

# BREMEN

## SENIOR HIGH SCHOOL

### *COURSE AND PROGRAM GUIDEBOOK*

*updated 2/12/2021*

**2021-2022**



## **CORE VALUES**

MUTUAL RESPECT ◊ CARING SCHOOL COMMUNITY ◊ GREAT EXPECTATIONS

### **WEBSITE**

[www.bps.k12.in.us](http://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 disability. For further information, clarification, or complaint, please contact the following person:

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

# **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/ Graduation Pathway
6. A Confirmation (Signature) Log

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

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

## *Changes in Graduation Requirements*

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

## *Changes in College Admission Requirements*

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

◇ **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 to meet the Core 40 requirements.

◇ **Preparation for College Success.** It's not just about getting in – it's about finishing. To succeed in college-level work, students need to complete 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.

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

By providing all Indiana students a balanced sequence of academically rigorous high school courses in the core subjects of English/language arts, mathematics, science and social studies; physical education/health and wellness; and electives including world languages, career/technical, and fine arts, the Core 40 requirement 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 the Learn More Resource Center at [www.learnmoreindiana.org](http://www.learnmoreindiana.org).

# **GRADUATION REQUIREMENTS**

## *Classes of 2022 and beyond*

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

1. The class of 2022 must pass the Grade 10 College and Career Readiness Assessment ISTEP+10. The Classes of 2023 and beyond will have to meet the Graduation Pathway requirements.
2. Take a Mathematics course or Quantitative Reasoning course each year of high school **and** earn six (6) credits in Math in high school.
3. Meet all minimum requirements for a high school diploma with a designation of either Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors (General Diploma designation is only available in conjunction with the Opt-Out Process).

### **Core 40 – 47 credits required**

- ◇ All students must enroll in this program
- ◇ All students must work toward meeting these requirements
- ◇ Not all students who begin this program will complete the entire curriculum (see below)
- ◇ Not meeting the Core 40 Diploma criteria may impact a student’s eligibility for admission to colleges, technical schools, and future employment opportunities. All Indiana four-year public 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 – 50 credits required**

- ◇ An Academic Honors Diploma may be earned without taking any honors courses; however, the State Board of Education established these requirements to bring honor to those students who choose challenging courses.
- ◇ Many state universities are giving “tuition” breaks for students who have accomplished this distinction.
- ◇ No grades on any required classes may be lower than a “C-” (2.0).
- ◇ A student must have a cumulative grade point average of “B” (3.0 out of 4.0).
- ◇ Students must earn 2 additional Math credits.
- ◇ Students must earn 6 credits 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 (Core Transfer Library)
  - C. Earn a minimum of 3 verifiable transcribed college credits and 2 credits in AP courses and take the corresponding AP Exam.

- D. Earn a combined score of 1250 or higher on 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.

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

- ◇ A Technical Honors may be earned without taking any honors courses; however, the State Board of Education established these requirements to bring honor to those students who choose challenging courses.
- ◇ No grades on any required classes may be lower than a “C-” (2.0).
- ◇ A student must have a cumulative grade point average of “B” (3.0 out of 4.0).
- ◇ RECOMMENDED: Earn 2 additional credits in Mathematics and 4-8 credits in World Languages for four-year college admission.
- ◇ Earn six (6) credits in college & career pathway approved courses **and** one of the following:
  1. Pathway designated industry – based certification, or
  2. 6 transcribed college credits from approved career pathway dual credits courses
- ◇ Students must also meet ONE of the following requirements:
  1. Any one of the options (A-E) of the Core 40 with Academic Honors (see above).
  2. Take WorkKeys, an industry driven assessment, and score at or above a designated level on each of the three core readiness subject areas (Applied Mathematics – Level 6, Reading for Information – Level 6, and Locating Information – Level 5).
  3. Take the Accuplacer and earn the following minimum scores: Writing 80, Reading 90, and Math 75.
  4. Take the Compass and earn the following minimum scores: Algebra 66, Writing 70, and Reading 80.

### *Core 40 Opt-Out Process*

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

- ◇ The student, the student’s parent or guardian, the student’s counselor, and a school administrator must meet to discuss the student’s progress.
- ◇ The student’s career and course plan is reviewed.
- ◇ The 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 general course and credit requirements, and the career-academic sequence that the student will pursue is determined.
- ◇ All parties will complete and sign the necessary documentation.

## CLASSES OF 2022 AND BEYOND

### CORE 40

The Core 40 designation 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.

ENGLISH/ LANGUAGE ARTS	<b>8 Credits</b> English 9, 10, 11, 12
MATHEMATICS	<b>6 Credits</b> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II  STUDENTS ARE REQUIRED TO TAKE A MATH OR QUANTITATIVE REASONING COURSE DURING <b>EACH YEAR OF HIGH SCHOOL.</b>
SCIENCE	<b>6 Credits</b> 2 credits: Biology I 2 credits: Chemistry I or Physics or ICP (Integrated Chem/Phys) 2 credits: any Core 40 science course
SOCIAL STUDIES	<b>6 Credits</b> 2 credits: World History/Civilization 2 credits: U.S. History 1 credit: Government 1 credit: Economics
DIRECTED ELECTIVES	<b>5 Credits</b> World 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	<b>4 Credits</b> 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	<b>2 Credits</b> 1 credit: PE I (1 term) 1 credit: PE II (1 term)

HEALTH AND WELLNESS	<b>1 Credit</b>
ELECTIVE COURSES	<b>9 Credits</b> Any additional courses
<b>TOTAL</b>	<b>47 Credits</b>
Grade 10 ISTEP+	All students in the classes of 2020 through 2022 must pass to graduate
Graduation Pathways	Required for the classes of 2023 and beyond. Can be used in lieu of the ISTEP for the classes of 2020-2022

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

## *CORE 40 WITH ACADEMIC HONORS*

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

ENGLISH/ LANGUAGE ARTS	<b>8 Credits</b> English 9, 10, 11, 12
MATHEMATICS	<b>8 Credits</b> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II 2 credits: Pre-Calculus; Trigonometry; College Algebra; ACP Finite, Calculus  STUDENTS ARE REQUIRED TO TAKE A MATH OR QUANTITATIVE REASONING COURSE DURING <b>EACH YEAR OF HIGH SCHOOL.</b>
SCIENCE	<b>6 Credits</b> 2 credits: Biology I 2 credits: Chemistry I or Physics or ICP (Integrated Chem/Phys) 2 credit: any Core 40 science course
SOCIAL STUDIES	<b>6 Credits</b> 2 credits: World History/Civilization 2 credits: U.S. History 1 credit: Government 1 credit: Economics
DIRECTED ELECTIVES	<b>5 Credits</b> World 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	<b>2 Credits</b> (meets directed elective and local requirement) Art, Music, and Drama
PRACTICAL ARTS	<b>4 Credits</b> 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	<b>2 Credits</b> 1 credit: PE I (1 term) 1 credit: PE II (1 term)
HEALTH AND WELLNESS	<b>1 Credit</b>
ELECTIVE COURSES	<b>7 Credits</b> Any additional courses – Career Academic Sequence Recommended
OTHER REQUIREMENTS	Earn a grade of “C-” (2.0) or above in all required courses, Have a grade point average of “B” (3.0) or above, and Complete ONE of the following: - 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 1250 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
<b>TOTAL</b>	<b>50 Credits</b>
Grade 10 ISTEP+	All students in the classes of 2020 through 2022 must pass to graduate
Graduation Pathways	Required for the classes of 2023 and beyond. Can be used in lieu of the ISTEP for the classes of 2020-2022

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

## *CORE 40 WITH TECHNICAL HONORS*

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

ENGLISH/ LANGUAGE ARTS	<b>8 Credits</b> English 9, 10, 11, 12
MATHEMATICS	<b>6 Credits</b> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II STUDENTS ARE REQUIRED TO TAKE A MATH OR QUANTITATIVE REASONING COURSE DURING <b>EACH YEAR OF HIGH SCHOOL.</b>
SCIENCE	<b>6 Credits</b> 2 credits: Biology I 2 credits: Chemistry I or Physics or ICP (Integrated Chem/Phys) 2 credit: any Core 40 science course
SOCIAL STUDIES	<b>6 Credits</b> 2 credits: World History/Civilization 2 credits: U.S. History 1 credit: Government 1 credit: Economics
DIRECTED ELECTIVES	<b>5 Credits</b> World 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	<b>4 Credits</b> 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	<b>2 Credits</b> 1 credit: PE I (1 term) 1 credit: PE II (1 term)
HEALTH AND WELLNESS	<b>1 Credit</b>

ELECTIVE COURSES	<b>7 Credits</b> Any additional courses
OTHER REQUIREMENTS	Earn a grade of "C-" (2.0) or above in all required courses, Have a grade point average of "B" (3.0) or above, Earn 6 credits in college and career preparation courses in a state-approved College & Career Pathway and one of the following: - Pathway designated industry-based certification or credential, or - Pathway dual credits from list of priority courses resulting in 6 college transcribed college credits Complete ONE of the following: - 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
<b>TOTAL</b>	<b>47 Credits</b>
Grade 10 ISTEP+	All students in the classes of 2020 through 2022 must pass to graduate.
Graduation Pathways	Required for the classes of 2023 and beyond. Can be used in lieu of the ISTEP for the classes of 2020 through 2022.

