



COURSE DESCRIPTION GUIDE



2024 - 2025

Spring 2024

It is the intent of Whitko Jr/Sr High school faculty and staff to provide every student with a varied and challenging curriculum. It is the goal of the administration to provide a safe, clean, and caring environment in which teachers can teach and students can learn. With that in mind, it is necessary for all parties involved (students, parents, teachers, and administrators) to ensure our students have every opportunity possible to pursue a schedule which challenges and stimulates them.

This Course Description Guide has been developed to assist students and parents in the selection of future courses. You are encouraged to spend time reviewing the course listings and their descriptions. Your success in high school may be greatly enhanced by making good choices to match your interests and career objectives with courses which will best prepare you to reach your goals.

Whitko Jr/ Sr High school is currently using a two semester format. Each semester is 18 weeks in length with classes being 45 minutes in length.

Our counselors are happy to assist you in any way possible. They are available for advice, answers, and counseling at any time. Their objective is to help make your high school experience as enjoyable and rewarding as possible. They are willing to work with you and your parents to ensure you are taking the correct courses to meet your educational goals.

As always, if you have any questions or concerns, please feel free to call the school. The phone number for the main office is (260) 723-5146. Our goal is to help you, so please do not hesitate to contact us.

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<i>Principal.....</i>	<i>Amy Evans</i>
<i>Assistant Principal</i>	<i>Justin ‘JD’ Maurer & Caleb Logan</i>
<i>Athletic Director.....</i>	<i>Barry Singrey</i>
<i>High School Guidance Counselor.....</i>	<i>Shelby Whiteleather</i>
<i>Jr. High Guidance Counselor.....</i>	<i>Lauren Cooper</i>

WHITKO JR/SR HIGH SCHOOL

Due _____ to Guidance

Diploma Type (Circle one): AHD Core 40 Tech

9

English
 English 9A
 English 9B
 Honors English A
 Honors English B

Math
 Algebra 1A
 Algebra 1B
 Geometry Honors A
 Geometry Honors B

Science
 Biology A
 Biology B

Art
 Intro to 2D Art
 Intro to 3D Art
 Digital Arts 2D
 Digital Arts 3D

Music
 Band
 Choir
 Intro to Guitar

P.E.
 PE I
 PE II
 Health & Wellness
 EPE Strength & Conditioning

World Language
 Spanish 1A*
 Spanish 1B*
 *required for Honors Diploma

Additional Elective
 Yearbook (per approval)
Basic Skills (per approval)

Grade 9 students will attend the **Whitko Career Academy** three (3) periods each day.

Please circle a program for the **Whitko Career Academy**:

- Agriculture
- Engineering
- Public Service
- Skilled Trades

Print Student Name _____
 Student Signature _____
 Parent Signature _____
 Date _____

WHITKO JR/SR HIGH SCHOOL

Due: _____ to Guidance

Diploma Type (Circle one): AHD Core 40 Tech

10

English

English 10A
English 10B
AP Seminar A
AP Seminar B

Math

Algebra 1A
Algebra 1 B
Geometry A
Geometry B
Geometry Honors A
Geometry Honors B
Algebra 2 A
Algebra 2 B
Algebra 2 Honors A
Algebra 2 Honors B

Social Studies

World Civilization A
World Civilization B
AP World History A
AP World History B

Science

Int Chem/Phys A
Int Chem/Phys B
Chemistry A
Chemistry B
Physics A
Physics B
Earth/Space Science A
Earth/Space Science B

Science Continued

Biology A
Biology B
Anatomy & Physiology A
Anatomy & Physiology B

Art

Intro to 2D Art
Intro to 3D Art
Adv 2D Art (A, B, C)
Adv 3D Art (A, B, C)
Ceramics
Drawing
Visual Comm (A &/or B)
Digital Arts 2D (1 semester)
Digital Arts 3D (1 semester)

Music

Band
Applied Music
AP Music Theory
Choir
Intro to Guitar

P.E.

