇ AP Micro Economics
- ◇ AP Macro Economics
- ◇ AP Psychology 1 & 2
- ◇ AP US Government
- ◇ AP US History 1 & 2
- ◇ AP World History
- ◇ American Sign Language 1,2, & 3
- ◇ AP Art History
- ◇ Chinese 1 & 2
- ◇ French 1 & 2

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 should have it placed in their schedule due to their IEP (Individual Education Plan), ILP (Individual Language Plan), RtI (Response to Intervention) Plan, "504 Plan," or based on the recommendation of the Guidance 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 building principal.

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 time for sleeping or wasting time. We encourage students to enroll in five classes each term, but if a study is deemed necessary, students are expected to use their time wisely or risk not being allowed to take study halls in the future. The following restrictions will apply:

- ◇ Students are limited to one study hall per year.
- ◇ We cannot guarantee a study hall during a specific term.
- ◇ 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 building principal.
- ◇ No credits will be awarded for study halls.

RESOURCE ROOM 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 LAS Links 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.

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) Club	Intramural Basketball
Art Club	Jazz Band
B-Club	Key Club (Community Sponsored Service)
Bremen F.F.A. Association	Lion's Roar (Newspaper) Staff
BTV (Broadcasting) Crew	National Honor Society
Cheerleading	Science Club
Chess Club	Spanish Club
Color/Winter Guard	Sprig (Yearbook) Staff
DECA (Marketing)	Student Council
Drama Club	Swing Choir
Inter. Coop. Education (I.C.E.)	Women's Chorale Ensemble

Boys' Athletics

Basketball
Baseball

Cross Country
Football
Golf
Soccer

Swimming
Tennis
Track
Wrestling

Girls' Athletics

Basketball
Cross Country

Golf
Soccer
Softball
Swimming
Tennis
Track & Field
Volleyball

Academic Competitions

Hoosier Spell Bowl

Hoosier Academic Super Bowl Teams

- ◇ English
- ◇ Math
- ◇ Science
- ◇ Social Studies
- ◇ Fine Arts
- ◇ Interdisciplinary

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.

Since the BHS grading period is now 12 weeks in length, instead of 6 weeks, the academic ineligibility period will also be 12 weeks for extra-curricular participation. A student must earn four credits in the previous term in order to retain eligibility in the following term.

References:

Cover Picture – Lion:

http://www.google.com/search?q=lion&safe=active&source=lnms&tbn=isch&sa=X&ei=36XVUrXyIYi5rqGFzIDgAQ&ved=0CAcQ_AUoAQ&biw=1280&bih=855&surl=1#facrc=&imgdii=&imgrc=mJzBieSnFX-pzM%253A%3BAVPy_5ej2ZW8mM%3Bhttp%253A%252F%252Fcdn.petkaria.com%252Fpictures%252Ffindervilla.com%252Fhome%252F2012%252F12%252FLion-Face-HD.jpg%3Bhttp%253A%252F%252Fpetkaria.com%252Flion-photos-hd%252F11%252Fthe-lion-king-3d-wallpapers-movie-desktop-wallpapers-the-lion-king%252F%3B1600%3B1000

Course Titles & Various Descriptions:

<http://www.doe.in.gov/sites/default/files/ccr/ctd-march-2016-final-mar-18-2016.pdf>