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

## GENERAL

The General diploma designation 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 page 8).

ENGLISH/ LANGUAGE ARTS	<b>8 Credits</b> Credits must include literature, composition and speech
MATHEMATICS	<b>4 Credits</b> 2 credits: Algebra I 2 credits: Any math course <b><i>General diploma students are required to earn 2 credits in a Math or Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</i></b>
SCIENCE	<b>4 Credits</b> 2 credits: Biology I 2 credits: Any science course <b><i>At least one credit must be from a Physical Science or Earth and Space Science course</i></b>
SOCIAL STUDIES	<b>4 Credits</b> 2 credits: U.S. History 1 credit: Government 1 credit: Any social studies course
PHYSICAL EDUCATION	<b>2 Credits</b>
HEALTH AND WELLNESS	<b>1 Credit</b>
COLLEGE AND CAREER PATHWAY COURSES  Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	<b>6 Credits</b> <b>One credit must be “Preparing for College and Careers.”</b>
FLEX CREDIT	<b>6 Credits</b> Flex Credits must come from one of the following: <ul style="list-style-type: none"> <li>● Additional elective courses in a College and Career Pathway</li> <li>● Courses involving workplace learned such as a Cooperative Education or Internship courses</li> <li>● High school/college dual credit courses</li> <li>● Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts</li> </ul>

ELECTIVES	<p><b>6 Credits</b> 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> <p><b>Bremen requires 1 elective – “Personal Financial Responsibility”</b> “Personal Financial Responsibility” can count as a QR course.</p> <p><b>Bremen requires 1 credit in a Fine Arts Class</b></p>
<b>TOTAL</b>	<p><b>40 Total Credits Required</b> Schools may have additional local graduation requirements that apply to all students</p>
Grade 10 ISTEP+	All students in the classes of 2020 through 2022 must pass to graduate.
Graduation Pathways	Required for the classes of 2023 and beyond. Can be used in lieu of the ISTEP for the classes of 2020 through 2022.

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

## *Indiana Certificate of Completion*

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

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

### **Certificate of Completion Transition Portfolio**

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

- 1. Career Credential:** Complete an industry-recognized certification, one-year certificate or state-approved alternative.
- 2. Career Experience:** Complete project- or work-based learning experience or part time employment.
- 3. Work Ethic Certificate:** Earn a Work Ethic Certificate (criteria to be locally determined)
- 4. Other Work Related Activities:** As determined by the case conference committee.

#### **Assumptions:**

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

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



# Indiana GRADUATION PATHWAYS

## OVERVIEW

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

Students in the class of 2023 must meet...

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

## IMPLEMENTATION

### Tracking

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

### Student Work Product Options

- |                     |                |
|---------------------|----------------|
| Portfolio           | Videos         |
| Projects            | Papers         |
| Slideshows          | Resume         |
| Presentation        | Dual Credit    |
| Five Year Goal Plan | Certifications |

- Reflection of Experience
- Letters of Recommendation
- Letter of Employment Verification
- Postsecondary-related Experiences

### 1 Diploma

Earn **one** of the diploma designations...

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

### 2 Learn & Demonstrate Employability Skills

Complete **at least one** of these experiences...

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

### 3 Postsecondary-Ready Competencies

Meet **at least one** of these competencies...

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



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Indiana Department of Education



Please Visit: <https://www.doe.in.gov/graduation-pathways>  
Questions: [DOEGradpathway@doe.in.gov](mailto:DOEGradpathway@doe.in.gov)

## GRADUATION PATHWAYS

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

1. Earn one of the following High School Diploma designation options:
  - General;
  - Core 40;
  - Academic Honors; and/or
  - Technical Honors.
  
2. Learn and Demonstrate one of the following Employability Skills options:
  - Completion of a project-based learning experience;
  - Completion of a service-based learning experience;
  - Completion of a work-based learning experience.
  
3. Demonstrate one of the following Postsecondary-Ready Competencies:
  - Honors diploma: Fulfill all requirements of either the Academic or Technical Honors diploma;
  - ACT: Earn the college-ready benchmark scores;
  - SAT: Earn the college-ready benchmarks scores;
  - Armed Services Vocational Aptitude Battery (ASVAB): Earn at least a minimum Armed Forces Qualification Test (AFQT) score to qualify for placement into one of the branches of the US military;
  - State- and Industry-recognized Credential or Certification;
  - State-, Federal-, or Industry-recognized Apprenticeship;
  - Career-Technical Education Concentrator: Earn a C average or higher in at least six (6) high school credits in a career sequence;
  - AP/International Baccalaureate/Dual Credit/Cambridge International courses or College Level Examination Program (CLEP) Exams
    - Class of 2021-22 must earn a C average or higher in at least three (3) courses
    - Class of 2023 and beyond must earn a C average or higher in at least two (2) courses
  - Locally created pathway that earns the approval of the State Board of Education by meeting its framework.

### Additional Information

- Graduation Pathway information and resources are now posted to this website: <https://www.doe.in.gov/graduation-pathways>.

- Students in cohorts prior to 2023, may graduate using the graduation pathways in lieu of the graduation exam.
- With the new Indiana Graduation Pathway requirements, it doesn't appear that there are currently state testing requirements. Students will still have to take a test for accountability purposes. The test for accountability is the ISTEP+ grade 10 in ELA and Math through the class of 2022. The graduating class of 2023 will take a college entrance exam for accountability purposes – as juniors during the 2021-22 school year. The college entrance exam is also an option under box 3 of the pathways.

## **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	HEALTH
PE I	THEMES IN LITERATURE
ECONOMICS	SAE (Supervised Agricultural Experience)
GOVERNMENT	BIOLOGY IA

\*If we are not able to enroll a minimum of 15 students in the specific courses listed above, we **may** also provide limited opportunities for students to enroll in The Indiana Online Academy courses for independent, online study. These courses are offered 24/7, from June through late July. Please see 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	INTEGRATED PHYSICS A and B
ALGEBRA II A and B	PRECALCULUS A and B
PERSONAL FINANCIAL RESPONSIBILITY	US HISTORY A and B
CHEMISTRY A and B	PHYSICS A and B

### **Attendance Policy**

The summer school attendance policy follows the regular school attendance policy. A student will be dropped from the class if he/she is absent more than two times (in excess of 8.0 hours).

## **GENERAL CONSIDERATIONS**

### **ISTEP**

The classes of 2021 and 2022 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 Federal 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 Commencement.

### **Schedule Changes**

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

### **Post-Secondary/Dual Credit Enrollment Program**

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

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

- Courses must be taken at an accredited college through which Bremen has an articulation agreement.
- Students must meet ACP (Advance College Project) requirements. (See Course Guidebook).

- Courses taken off campus must not also be offered at Bremen High School. \*Note: Students who attend the Elkhart Career Center may have the opportunity to earn dual credit through Ivy Tech, or Vincennes University.

ACP PROGRAM (ADVANCE COLLEGE PROJECT) – Dual Credit with IUSB  
Students who meet IU’s requirements, may choose to enroll in classes that fulfill their high school requirements and also receive college credit through Indiana University. ACP is a dual credit partnership program between Indiana University and Bremen High School. Credits received in these courses are transferable to many colleges nationwide, providing students earn a “C” or higher and pay for the credits at the ACP rates determined by IUSB. Students are billed through the IUSB Bursar, not through Bremen High School. Dual Credit – Definition form the Indiana Commission for

### **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), MTSS (Multi-Level Systems of Support), 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 administration.

### **Grading**

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

### **Grading Procedures**

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

- |           |  |
|-----------|--|
| A,A-      | Student has mastered all concepts presented  |
| B+, B, B- | Student has exceeded expectations held for every student and has mastered almost all of the concepts presented |

C+, C, C- Student has met the expectations held for this class and demonstrated mastery of those concepts required to continue study in this area

D+,D,D-

### **Weighted Grades**

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

### **Early Graduation**

A student may elect to “graduate” after eleven (11) terms, provided that all graduation requirements are met 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.
- ◇ Students must be aware that all behavioral expectations must be maintained through the graduation ceremony at the end of the final trimester.
- ◇ Students who fail a required course in 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.

### **Do-Over Policy**

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

# Bremen High School Do-Over Request Form

(Revised January 2020)

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

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

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

The following conditions apply to retaking a class:

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

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

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

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

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

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

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

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

<i>For Office Use Only:</i>	
Original Grade: _____	Retake Grade: _____
Term/Date of Original Grade _____	Term/Date of Retake: _____

# FINE ARTS

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## 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

Prerequisite: Intro to 2-D Art

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

4004

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

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

## **INTRODUCTION TO THREE-DIMENSIONAL ART**

9, 10, 11, 12

Prerequisite: Intro to 2-D Art

4002

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

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

## **ADVANCED THREE-DIMENSIONAL ART**

10, 11, 12

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

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

4006

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

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

## CERAMICS

11, 12

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

### 4040

*Ceramics* is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skill. Students utilize the resources of art 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 2-D Art, Intro to 3-D Art AND Adv. 3-D Art  
Students are recommended to have C or higher in previous Art courses

### 4044

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

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

### **4060**

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

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

### **4064**

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

presentational skills. Students utilize the resources of art museums, galleries, 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 diploma.