PE I
PE II
Health (1 semester)
EPE Lifetime Sports & Fitness
EPE Strength & Conditioning

World Language

Spanish 1A
Spanish 1B
Spanish 2A
Spanish 2B

Study Hall

Study Hall-Semester 1
Study Hall-Semester 2
Basic Skills (per approval)

Additional Elective

Yearbook (per approval)
Psychology (1 semester)

Please circle a program for the **Whitko Career Academy** (if interested) :

- * Agriculture
- * Business
- * Construction Trades
- * Criminal Justice
- * Culinary Arts
- * Cybersecurity Fundamentals
- * Early Childhood
- * Education Professions
- * Engineering
- * Manufacturing/Welding
- * Medical Health Service

Print Student Name _____

Student Signature _____

Parent Signature _____

Date _____

WHITKO JR/SR HIGH SCHOOL

GRADE 11 COURSE OFFERINGS

Due: _____ to Guidance

Diploma Type (Circle one): AHD Core 40 Tech



<u>English</u>	<u>Math</u>	<u>Social Studies</u>	<u>Science</u>	<u>Science Continued</u>
English 11A	Algebra 1A	World Civilization A	Int Chem/Phys A	Anatomy & Physiology A
English 11B	Algebra 1 B	World Civilization B	Int Chem/Phys B	Anatomy & Physiology B
AP English/Comp A *Ivy Tech	Geometry A	US History A	Chemistry A	AP Biology A
AP English/Comp B *Ivy Tech	Geometry B	US History B	Chemistry B	AP Biology B
	Algebra 2 A	AP US History A	Physics A	Adv Chemistry A *Ivy Tech
	Algebra 2 B	AP US History B	Physics B	Adv Chemistry B *Ivy Tech
	Algebra 2 Honors A	AP World History A	Earth/Space Science A	Ecology (1 semester)
	Algebra 2 Honors B	AP World History B	Earth/Space Science B	Environmental Science A
	PreCalc/Trig A *Ivy Tech		Biology A	Environmental Science B
	PreCalc/Trig B *Ivy Tech		Biology B	
	AP Calculus A *Ivy Tech			
	AP Calculus B *Ivy Tech			
	AP Statistics A			
	AP Statistics B			

<u>Art</u>	<u>Music</u>	<u>P.E.</u>	<u>World Language</u>	<u>Study Hall</u>	<u>Additional Electives</u>
Intro to 2D Art	Band	PE I	Spanish 1A	Study Hall-Sem 1	Yearbook (per approval)
Intro to 3D Art	Applied Music	PE II	Spanish 1 B	Study Hall-Sem 2	Photography (1 semester)
Adv 2D Art (A, B, C)	AP Music Theory	Health (1 semester)	Spanish 2A	Basic Skills (per approval)	Psychology (1 semester)
Adv 3D Art (A, B, C)	AP Music Theory	Lifetime Sports & Fitness	Spanish 2B		
Ceramics (1 semester)	Choir	EPE Strength & Conditioning	Spanish 3A *Ivy Tech		
Drawing (1 semester)	Intro to Guitar		Spanish 3B *Ivy Tech		
Visual Comm (A &/or B)					
Digital 2D Art (1 semester)					
Digital 3D Art (1 semester)					

Please circle a program for the **Whitko Career Academy** (if interested) :

- * Agriculture
- * Business
- * Construction Trades
- * Criminal Justice
- * Culinary Arts
- * Cybersecurity Fundamentals
- * Early Childhood
- * Education Professions
- * Engineering
- * Manufacturing/Welding
- * Medical Health Service

Print Student Name _____

Student Signature _____

Parent Signature _____

Date _____

INDIANA CORE 40



Course and Credit Requirements

English/Language Arts - 8 Credits (Including a balance of literature, composition, and speech.)

Mathematics - 6 Credits (2 credits: Algebra I, 2 credits: Geometry, and 2 credits" Algebra II)

Science - 6 Credits (2 credits: Biology, 2 credits: Chemistry or Physics or ICP, and 2 credits: any Core 40 science course)

Social Studies - 6 Credits (2 credits: U.S. History, 2 credits: World History, 1 credit: Economics, and 1 credit: Government)

Directed Electives - 5 Credits (World Languages, Fine Arts, or Career and Tech Education)

Physical Education - 2 Credits

Health/Wellness - 1 Credit

Electives - 6 Credits

CORE 40 with Technical Honors

Must complete:

- All requirements for the Core 40
- Earn 6 credits in the college and career prep courses plus one of the following:
 - Pathway designated credential/certification
 - Pathway dual credits in 6 transcribed college credits
- Earn a grade of "C" or better
- Have a GPA of a "B" or better
- Complete one of the following:
 - Any one of the options of the Academic Honors
 - Earn the following minimum score on Accuplacer - Writing = 80 Reading = 90 and Math = 75
 - Earn the following minimum score on Compass - Algebra 66 Writing = 70 Reading = 80

CORE 40 with Academic Honors

Must complete:

- all requirements for Core 40
- Earn 2 additional Core 40 math credits
- Earn 6-8 Core 40 world language credits
- Earn 2 fine arts credits
- Earn a grade of a "C" or better
- Have a gpa of a "B" or better
- Complete one of the following:
 - Earn 4 credits in 2 or more AP courses
 - Earn 6 verifiable transcribed college credits in dual credit courses
 - Earn two of the following
 - A minimum of 3 college credits from dual credit list
 - 2 credits in AP courses
 - Earn a composite score of 1250 on SAT
 - Earn an ACT composite score of 26

GRADUATION REQUIREMENTS

HIGH SCHOOL DIPLOMA

Meet the statutorily defined diploma credit and curricular requirements

LEARN AND DEMONSTRATE EMPLOYABILITY SKILLS

Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one of the following:

- **Project-Based Learning Experience**
- **Service-Based Learning Experience**
- **Work-Based Learning Experience**

POSTSECONDARY-READY COMPETENCIES

- **Honors Diploma:** Fulfill all requirements of either Academic or Technical Honors Diploma
- **ACT:** College-ready benchmarks
- **SAT:** College-ready benchmarks
- **ASVAB:** Earn at least a minimum AFQT score
- **State Recognized Certification**
- **State Recognized Apprenticeship**
- **Career Education:** Must earn a C average in 6 high school credits in a career sequence
- **AP/Dual Credit Exams:** Earn a C average in at least three courses

WHITKO CAREER ACADEMY

JUNIOR HIGH

8th Grade (Semester 1)	7th Grade (Semester 2)
Introduction to Agriculture Preparing for College/Careers	MS Exploring Agriculture MS Exploring College/Careers

FRESHMAN ACADEMIES

Skilled Trades Academy	Public Service Academy	Agriculture Academy	Engineering Academy
Intro to Manufacturing Intro to Adv Mfg Logistics Intro to Construction Intro to Business	Adv Child Development Adv Nutrition & Wellness Human Dev & Wellness Intro to Business	Principles of Agriculture Animal Science Plant & Soil Science Food science	Intro to Engineering & Design Principles of Engineering

SOPHOMORE - JUNIOR - SENIOR PROGRAM OPTIONS

Manufacturing/Welding	Manufacturing/Welding	Construction Trades	Construction Trades
Principles of Prec Machining Prec Machining Fundamentals Adv Prec Machining	Principles of Welding Tech Shielded Metal Arc Welding Gas Welding Processes	Principles of Construction CT: General Carpentry CT: Framing and Finishing	Principles of HVAC HVAC Fundamentals HVAC Service

Construction Trades	Engineering	Engineering	Cybersecurity
Principles of Construction Electrical Fundamentals Advanced Electrical	Digital Electronics Computer Integrated Mfg	Civil Engineering/Architecture Environmental Sustainability	Principles of Computing Cybersecurity Fundamentals Advanced Cybersecurity

Agriculture	Agriculture	Agriculture
Adv Life Science: Animals Adv Life Science: Plant/Soil Adv Life Science: Foods	Ag Power: Structure & Tech Ag Structures Fab/Design Ag Mechanical & Tech	Horticulture Science Landscape/Turf Management Greenhouse/Soilless Prod

Medical Health Service	Medical Health Service	Culinary Arts	Criminal Justice
Principles of Healthcare Medical Terminology Certified Clinical Medical Asst	Principles of Biomedical Sci Human Body Systems Medical Interventions	Principles of Cul/Hospitality Nutrition Culinary Arts	Principles of Criminal Justice Law Enforcement Fundamentals Corrections & Cultural Aware

Business	Business	Education Professions	Early Childhood
Principles of Business Business Admin Fundamentals Accounting Fundamentals	Marketing Fundamentals Strategic Marketing Digital Marketing	Principles of Teaching Child/Adolescent Dev Teaching and Learning	Principles of Early Childhood Early Childhood Ed Curriculum Early Childhood Ed Guidance

Director of WCA: Chris Benedict (chris.benedict@whitko.org)

ART

The Art Program performs a triple role. The first is to provide enriched experience for those students with great potential. It involves the discovery of such talent and encouragement and guidance of these students to realize their talents, ability, and creative potential. The second role is to provide purposeful art experiences for those students that show little likelihood of pursuing the art field as a profession. Art education must provide the occasion and opportunity for the student to obtain an appreciation, enjoyment, satisfaction, and understanding of how art can be used in everyday experiences.