## **PRINTMAKING**

10, 11, 12

Prerequisite: Intro to 2-D Art

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

### **4066**

*Printmaking* is a course based on the Indiana Academic Standards for Visual Art. Students in printmaking engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students apply media, techniques, and processes with sufficient skill to communicate intended meaning. They create abstract and realistic prints using a variety of materials such as linocut, woodcut, stencil, silkscreen, photo silkscreen, and monoprint. They utilize processes such as etching, relief, and lithography to explore a variety of ideas and problems. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, 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

## STUDIO ART – 2D DESIGN PORTOFOLIO

12

Prerequisite: 5 or more credits in Art courses or instructor permission  
Students are recommended to have C or higher in previous Art courses

### 4050A, 4050B

This portfolio is intended to address two-dimensional (2-D) design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. The principles of design articulated through the visual elements help guide 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

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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.

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

## **INTERMEDIATE CONCERT BAND**

10, 11, 12

Prerequisite: Beginning Concert Band

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

Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Experiences include, but are not limited to: improvising, conducting, playing by ear, and sight-reading. Students are given opportunities to develop the ability to understand and convey the composer's intent 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.

- ◇ 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.

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

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

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

*Zero Hour*

9,10, 11, 12

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

Prerequisite: 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**

10, 11, 12

Prerequisite: One term of Concert Choir, beginning with the class of 2023

**4180**

Students in *Choral Chamber Ensemble* will be selected based on audition. Musicianship and specific performance skills in the course are enhanced through specialized small group

instruction. Students will incorporate choreographed movement and dramatic elements to the music selections. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other areas. A significant amount of time outside of the school day may be scheduled for dress rehearsals and performances.

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

## **WOMEN'S CHORAL CHAMBER ENSEMBLE**

10, 11, 12

Requirement: Student must be a female

Prerequisite: One term of Concert Choir, beginning with the class of 2023

### **4180W**

Students in *Women's Choral Chamber Ensemble* will be selected based on audition. Musicianship and specific performance skills in this course are enhanced through specialized small group instruction. Students will incorporate choreographed movement and dramatic elements to the music selections. Students will also learn and sing a cappella music at an advanced level. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrated music study into other areas. A significant amount of time outside of the school day may be scheduled for dress rehearsals and performances.

- ◇ Admission to this course is by audition only
- ◇ Credits: a 2-term course for 1 credit per term.
- ◇ Students are also encouraged to be enrolled in Concert Choir concurrently with the terms Women's Choral Chamber Ensemble is being offered.
- ◇ 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 – Band**

9, 10, 11, 12

#### **4200B**

*Applied Music Band* offers high school students the opportunity to receive small group instruction in beginning band instruments designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music. Students will be expected to perform at an instrumental concert at the end of the term.

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

### **AP Music Theory**

10, 11, 12

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

*AP Music Theory* is a course based on the content established and copyrights by the College Board. The course is not intended to be used as a dual credit course. The AP Music Theory course corresponds to two trimester of a typical introductory college music theory course that covers topics such as musicianship, theory, musical material, and procedures. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score.

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

- ◇ Credits: a 2-term course for 1 credit per term
- ◇ Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

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

## **THEATRE**

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### **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 and 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

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## 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.

## **APPLIED ENGLISH 9**

9, 10, 11, 12

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

*Applied English 9*, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver 2 grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

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

## **ENGLISH 9**

9, 10, 11, 12

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

*English 9*, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver 2 grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

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

- ◇ Fulfills an English/Language Arts requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **ENGLISH 9 HONORS**

9

### **1002HA, 1002HB**

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

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

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

## **APPLIED ENGLISH 10**

10, 11, 12

### **1004PA, 1004PB**

*Applied English 10*, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver 2 grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

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

## ENGLISH 10

10, 11, 12

Prerequisite: English 9 or English 9 Honors

### 1004A, 1004B

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

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

## ENGLISH 10 HONORS

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

### 1004HA, 1004HB

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

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

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

Honors students are provided with opportunities to use skills acquired in English class in real-life situations to benefit the school and the community.

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

### **APPLIED ENGLISH 11**

11, 12

Prerequisite: English 10 (A & B)

#### **1006PA, 1006PB**

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

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

### **ENGLISH 11**

11, 12

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

#### **1006A, 1006B**

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

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

## ENGLISH 11 HONORS

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

### 1006HA, 1006HB

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

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

*English 11 Honors* is designed for the high-achieving junior student. Through an integrated study of literature, composition and oral communication, English 11 Honors students further develop their use of language as a tool for learning and thinking and as a source of pleasure. English 11 Honors incorporates a survey of American Literature from different periods, ranging from the early 1600's to the present, including the reading of two American novels. Projects that require both individual and group work to synthesize major themes from the novel as well as an understanding of the time period will be required. The composition component of English 11 Honors provides students with opportunities to produce a variety of forms including synthesis and analysis of information from a variety of sources in the form of an in-depth advanced research paper. The formal study of grammar, usage, spelling and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing. Students are given the opportunity to learn the usage of one of the manuals of style such as Modern Language Association (MLA). Oral communication continues to emphasize effective listening and speaking techniques. This includes providing opportunities for students to integrate other reading and language arts skills while learning to express ideas verbally.

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

## APPLIED ENGLISH 12

Prerequisite: English 11 (A & B)

### 1008PA, 1008PB

*Applied English 12*, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on an exploration of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to

literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

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

## **ENGLISH 12**

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

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

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

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

## **ADVANCED ENGLISH/LANGUAGE ARTS – COLLEGE CREDIT**

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

12

Prerequisite: English 11 Honors (A & B) or permission of instructor by application per Indiana University Standards (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 covering (1) any English language, literature, and composition advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school, or (2) any other post-secondary English language, literature, and composition course offered for dual credit under the provisions of 511 IAC 6-10.

The Advanced College Project is a partnership program between Indiana University and Bremen High School. ACP English provides credit to qualified high school students while simultaneously allowing students to 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 L202 explore the process of literary analysis. Students use techniques for close reading to develop a framework for articulating and supporting interpretations, and work with an array of classic and contemporary texts including short 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 L202 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: Recommended grade of a B average or higher in English classes (or a B average or higher in Business or Photography classes) or a 3.0 GPA

1086

*Student Media*, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school publications, including school newspapers and yearbooks, and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school publications or media staffs so that they may prepare themselves for career paths in

journalism, communications, writing, or related fields. Students MUST be able to work independently to problem solve and complete projects in a timely matter to meet deadline. Students MUST also be able to work together as a team with other students in the class.

- ◇ Credits: 1-8 credits – The nature of this course allows for successive semesters of instruction at advanced levels. May be offered over three or four years by 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

## **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

Prerequisite: 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.
- ◇ Themes in Literature counts as an English/Language Arts credit for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.
- ◇ This course is for students who need an alternative course and additional support in all the language arts (reading, writing, speaking and listening), especially in writing.

## ENGLISH AS A NEW LANGUAGE

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

### 1012

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

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

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

- ◇ World Language credit (2188): If ENL course work addresses Indiana’s Academic Standards for World Languages and is taken concurrently with another English/Language Arts course, up to four (4) credit accrued may count as World Language credits for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.
- ◇ Language Proficiency Standards: <http://www.doe.in.gov/achievement/english-learners>

## **BIBLICAL LITERATURE**

11, 12

Prerequisite: 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

Prerequisite: English 9, English 10, or teacher recommendation

1092

*Creative Writing*, a course based on Indiana’s Academic Standards for English/Language Arts, is a study application of the rhetorical (effective) writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. This class devotes six weeks to poetry and six weeks to fiction.

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

# FOREIGN LANGUAGE

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## SPANISH I

9, 10, 11, 12

### 2120A, 2120B

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

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

## SPANISH II

10, 11, 12

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

### 2122A, 2122B

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

content areas and the application of understanding Spanish language and culture outside of the classroom.

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

### **SPANISH III**

11, 12

Prerequisite: Recommended Spanish II with a C- or higher

#### **2124A, 2124B**

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

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

### **SPANISH LANGUAGE, ADVANCED PLACEMENT – SPANISH IV**

11, 12

Prerequisite: Recommended Spanish III with a C- or higher

#### **2132A, 2132B**

*Spanish Language, Advanced Placement* is a course based on content established by the College Board. Emphasizing the use of the Spanish language for active communication, the AP Spanish Language course has as its objective the development of advanced listening comprehension, reading without the use of a dictionary, expanded conversational skills, fluent and accurate written expression, and strong command of vocabulary and structure of the Spanish language.

Spanish alone is spoken in the class, according to The College Board guidelines. Course content might best reflect interests shared by the students and the teacher, e.g. the arts, current events, sports, etc. The AP Spanish Language course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than being limited to any specific body of subject matter. Extensive practice in the organization and writing of compositions should also be emphasized. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

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

## **HEALTH AND PHYSICAL EDUCATION**

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Academic Content Standards

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

Teacher Requirements

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

Curriculum Standards and Resources

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

### **INTRODUCTION**

Physical Education I and II, as well as Elective Physical Education are based on Indiana’s Academic Standards for Physical Education, and identify what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Through a variety of instructional strategies, students practice skills that demonstrate: competency in motor skills and movement patterns needed to perform a variety of physical activities; understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities; regular participation in physical activity to achieve and maintain a health-enhancing level of physical fitness; responsible personal and social behavior that respects self and others in physical activity settings; value for physical activity for health, enjoyment, challenge, self-expression, and/or social interaction; and physical activity as critical to the development and maintenance of good health.

## **APPLIED PHYSICAL EDUCATION I**

9, 10

3542P

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

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

## **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.

## **APPLIED PHYSICAL EDUCATION II**

9, 10

Prerequisite: Physical Education I

**3544P**

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

- ◇ Applied Units: 2 units maximum
- ◇ Counts as the Health & Wellness requirement for the Certificate of Completion.
- ◇ Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- ◇ Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- ◇ As a designed laboratory course, 25% of course time must be spent in activity
- ◇ 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 pages 62-63)

## **PHYSICAL EDUCATION II**

9, 10

Prerequisite: Physical Education I

**3544**

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

- ◇ Fulfills part of the Physical Education requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◇ Recommended: Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender
- ◇ Adapted physical education must be offered, as needed, in the least restricted environment and must be based upon an individual assessment.
- ◇ As a designed laboratory course, 25% of course time must be spent in activity
- ◇ 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 pages 62-63)

## **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.

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

10, 11, 12

### **3560P**

*Applied 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.

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

- ◇ As designated laboratory course, 25% of course time must be spent in activity.

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

10, 11, 12

Prerequisite: Physical Education I & II

### **3560**

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.

## **APPLIED HEALTH & WELLNESS**

10, 11, 12

### **3506P**

*Applied Health & Wellness*, a course based on Indiana’s Academic Standards for Health & Wellness, provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student’s ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts): determine personal values that support 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.

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

## **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

## **APPLIED CURRENT HEALTH ISSUES**

11, 12

Prerequisite: Health & Wellness

**3508P**

*Applied 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.

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

## **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 a required course for graduation; however, this credit can be earned by completing a season of an IHSAA sanctioned sport, cheerleading, color guard, or marching band. Students transferring into the school district after their freshman year must complete the P.E. II requirement, and the student's plan would need to be pre-approved by the BHS Administration.
- ◇ The student requesting the waiver must meet the physical education standards as defined by the Indiana Academic Standards for Physical Education. Most of the required standards will be included in the required Physical Education I trimester (12-week course).
- ◇ A complete season definition: **"Be an active member of the roster from *the first practice to the final event for the entire season of the duration of the activity.* Disciplinary or Academic Suspensions from the organization may result in forfeiture of credit as determined by the coach, director, sponsor, or administration. The student will participate regularly in physical activity, demonstrated by participation in over 90% of group activities (injury-free), or 66% due to a major injury (a physician signature required).**
- ◇ The Principal, the P.E. Department Chairperson, and the Sponsor of the organization will collaborate to determine whether the standards will be met for the candidate petitioning for a waiver.
- ◇ 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 the office closing in June for the summer. 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 2019**



# Bremen Senior High School

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

Mr. Bruce Jennings  
Principal

Mr. Andrew Rohde  
Assistant Principal

Mrs. Cassie Creighton  
Administrative Assistant

## Alternative Physical Education Credit Pledge

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

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

**Fall Season**

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

**Winter Season**

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

**Spring Season**

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

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

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

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

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

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

Received From Student:

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

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

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

# MATHEMATICS

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To meet the requirements for Core 40, a student MUST successfully complete the level of Algebra II. 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 FILL 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 Math ISTEP test will receive remediation services.

## APPLIED ALGEBRA I

9, 10, 11, 12

2520PA, 2520PB

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

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

## ALGEBRA I

9, 10, 11, 12

2520A, 2520B

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

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

◇ **Teacher recommendation**

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

*Algebra I* formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 6 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribed that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

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

## **MATH 10**

11, 12

Prerequisite: Students who have attempted a complete year of Algebra I

### **2531**

*Math 10* is a one-trimester course designed to reinforce and elevate the Algebra I and 7<sup>th</sup> and 8<sup>th</sup> grade geometry knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra I and essentials for passing the state's graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra I or Integrated Math I teacher based on diagnostic results of performance in Algebra I and/or mathematics competency assessments. The standards for this course are aligned to the state standards that students need to master for success with the state's graduation qualifying exam in mathematics and the next level math courses. Emphasis is on a variety of instructional methods designed to meet each student's needs and delivered through competency-based units with frequent pre and post assessment data analyzed to drive instructional design and delivery.

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

## APPLIED GEOMETRY

9, 10, 11, 12

### 2532PA, 2532PB

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

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

## GEOMETRY

9, 10, 11, 12

Prerequisite: Algebra I

### 2532A, 2532B

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

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

## ALGEBRA II

9, 10, 11, 12

Prerequisite: Algebra I, Geometry or Teacher Recommendation

May be taken with Geometry

### 2522A, 2522B

*Algebra II* builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand

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

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

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

9, 10, 11, 12

Prerequisite: Algebra II & Geometry

2564

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

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

## PRE-CALCULUS: TRIGONOMETRY

9, 10, 11, 12

Prerequisite: Algebra II & Geometry

2566

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

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

## 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. Probability and Statistics are made up of three strands: Data Analysis; Experimental Design; and Probability. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing technology and computer programs is encouraged. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe the students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the problem situations.

- ◇ 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

## FINITE MATHEMATICS

9,10 11, 12

Prerequisite: Algebra II

2530

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

- ◇ Credits: 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

## AP STATISTICS

11, 12

Prerequisite: Pre-Calculus/Trigonometry

2570

*AP Statistics* is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The *AP Statistics* course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the *AP Statistics* course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

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

## **ADVANCED MATHEMATICS, COLLEGE CREDIT – FINITE MATH**

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

12

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

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 pay for college credit from I.U. The I.U. credit is transferable to many other colleges, providing students earn a grade of “C” or higher. 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, Markov 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

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

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

12

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

2544CA, 2544CB

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

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

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

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

## **MULTI-DISCIPLINARY**

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### **PEER TUTORING**

10, 11, 12

Must meet criteria

0520

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

- ◇ Credits: a 1-term course for 1 credit (up to 2 credits in High School).
- ◇ Students must report daily to their assigned location.
- ◇ Students are recommended to 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 self-evaluation and teacher evaluation will be completed at the end of the term
- ◇ A time sheet will be turned in every 2 weeks to the guidance office.

## PEER MENTORING

10, 11, 12

Peer Mentor Application and Teacher Approval

### 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.

- ◇ 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

11, 12

### 0502

This elective course provides students in grades eleven or twelve 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.

# SCIENCE

## INTRODUCTION

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

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

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

## APPLIED BIOLOGY I

9, 10, 11, 12

3024PA, 3024PB

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

◇ Applied Units: 4 units maximum

- ◇ Counts as a Science Requirement for the Certificate of Completion.

## **BIOLOGY I**

9, 10, 11, 12

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

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

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

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

## **BIOLOGY I HONORS**

9, 10

See description for other criteria

### **3024HA, 3024HB**

*Biology I Honors* 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. Biology I Honors will be a more in-depth study of the Biology State Standards utilizing more independent and hands-on approach.

Enrollment is only open to 9<sup>th</sup> and 10<sup>th</sup> graders who are included in the Honors English track. Instructor approval will be the final determiner in enrollment into the course. If approval is not granted, the student will be placed in regular Biology.

- ◇ 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

## **APPLIED EARTH AND SPACE SCIENCE**

9, 10, 11, 12

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

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

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

## **EARTH AND SPACE SCIENCE**

9, 10, 11, 12

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

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

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

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

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

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

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

*Advance Science, Special Topics* is any science course which is grounded in extended laboratory, field, and literature investigations into one or more specialized science disciplines, such as

astronomy. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student's course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities.

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

## **CHEMISTRY I**

10, 11, 12

Prerequisite: Algebra I must be completed.

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

**3064A, 3064B**

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

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

## **ADVANCED SCIENCE, COLLEGE CREDIT – CHEMISTRY**

***Advanced College Project***

11, 12

Co-requisite or Prerequisite: 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
- ◇ Counts as an Applied Mathematics (Quantitative Reasoning) Course

## PHYSICS I

11, 12

Prerequisite: Successful completion of Algebra II

3084A, 3084B

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

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

## SOCIAL STUDIES

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### WORLD HISTORY AND CIVILIZATION

9, 10, 11, 12

1548A, 1548B

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

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

## **APPLIED UNITED STATES HISTORY**

9, 10, 11, 12

### **1542PA, 1542PB**

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

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

## **UNITED STATES HISTORY**

9, 10, 11, 12

### **1542A, 1542B**

*United States History* is a two-trimester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development 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: By application per Indiana University Standards (must take SAT or ACT)

#### **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
- ◇ Students are required to take the naturalization test for citizenship per SEA 132
- ◇ Fulfills the Government requirement for the General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas or counts as an Elective or any diplomas

### **ADVANCED SOCIAL STUDIES, COLLEGE CREDIT – US GOVERNMENT**

#### ***Advanced College Project: Introduction to American Politics***

11, 12

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

#### **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

Beginning in the 2018-19 school year Micro and Macroeconomics will rotate every other year.  
Macroeconomics will be taught in the 2019-20 school year.