Advanced 2D Art (A, B, & C): Grades 10-12 Prerequisite = Intro to 2D and Intro to 3D

The course is designed for the highly talented and motivated art student. Enrollment is done through an evaluation study of the classroom portfolio, attitude and desire of their quest for art as a possible career. There is an emphasis on pictorial drawing and painting where students develop a critical self-evaluation of their and others work so they may gain confidence and branch out on their own. The training is more specialized and development is directed towards being self-directed and motivated and is of value for preparing portfolios for competition for scholarships. The students will develop the power to see visually and express their work in various media. Students are encouraged to develop their skills, investigate media, through art history and their individual work and how it relates to everyday living. This art class embodies the areas of art history, aesthetics, art criticism, and production.

Advanced 3D Art (A, B, & C): Grades 10-12 Prerequisite = Intro to 2D and Intro to 3D

The course is designed for the highly talented and motivated art student. Enrollment is done through an evaluation study of the classroom portfolio, attitude, and desire of their quest for art as a possible career. Students are encouraged to develop their skills, investigate a variety of media and style, use of the art history and how it can affect their work. Students will use the elements and principles of design for self-evaluation along with the ability to critique work in a 3D format. Students at this level will be motivated to demonstrate a sincere interest and desire to create and develop skill and understanding of various media to use in portfolios. Carving, assembling, modeling, and constructing are explored for this possibility. This art class embodies the areas of art history, aesthetics, art criticism, and production.

Ceramics (A, B, & C): Grades 10 - 12 Prerequisite: Intro to 2D and Intro to 3D

Students are given an opportunity to work in various media to strengthen their ability to see visually and creatively in a 3D format. Students will learn to critique and self-evaluate through the use of elements and principles of design and references of art history and its relationship to their work. There is a building of art vocabulary on various tools and techniques, wheel and hand construction on projects, and the opportunity to understand the creative possibilities of working with the unique properties of materials provided. The course encourages fine craftsmanship, appreciation and taste in design, and how form, decoration and function apply in life. This art class embodies the areas of art history, aesthetics, art criticism, and production.

Digital 2D Art:

In this course, students will learn animation. This foundation class introduces the basic practices and concepts of three dimensional digital media production including low poly modeling, sculpture design, collaboration, conversion of files for 3D printing, CGI animation, and preparation for online viewing.

Digital 3D Art:

In this course, students will learn 3D modeling. This foundation class introduces the basic practices and concepts of three dimensional digital media production including low poly modeling, sculpture design, collaboration, conversion of files for 3D printing, CGI animation, and preparation for online viewing.

Drawing (A, B, & C): Grades 10-12 Prerequisite: Intro to 2D and Intro to 3D

A continuation of many of the problems done in the foundation of the 2D course. There is more advanced study of creative and technical uses of the art activity. Students are instructed in various techniques of rough and finished drawing and painting. They are given class and field assignments designed to develop their speed, skill, and style. Fundamentals of drawing are explored in and out of the classroom using pen, pencil, and various art media. Students will develop self-critique and self-evaluation using the elements and principles of design. They will develop the power to see and draw and express their skills in written and verbal form. Through the use of art history, students will be able to find direction in their own words and apply this in relationship to the world around them. Individuals and group projects in the drawing process will be explored as possible career options. This art class embodies the areas of art history, aesthetics, art criticism, and production.

Introduction to 2D Art: Beginning Course

AHD/Core 40

This course is an elective and students are required to work with the attitude and intent of developing their artistic potential on their own level of skill. The student's aim is to develop the following: aesthetic appreciation for the nature of art in life, a basic art vocabulary, a broader art knowledge, increase skill, appreciation through art history and the use of elements and principles of design, exploring art as a possible career or an understanding of enjoyment, satisfaction of using or doing art in everyday experiences. Students are directed to develop their skills individually and in groups in order to critique their artistic skills in various medium drawing, painting design, printmaking illustration, composition freehand sketching in a 2D format. This art class embodies the areas of art history, aesthetics, art criticism, and production.

Introduction to 3D Art: Prerequisite: Intro to 2D

AHD/Core 40

The student's aim is to develop a basic art vocabulary and increase their skill and knowledge of proper use and care of art materials of a 3D format. Students will increase their skill and knowledge and the use of elements and principles of design in order to be able to critique and analyze their own individual work, art history and how art fits into their own life and environment in a 3D format. Students will be able to express themselves in various 3D processes and media, carving relief and in the round sculpture, hand building and wheel construction. Students will work individually or in groups and create works of art by expressing their skills in a 3D format. This art class embodies the areas of art history, aesthetics, art criticism, and production.