### **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

## **ADVANCED SOCIAL STUDIES, COLLEGE CREDIT – Macroeconomics**

11, 12

Prerequisite: Algebra II and a 3.0 GPA

Beginning in the 2018-19 school year Micro and Macroeconomics will rotate every other year.  
Macroeconomics will be taught in the 2019-20 school year.

### **1574M**

Introduction to the theory of national income determination for the United States and other global economic systems. The study of fiscal and monetary policy tools and the government's

role in promoting stability and growth, and the causes of unemployment, inflation, and trade deficits. 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

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

12

1512P

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

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

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

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

11, 12

1512

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

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

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

## **PSYCHOLOGY**

11, 12

Prerequisite: Passing grade in Geography History of the World

**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 through 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

**1534**

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

behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.

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

## **ETHNIC STUDIES**

9, 10, 11, 12

### **1516**

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

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

## **APPLIED INDIANA STUDIES**

9, 10, 11, 12

### **1518P**

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

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

## INDIANA STUDIES

9,10, 11, 12

1518

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

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

## **PRACTICAL ARTS (CAREER AND TECHNICAL EDUCATION)**

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### **APPLIED PERSONAL FINANCIAL RESPONSIBILITY**

9, 10, 11, 12

Prerequisite: Completion of Algebra I

4540P

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

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

## PERSONAL FINANCIAL RESPONSIBILITY

10, 11, 12

Prerequisite: Completion of Algebra I

4540

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

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

## APPLIED PREPARING FOR COLLEGES AND CAREERS

9, 10

5394P

*Applied Preparing for Colleges and Careers, High School Level* addresses the knowledge, skills, and behaviors all students need to be prepared for success in their college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; managing personal and financial resources. This course includes investigating the 16 national career clusters and Indiana's College and Career Pathways, reviewing graduation plans and developing career plans; building employability skills and developing personal and career portfolios. A project-based approach, including computer and technology applications and cooperative ventures between school and community is recommended.

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

## PREPARING FOR COLLEGES AND CAREERS

9, 10

5394

*Preparing for Colleges and Careers, High School Level* addresses the knowledge, skills, and behaviors all students need to be prepared for success in their college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; managing personal and financial resources. This course includes investigating the 16 national career clusters and Indiana's College and Career Pathways, reviewing graduation plans and developing career plans; building employability skills and developing personal and career portfolios. A project-based approach, including computer and technology applications and cooperative ventures between school and community is recommended.

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

## 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                        |                                 |

# TECHNICAL EDUCATION & VOCATIONAL PROGRAMS

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## AGRICULTURE CAREER CLUSTER

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

### 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 (for cohorts 2020, 2021, 2022).

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

## **AGRICULTURAL SCIENCE**

### **INTRODUCTION**

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

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

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

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

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

### **F.F.A**

The FFA is the leadership student organization that is an integral part of the instruction and operation of a total agricultural education program. As an intra-curricular organization and essential component of the total program, the local agricultural education teacher(s) serve as the FFA chapter advisors. The many activities of the FFA parallel the methodology of the instructional program and are directly related to the occupational goals and objectives. As an integral part of the instructional program, district and state level FFA activities provide students opportunities to demonstrate their proficiency in the knowledge, skills and aptitudes they have acquired through the agricultural science and agricultural business program(s). Agricultural education students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts and state by participating in national FFA activities.

Instructional activities of the FFA require participation by the agricultural science and agriculture business education students as an integral part of an agricultural education course of instruction

and, therefore, may be considered an appropriate use and amount of the allotted instructional time.

## **ADVANCED LIFE SCIENCE: ANIMALS**

11, 12

Prerequisite: Principles of Agriculture, Animal Science or Instructor Permission

### **5070A, 5070B**

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

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

## **ADVANCED LIFE SCIENCE: PLANTS AND SOILS**

11, 12

Recommended Prerequisite: Principles of Agriculture

### **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. Knowledge gained enables them to better understand the workings of agricultural and horticultural practices. They recognize how plants are classified, grow, function, and reproduce. Students investigate, through laboratories and fieldwork, how plants function and how soil influences 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: Principles of Agriculture

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, with the utilization of technology. Concepts covered in the course include; accounting and record keeping, business planning and management, food and fiber, forms of business, finance, management, sales and marketing, careers, leadership development. Students will demonstrate principles and techniques for planning, development, application and management of agribusiness systems through supervised agriculture experience (work based learning) programs.

- ◇ 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
- ◇ Counts as an Applied Mathematics (Quantitative Reasoning) Course

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

10, 11, 12

Recommended Prerequisite: Principles of Agriculture

5088A, 5088B

*Agriculture Power, Structure and Technology* is a two trimester, up to six trimester, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance and management of agricultural equipment in concert while incorporating technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience and career opportunities in the area of agriculture power, structure and technology.

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

## **ANIMAL SCIENCE**

10, 11, 12

### **5008A, 5008B**

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

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

## **FOOD SCIENCE**

11, 12

Recommended Prerequisite: Biology & Chemistry or ICP

### **5102A, 5102B**

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

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

## **HORTICULTURE SCIENCE**

10, 11, 12

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

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

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

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

## **PRINCIPLES OF AGRICULTURE**

9, 10, 11

### **7117A, 7117B**

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

- ◇ Credits: a 2-term course, 1 credit per term. May be offered as year-long course to 8<sup>th</sup> 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

## **PLANT AND SOIL SCIENCE**

10, 11, 12

Prerequisite: Principles of Agriculture

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

*Plant and Soil Science* is a two-trimester course that provides students with opportunities to participate in a variety of activities including laboratory work. Coursework includes hands-on learning activities that encourage students to investigate areas of plant and soil science. Students are introduced to the following

areas of plant and soil science: plant growth, reproduction and propagation, photosynthesis and respiration, diseases and pests of plants and their management, biotechnology, the basic components and types of soil, soil tillage, and conservation.

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

## **SUPERVISED AGRICULTURAL EXPERIENCE**

10, 11, 12

SUMMERS ONLY

Prerequisite: Principles of Agriculture

### **5228S**

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

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

## **LANDSCAPE MANAGEMENT I**

10, 11, 12

Prerequisite: Principles of Agriculture

### **5136A, 5136B**

*Landscape Management I* is a two-trimester course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the

determination of maintenance schedules, communications and management skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. Upon completion of the program, students have the opportunity to become Indiana Landscape Certified through a state approved program.

- ◇ Credits: 1-3 credit(s) per term, of 2 terms required, 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
- ◇ Counts as an Applied Mathematics (Quantitative Reasoning) Course

## **LANDSCAPE MANAGEMENT II**

12

Prerequisite: Landscape Management I

**5137A, 5137B**

*Landscape Management II* is a two-trimester course that extends the content and skills of Landscape Management and provides the student with in-depth exploration of the many career opportunities in the diverse field of landscape management. Students continue to build knowledge and skill in the procedures used in landscape planning and design using current industry standards and practices. Extended laboratory experiences include application of the principles and procedures involved especially in the Midwest and Great lakes areas with landscape construction; turf management; scheduling and oversight of landscape maintenance; weed control; non-pathogenic and disease prevention, diagnosis, and treatment; communications; management skills necessary in landscaping operations; and the use and maintenance of equipment utilized by landscapers. Students should also participate in leadership development, supervised agricultural experience and career exploration activities in the area of landscape management.

- ◇ Credits: 1-3 credit(s) per term, 2 terms required, 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
- ◇ Counts as an Applied Mathematics (Quantitative Reasoning) Course

## **NATURAL RESOURCES**

10, 11, 12

**5180A, 5180B**

*Natural Resources* is a two-trimester course that provides students with a background in environmental science and conservation. Course work includes hands-on learning activities that 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, minerals, interrelationships

between humans and natural systems, wetland, wildlife, safety, careers, leadership, and supervised agricultural experience programs.

- ◇ 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**

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### **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                        |                                 |

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.

#### **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 (for cohorts 2020, 2021, 2022).

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

## **PRINCIPLES OF BUSINESS**

9, 10, 11, 12

Prerequisite: Preparing for College and Careers

7152A, 7152B

*Principles of Business* examines American business including business ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of American business enterprises. This course will also emphasize

the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision making. Attention will be given to developing business communication, problem-solving, and decision-making skills using Microsoft Word, Excel, Access, and PowerPoint.

- ◇ Credits: a 2-term course for 2 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

## **ACCOUNTING FUNDAMENTALS**

9, 10, 11, 12

Prerequisite: Any Freshman Level Math

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

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

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

## **Advanced Accounting**

10,11, 12

Required Prerequisites: Accounting Fundamentals

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

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

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

## **BUSINESS ADMINISTRATION FUNDAMENTALS**

11, 12

Recommended Prerequisites: Principles of Business

**7143A, 7143B**

*Business Administration Fundamentals* describes the functions of managers, including the management of activities and personnel. Students will also study key Marketing concepts including environmental analysis, marketing research, consumer behavior, segmenting, targeting, positioning, branding, product management, price strategy, supply chain management, integrated marketing communications, and market analytics. Students will be asked to apply management and marketing principles through the development of a business plan.

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

## **MARKETING FUNDAMENTALS**

11, 12

**5914A, 5914B**

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

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

## **ENTREPRENEURSHIP AND NEW VENTURES CAPSTONE**

12

Required Prerequisites: a minimum of 4 credits of introductory or advanced career and technical education courses from Business and Marketing career cluster: Principles of Business, Introduction to Entrepreneurship, Business Administration Fundamentals, Marketing Fundamentals, Accounting Fundamentals, Advanced Accounting, Strategic Marketing, Business Law and Ethics, Global Economic or Digital Applications and Introduction to Entrepreneurship.

**5966A, 5966B**

*Entrepreneurship and New Ventures Capstone* introduces entrepreneurship and develop the skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of

opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies will be explored through mini-case students of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting, and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software.

- ◇ Credits: a 2-term course, 2 terms required, 1-3 credits per term, 6 credits maximum
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

## **BUSINESS LAW AND ETHICS**

10, 11,12

4560

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

- ◇ Credits: a 2-term course for 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

## **SPORTS AND ENTERTAINMENT MARKETING**

11, 12

Prerequisite: Marketing Fundamentals

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 2-term course for 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

## COMPUTER SCIENCE I

9, 10, 11, 12

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

4801A, 4801B

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

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

## APPLIED INTERACTIVE MEDIA

11, 12

5232PA, 5232PB

*Applied 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
- ◇ Applied Units: 12 units maximum
- ◇ Counts as an Elective or Employability requirement for the Certificate of Completion

## **INTERACTIVE MEDIA**

11, 12

5232A, 5232B

*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**

11, 12

Prerequisite: Marketing Fundamentals or Business Administration Fundamentals

5918A, 5918B

*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 2-term course for for 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**

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## **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.

## **APPLIED INTERPERSONAL RELATIONSHIPS**

9, 10, 11, 12

5364P

*Applied 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.

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

## **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

## **APPLIED NUTRITION AND WELLNESS**

9, 10, 11, 12

### **5342P**

*Applied 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.

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

## 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

10, 11, 12

Prerequisite: Nutrition and Wellness

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**

10, 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 in 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**

9, 10, 11, 12

5350

*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 1-2 term course, 1 credit per term, 2 credits maximum
- ◇ Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- ◇ Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

## 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

## APPLIED ADULT ROLES AND RESPONSIBILITIES

11, 12

5330P

*Applied 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.

- ◇ Applied Units: 2 units maximum

- ◇ 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 an Employability of Social Studies requirement for the Certificate of Completion

## **ADULT ROLES AND RESPONSIBILITIES**

11, 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 applies. 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**

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

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## INTRODUCTION TO MANUFACTURING

9, 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

9, 10, 11, 12

4802A, 4802B

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

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

## PRINCIPLES OF ENGINEERING

10, 11, 12

5644A, 5644B

*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. This class follows the Project Lead the Way curriculum.

- ◇ 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
- ◇ Counts as an Applied Mathematics (Quantitative Reasoning) Course

## TECHNOLOGY SYSTEMS

9, 10, 11, 12

4808

*Technology Systems* is a course that focuses on the technologies used in the career pathways related to Architecture & Construction, Arts, A/V Technology & Communications, Manufacturing, Science, Technology, Engineering & Mathematics and the Transportation, Distribution, & Logistics career clusters. Industrial strategies include creative problem solving activities that address real-world problems and opportunities. Computer experiences are used to incorporate graphics, simulations, networking, and control systems. Students are also introduced to, and engaged in, investigating career opportunities within a career cluster of their choice. Systems thinking skills are used by students to study, diagram, and test a solution to a scenario related to their career interests.

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

## INTRODUCTION TO CONSTRUCTION

9, 10, 11, 12

4792A, 4792B

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

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

## SPECIAL EDUCATION

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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.

# **CAREER AND TECHNICAL EDUCATION**

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## **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 demonstrate 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>

## **APPLIED WORK BASED LEARNING CAPSTONE**

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

5974PA, 5974PWA

5974PB, 5974PWB

5974PC, 5974PWC

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

- ◇ Applied Units: 6 units maximum

- ◇ Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion.

## **WORK BASED LEARNING CAPSTONE**

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

5974A, 5974WA

5974B, 5974WB

5974C, 5974WC

In order to be eligible for acceptance in the WBL 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

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

In the stand-alone WBL Capstone courses, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Therefore, at least two courses in a student's pathway would be a prerequisite to the student enrolling in the stand-alone WBL courses. Intensive applications are required component of this course and may be either school base or work based or a combination of the two. Work Based Learning experiences need to be in a closely related industry setting. Instructors must have a standards-based training plan for each student participating in Work Based Learning experiences. When a course is offered for multiple hours per semester, the amount of project-based application or Work Based Learning needs to be increased proportionally.

Students are monitored in their experiences by the content-related CTE teacher or a CTE teachers needs to be the teacher for the comprehensive course.

### *Application of Content and Multiple Hour Offerings*

Intensive applications are a required component of this course. WBL experiences need to be in a closely related industry setting. Instructors must have a standards-based training plan for each student participating in WBL experiences. When a course is offered for multiple hours per semester, the amount of project-based application or Word Based Learning needs to be increased proportionally.

Students are monitored in their experiences by the *content related CTE* teachers. For the Multiple Pathways option, any teach with a standard CTE license may teach the course.

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. WBL students will be enrolled in the WBL class each term and will receive one credit per term for the class component. WBL 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	

## **WORK BASED LEARNING CLASSES**

The main purpose of the WBL 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 resolutions, 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 WBL 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 – for scheduling purposes only

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

Formalized training is offered in several careers. Students wishing to attend the Career Center must apply to the 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 9<sup>th</sup> 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.

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.
- ◇ 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 2020-21 school year.

## **ELKHART AREA CAREER CENTER**

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**2020-2021**

### **COURSE DESCRIPTIONS**

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

## **COMMUNICATIONS/ART/MEDIA**

### **AUDIO/VIDEO PRODUCTION I & II**

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

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

Students 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**

Students will be prepared for entry-level employment in broadcast television, broadcast radio, or pursue film and audio/video production for the Internet and other media outlet

- ◇ Earn up to 12 College Credits
- ◇ Additional Costs: 1<sup>st</sup> Year - \$80; 2<sup>nd</sup> Year \$80

## **COMMERCIAL PHOTOGRAPHY I & II**

### **Year 1 (DOE Course: Commercial Photography – 5570)**

Introduction to the fundamentals of photography and lighting

Students 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 are 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 3 College Credits; Certifications Available
- ◇ Additional Costs: 1<sup>st</sup> Year - \$150; 2<sup>nd</sup> Year - \$125

## **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 used 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: 1<sup>st</sup> year - \$28; 2<sup>nd</sup> year - \$30; Art competition entry fees \$5-\$25 per entry

## **INTERACTIVE MEDIA**

### **(DOE Course: Interactive Media – 5232)**

Learn about marketing and advertising for small business

Learn the basics of web design

Learn how to create social media advertising campaigns, using platforms such as LinkedIn, Facebook, Pinterest, YouTube, etc.

Learn about email blasts and other forms of mass communication

Create content (visuals, animation, video, etc.) for web, social media, email blasts, etc.

Prerequisite: Graphic Design I or Commercial Photography

**Must be a second year communications/art/media student and requires instructor approval**

#### **Career Focus**

Students will be prepared to attend the college or art school, gain immediate entry-level employment as content creators

- ◇ Instructor Approval Required
- ◇ Earn up to 15 College Credits; Certifications available
- ◇ Additional Costs: \$75; Art competition entry fees \$5-\$25 per entry

## **CONSTRUCTION**

### **CONSTRUCTION TRADES I & I**

#### **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 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.

- ◇ Certification available
- ◇ IKOR Apprenticeship Training
- ◇ Additional Costs: 1<sup>st</sup> Year - \$125 (uniforms and basic hand tools); 2<sup>nd</sup> Year: \$50-70 (hard hats/uniform replacement)

## **PUBLIC SAFETY**

### **CSI: CRIME SCENE INVESTIGATION**

#### **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 18 college Credits and early college certificate; Certifications available
- ◇ Additional Costs: \$125

## **FIREFIGHTING**

### **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 to pursue further education in a firefighting career

- ◇ Earn up to 12 College Credits; Indiana Firefighting 1 and 2 certifications available
- ◇ Additional Costs: Class Fee - \$150

## **EMT: EMERGENCY MEDICAL TECHNICIAN**

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; Emergency Medical Technician-Basic certification available
- ◇ Additional Costs: \$100 + uniform pants and shoes
- ◇ EMT certification exam: \$80

## **LAW ENFORCEMENT**

### **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 citizens' 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 15 College Credits and early college certificate; Certifications available
- ◇ Additional Costs: \$100

## **TRANSPORTATION**

### **AGRICULTURE POWER STRUCTURE & TECHNOLOGY**

(Agriculture Mechanics)

### **(DOE Course: Agriculture Power Structure & Technology - 5088)**

This course provides theory and hands-on experiences that provide opportunities for students to develop basic knowledge and skills in agricultural mechanics

Instructional areas include the basic fundamentals of maintaining and repairing internal combustion engines, drive components, hydraulics, pneumatics, basic electric, basic welding, fabrication, cold metal work, and operating agricultural equipment safely

Earn tools and scholarship money through involvement in FFA

Great hands-on experience while developing a portfolio

### **Career Focus**

Students will be prepared for an exciting career in agriculture

- ◇ Earn up to 6 college credits; Earn up an additional 2 High School credits for SAE
- ◇ Additional Costs: \$80

## **AUTOMOTIVE REFINISHING**

### **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

Prerequisite: Automotive Collision Repair

### **Career Focus**

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

- ◇ I-CAR (Inter-Industry Conference on Automotive repair) certification available
- ◇ Earn up to 14 College Credits and early college certificate
- ◇ Additional Costs: \$80

## **AUTOMOTIVE COLLISION REPAIR**

### **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

- ◇ I-CAR (Inter-Industry Conference on Automotive repair) certification available
- ◇ Earn up to 14 College Credits and early college certificate; Certifications available
- ◇ Additional Costs: \$80

## **AUTOMOTIVE SERVICE TECHNOLOGY I & II**

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

Learn preventative maintenance skills, suspension, brakes, basic electrical, and alignments

Analyze, diagnose, maintain, and repair basic and advanced automotive systems

Earn tools and scholarships in organizations like SkillsUSA and Hot Rodders of Tomorrow

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)**

Learn skills in engine repair, engine management, fuel ignition, electronic engine controls and sensors, and automotive business structure and management

Perform real-world fixes, diagnosing evaluation, correcting, and verifying repairs using the same tools and equipment the pros use

Earn opportunities for on-the-job internships

Earn scholarships and tools

Prerequisite: Automotive Service Technology I

### **Career Focus**

Students will be prepared for employment in the automotive service field and/or further education

- ◇ Earn up to 21 College Credits and early college certificate
- ◇ ASE/NATEF Student Certifications available
- ◇ Additional Costs: 1<sup>st</sup> Year - \$150; 2<sup>nd</sup> Year - \$125

## **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

Earn tools and scholarship money

CDL licensure instruction

### **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 DOT and preventative maintenance skills

CDL licensure instruction

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

- ◇ Earn up to 30 College Credits and early college certificate
- ◇ ASE Certifications available
- ◇ Additional Costs: 1<sup>st</sup> year costs - \$50; 2<sup>nd</sup> year costs - \$50

## **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, FFA, 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 6 College Credits; Certification available
- ◇ Additional Costs: 1<sup>st</sup> year - \$80; 2<sup>nd</sup> year - \$30

## **HEALTH OCCUPATIONS**

### **CARDIOLOGY I AND II**

Juniors Only with a two year program commitment

Prerequisite: MUST have 4 semesters of High School completed, have a minimum GPA of 2.3 AND be on the Core 40 Diploma Track; OR have passed a standardized test with one of the following scores:

	<u>Writing</u>	<u>Reading</u>
Accuplacer	80 (Sentence Skills)	76
ACT	17 (English)	18
PSAT	26	25
SAT	27	25

### **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

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

Prerequisite: Cariology 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 and early college certificate
- ◇ Early Medical Technician (EMT) certificate available
- ◇ NHA Certified EKG Technician certificate available
- ◇ Additional Costs: 1<sup>st</sup> year costs - \$100 + uniform pants and shoes, 2<sup>nd</sup> year costs - \$100 + uniform pants and shoes.
- ◇ EMT Certification exam - \$80
- ◇ CET exam - \$115

## **MEDICAL ASSISTING I & II**

### **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

- ◇ Earn up to 3 College Credits
- ◇ National Health Careers Association Clinical Medical Assisting (CCMA) certification available
- ◇ Additional Costs: 1<sup>st</sup> year costs \$40 Lab Fee, Scrub Uniform, clinic shoes and watch; 2<sup>nd</sup> year costs \$50 lab fee
- ◇ Seniors who qualify for internships will need TB test, flu shot and a background history check

### PRE-NURSING with CNA CONCENTRATION

Seniors only

Prerequisite: MUST have 4 semesters of High School completed, have a minimum GPA of 2.3 AND be on the Core 40 Diploma Track; OR have passed a standardized test with one of the following scores:

	<u>Writing</u>	<u>Reading</u>
Accuplacer	80 (Sentence Skills)	76
ACT	17 (English)	18
PSAT	26	25
SAT	27	25

### (DOE Course: Health Science II – Nursing 5284)

Prepares students desiring to work as a nurses with knowledge, skills and attitudes essential for providing nursing care in extended care facilities, hospitals and home health agencies

CNA coursework, along with Anatomy and Physiology, will be the emphasis in this program

Individuals who successfully complete the course are eligible to apply to sit for the CNA certification exam for nursing assistants

This course meets the minimum standards for entry into Ivy Tech’s Nursing program (RN) but does not guarantee admittance into Ivy Tech’s Nursing Program

### Career Focus

Ivy Tech Pre-Nursing Certification (Ivy Tech Graduation) Nurses are employed in doctor’s offices, clinics, hospitals, as well as many other areas

The Ivy Tech Nursing program works very closely with local hospitals, pharmacies and clinics to be sure our students get the best education possible and the very best jobs possible

Students will be prepared to apply for Ivy Tech’s Registered Nursing (RN) Degree Program, License Practical Nursing (LPN) Degree Program, or as a Transitional Nursing Degree Program

- ◇ Earn up to 20 College Credits and early College certificate
- ◇ Dementia Care and CNA Certification available
- ◇ Costs: \$150

## **CAREERS IN SPORTS MEDICINE I & II**

### **YEAR 1 (DOE Course: Health Science Education II: Athletic Training – 5290)**

Exposes and prepares students for health care fields related to athletics: i.e. athletic training, personal training, occupational and physical therapy, exercise science, and physical fitness

Introduction to Health Careers will be supported by Anatomy & Physiology, Medical Terminology, First Aid, and Nutrition

Students will be introduced to Kinesiology, Exercise Science, and Health and Wellness

The concentration of this program will be to practice skills built on competencies learned, field experiences with real-world application, and the development of individualized plans to further in-depth knowledge of sports medicine and athletic training

### **YEAR 2 (DOE Course: Health Science Education II: Special Topics Athletic Training – 5290)**

Continue to refine skills and knowledge base gained in 1<sup>st</sup> year

Students will develop a more project based approach in potential career field of their choice

Students will have opportunities to gain field experience through job shadowing and internships in fields related to sports medicine

Prerequisite: Careers in Sports Medicine I

### **Career Focus**

Students will be prepared to pursue further education at the post-secondary school of their choice in pursuit of advanced degrees in athletic training, personal training, occupational and physical therapy, exercise science, or physical fitness

- ◇ Certification Available
- ◇ Additional Costs: 1<sup>st</sup> year costs \$50; 2<sup>nd</sup> year costs \$50

## **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 15 Advanced Placement Credits
- ◇ NELDA (National entry Level Dental Assistant) 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 6 College Credits; Certifications available
- ◇ Additional Costs: 1<sup>st</sup> year costs - \$45 lab fees, 2<sup>nd</sup> year costs - \$45 lab fees

## HUMAN SERVICES

### **COSMETOLOGY I & II**

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

Cosmetology I: Juniors Only with a two year program commitment

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

- ◇ Earn up to 30 College Credits; Indiana Cosmetology License available
- ◇ Additional Costs: 1<sup>st</sup> year - Registration Fee - \$400; Uniform and Supplies - \$175; 2<sup>nd</sup> year - \$25

### **CREATIVE OUTDOOR MANAGEMENT I & II**

#### **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

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

Become OSHA Agriculture Safety certified and Pest Management & Lawncare certified

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

Design and draft landscape plans

Continued learning of maintenance techniques

Identify bacteria, diseases and management of these problems

Learn the business aspects of this industry

Prerequisite: Landscape Management I

### **Career Focus**

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

- ◇ Earn up to 27 College Credits
- ◇ Certified Business Professional (CBP) certification available
- ◇ Additional Costs: \$50 per year

## **CULINARY ARTS & HOSPITALITY I & II**

Culinary Arts & Hospitality I: Juniors Only with a two year program commitment

Culinary Arts & Hospitality II: Returning Seniors Only

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

Learn basic sanitation and culinary theory

Learn hands-on (practical) cooking techniques

Preparation of soups, stocks, and sauces

Hands-on training in a fully-equipped newly updated kitchen with profession chef instructor

Learn basic cooking techniques and basic sanitation principles

### **Year 2 (DOE Course: Culinary Art & Hospitality II – 5346)**

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

Gain work experience by preparing product for the student-run bakery, catering, and fundraising events

Take turns working and managing student-run bakery

Prepare foods following different nutrition and dietary guidelines

Prepare portfolio for interviewing and learn supervisory and management skills

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 16 College Credits and early College certificate
- ◇ ServSafe Food Manager: National Restaurant Association certification available
- ◇ Additional Costs: 1<sup>st</sup> Year - \$112 (additional costs for plus-sized uniforms); 2<sup>nd</sup> Year - \$50

## **EARLY CHILDHOOD EDUCATION I & II**

Early Childhood Education I: Juniors Only with a two year program commitment

### **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)

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 23 College Credits and early College certificate
- ◇ Child Development Associate (CDA) certificate available
- ◇ Additional Costs: 1<sup>st</sup> year - \$70 + Uniform, 2<sup>nd</sup> year - \$110 (CDA exam)

## **Education Professions I and II**

Education Professions I: Juniors Only with a two year program commitment

### **Year 1 (DOE Course: Education Professions I - 5408) (Juniors only)**

Provide the foundation for employment in education and related careers and prepares students for study in higher education

An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers

The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies

Exploratory field experiences in classroom settings and career portfolios are required components

A standards-based plan guides the students' field experiences

### **Year 2 (DOE Course: Education Professions II - 5404)**

The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies

Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan guides the students' field experiences

Students are monitored in their field experiences by the Education Professions II teacher. Articulation with post-secondary programs is encouraged

Recommended Grade Level: 12

Prerequisite: Early Childhood Education I

### **Career Focus**

Students will be prepared for employment in education and related careers and provides the foundation for study in higher education in these career areas

- ◇ Earn up to 18 College Credits and early College certificate
- ◇ Technical Certificate Available
- ◇ Additional Costs: 1<sup>st</sup> year - \$100, 2<sup>nd</sup> year - \$100

## **MANUFACTURING & ENGINEERING**

### **AUTOMATION & ENGINEERING TECHNOLOGY I & II**

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

Opportunity to design and construct large scale projects that incorporate computer control, sensors, electrical circuits and actuators used in industry (remotely operated hovercraft, automated drawbridge, robotic vehicles, etc.)

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

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

College course work covers schematics, mechatronic systems, quality control, and electrical theory

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

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

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

Industrial PLC and arduino programming projects

Program industrial robot to complete tasks and perform quality checks

Use of Lean Manufacturing principles to improve product quality

Potential to utilize classroom experience to intern with area businesses and participate in industry sponsored design projects

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 move into a career/education track position in the advanced manufacturing field

- ◇ Earn up to 42 College Credits
- ◇ Manufacturing Skills Standards certification available
- ◇ Additional Costs: 1<sup>st</sup> year costs - \$30; 2<sup>nd</sup> year costs - \$30

## **CAD: COMPUTER AIDED DRAFTING & DESIGN I & II**

### **Year 1 (DOE Course: Mechanical Drafting and Design I – 4836)**

Introduction to technical/mechanical drafting, architectural drafting, 3D modeling, and 3D printing

Learn with the most current versions of AutoCAD, 3dsMAX, Revit, Inventor, and AutoCAD Architecture

Compete in regional, state, and national drafting competitions

Gain real-world experience by working on projects for local companies

### **Year 2 (DOE Course: Mechanical Drafting and Design II - 4838)**

This course progresses from introductory to advanced mechanical and architectural 2-D and 3-D drawing, with an introduction to solid modeling, 3D printing, and basic animation

3D Printing

Work in class on real-world drafting and design problems for local companies

Paid Internships available

Prerequisite: CAD I: Mechanical Drafting and Design I - 4836

#### **Career Focus**

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

- ◇ Earn up to 3 College Credits
- ◇ AutoCAD Certified User (ACU) certification available
- ◇ Autodesk Certified Professional (ACP) Inventor certification available
- ◇ Autodesk Certified User (ACU) Revit Architecture certification available
- ◇ Additional Costs: \$30 both years

## **3D COMPUTER ANIMATION & VISUALIZATION**

### **(DOE Course: 3D COMPUTER ANIMATION & VISUALIZATION - 5530)**

Introduction to technical/mechanical drafting, architectural drafting, 3D modeling, and 3D printing

Create video game quality 3D solid models and animation video game creation with The Unreal Engine

Prerequisite: CAD I: Mechanical Drafting and Design I - 4836

#### **Career Focus**

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

- ◇ Earn up to 3 college credits
- ◇ AutoCAD Certified User (ACU) certification available
- ◇ Autodesk Certified Professional (ACP) Inventor certification available
- ◇ Autodesk Certified User (ACU) Revit Architecture certification available
- ◇ Additional costs: both years \$30

## **COMPUTER NETWORKING/PC MAINTENANCE I & II**

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

Build and troubleshoot PCs

Create, modify and troubleshoot network cables

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

Prerequisite: Computer Networking/PC Maintenance I or CompTIA A+ certification

### **Career Focus**

Students will be prepared for CompTIA A+ and/or CCNET certifications, immediate employment as a computer/network technician, or further education

- ◇ Earn up to 15 College Credits
- ◇ A+ Certification (CompTIA+) certification available (must be able to pass two exams: Core 1 (220-1001) and Core 2 (200-1002))
- ◇ Additional Costs: 1<sup>st</sup> year - \$25, 2<sup>nd</sup> year - \$-0

## **MANUFACTURING TECHNOLOGY I & II**

### **Year 1 (DOE Course: Precision Machining - 5782)**

Operate manual machines, lathes, mill, and surface grinders

Real-world experience working on projects for local companies

Three (3) NIMS certifications

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

### **Year 2 (DOE Course: Precisions Machining II - 5784)**

Utilize the newest CNC mills, CNC lathe, CNC plasma cutter, 3D printer, and 100W CO2 laser

Paid internships

Two (2) 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 and early College certification
- ◇ National Institute for Metalworking Skills (NIMS) certifications available
- ◇ Additional Costs: \$50 both years

## **MECHATRONICS I & II**

### **Year 1 (DOE Course: Industrial Technical Maintenance I - 5686)**

Prepare for high demand careers such as mechatronics technician, electro mechanical technician, maintenance technician, and manufacturing engineer

Learn to install, troubleshoot, and repair mechatronic systems such as pneumatics, hydraulics, electrical systems, mechanical systems, electric motors, sensors and industrial computers

College course work covers automation/mechatronics, mechanical drives, fluid power, and welding

Internships and industry sponsored design projects available

### **Year 2 (DOE Course: Industrial Technical Maintenance II - 5688)**

Advance application of mechatronic systems

Learn to maintain/troubleshoot advanced manufacturing equipment such as CNC machines, robotic arms, and electric drives

College course work covers electrical applications, mechatronics, industrial robotics, and manufacturing processes

Internships and industry sponsored design projects available

Perquisite: Mechatronics I

### **Career Focus**

Students will be prepared for a 2-year or 4- year post-secondary institution in an engineering or engineering technology field, or move into a career/education track position in the advance manufacturing field

- ◇ Earn up to 42 College Credits
- ◇ Technical Certification available
- ◇ Additional Costs: \$30 both years

## **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 15 College Credits and early College certificate
- ◇ American Welding Association (AWS) certification available
- ◇ Additional Costs: 1<sup>st</sup> year - \$63; 2<sup>nd</sup> year - \$20 certification fee

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

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

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

### **How to Apply**

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

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

## **AWARDS AND SCHOLARSHIPS**

### **Annual Awards**

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

### **Annual Scholarships**

Shane Miller Memorial Scholarship

Larry Carroll Memorial Scholarship

Basil S. (Ethel L.) Turner Scholarship

And many others

## **SkillsUSA**

### **Student Benefits**

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

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

Students advance through district, regional and state competitions

Contests give students a way to test their skills

Opportunities to network, potentially meeting future employers

### **Awards**

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

Offering \$1 million in scholarships annually

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

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

## **INTERNSHIPS**

### **Internships**

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

## **INDIANA ONLINE**

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 \$100. 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
- ◇ Other courses may be available, please see the Guidance department for a complete list

# STUDY HALLS

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## STUDY HALL

9, 10, 11, 12

6000

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

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

## 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 WIDA assessment and their Individual Learning Plan (ILP). Students at a level 4 or 5 will be assigned to a regular study hall. Students will report to an assigned area to receive additional assistance or tutoring. Building level teams consisting of ENL staff, classroom teachers, counselors, and/or

administrators will monitor student progress. If monitoring shows that the student is falling behind in academic performance, the team can refer the student back to the ENL study hall.

## **STUDENT ACTIVITY PROGRAMS**

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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	
Cheerleading	Science Club
Chess Club	Spanish Club
Color/Winter Guard	Sprig (Yearbook) Staff
DECA (Marketing)	Student Council
Drama Club	Swing Choir
National Honor Society	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 that may include inter-school competition/performances.

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