Visual Communication: Grade 12 Prerequisite: Adv 2d and Adv 3d Art

Students are given an opportunity to work in various media to strengthen and prepare portfolios for scholarships, college entrance requirements and major art competitions. A critical self-evaluation of the student's work allows the student to experiment, specialize, and branch out on his/her own level of development. Students are required to maintain a contract, a log of work completed, sketch book, enter portfolio contests and reviews and be committed to preparing a portfolio. The course is offered only by consultation and agreement by both instructor and student. The students will develop the power to see clearly and express the character of objects at a high

level of skill 2D and 3D. The student will become aware of immediate surroundings as sources for ideas through direct observation and historical in an art sense and study. The student will develop self-evaluation through critiques using the elements and principles of design. The student will create 10-15 quality high technical and creative projects, photography and organize a portfolio as needed for entrance. This art class embodies the areas of art history, aesthetics, art criticism, and production.

ENGLISH

Students must earn 8 English credits to graduate. It is imperative that students pass each English class they take because each time a student fails a class, students will be forced to double-up in order to catch up.

English 9:

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

- Recommended Grade: 9
- Required Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

Honors English 9:

Honors English 9 integrates all the skills of English 9, but extends the complexity of the reading and the writing. Honors English 9 is an AP Prep/College Prep course which emphasizes the critical analysis of literature, both fiction and nonfiction. Students, in turn, will write arguments and analyses which reflect sophistication of thought and style.

English 10:

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

- Recommended Grade: 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: English 9 or teacher recommendation
- Credits: 2 semester course, 1 credit per semester Fulfills an English/Language Arts requirement for all diplomas

AP Seminar: Prerequisite: English 9

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. This course is not for college credit but instead prepares students for success in AP English Composition and AP English Literature.

English 11:

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

- Recommended Grade: 11 . Required Prerequisites: none
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

AP English Composition (Ivy Tech Eng 111, 215): Grades 11 - 12

This two semester course meets all the criteria and curriculum standards for both AP English Language and Composition and Ivy Tech ENGL 111 and 215. The course is designed to develop students' abilities to think, organize, and express their ideas clearly and effectively in writing. This course incorporates reading, research, and critical thinking. Emphasis is placed on various forms of expository writing such as process, description, narration, comparison, and analysis, with the majority of the focus on persuasion and argumentation. Students analyze and apply the rhetorical situation, claims and evidence, reasoning and organization and style to various works including a research paper. Students must have a 46 on the PSAT reading, 460 on the SAT reading or a comparable Accuplacer score to receive college credit in the course. Students will take the AP Language and Composition exam at the end of the course.

English 12:

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

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

- **Recommended Grade: 12**
- **Required Prerequisites: none**
- **Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation**
- **Credits: 2 semester course, 1 credit per semester**
- **Fulfills an English/Language Arts requirement for all diplomas**

AP English Literature (Ivy Tech Eng 206): Grade 12

This course meets all criteria and curriculum standards for both AP Literature and Composition and Ivy Tech ENGL 206. The course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller scale elements as the use of figurative language imagery, symbolism, and tone. Students must have a 46 on the PSAT reading, 460 on the SAT reading or a comparable Accuplacer score to receive college credit in the course. Students will take the AP Literature and Composition exam at the end of the course.

Student Media - Yearbook/Newspaper: Grades 9 - 12

The course will entail a study of the 5 W's of journalism, proper photography techniques/photojournalism, sales, advertising, customer service, and hands on experience in the world of print and electronic journalism; as well a study of the communications history including the legal and ethical boundaries that guide journalistic writing. Students will demonstrate their journalistic writing and design skills in their JOURNALISM PROJECTS for the express use in Whitko Jr/Sr High School's student publications, including but not limited to "The Whitko Wire," student newspaper, Whitko Jr/Sr High school yearbook, photographic portfolios and self-published magazine spreads. Students are given the opportunity to express themselves publicly for the purpose of self-expression, informing, entertaining, or persuading. Students who want to or are interested in pursuing a career in journalism, photography or graphic design are encouraged to take this class; as it will prepare them for a career in these fields by providing them with real world experience. When taken during the first semester, the primary focus is on publishing online content for a student newspaper. When taken during the second semester, the primary focus is on publishing content for the yearbook.

MATH

Two math credits required for graduation must be in Algebra I or higher. A scientific calculator is required for all courses from Algebra I and higher (TI-34 is recommended). The TI-84 Plus or TI-84 Plus CE graphing calculator, is recommended for all advanced math classes.

Algebra I:

This course provides a formal development of the algebraic skills and concepts necessary for students to advance to Algebra II as well as other higher math courses. Emphasis is placed on the use of algebraic skills in a wide range of problem solving situations. Topics include rational exponents, relations and functions, writing linear equations and inequalities in two variables, polynomials, quadratic equations and functions, data analysis, and probability distributions.

Geometry: Prerequisite: Algebra I

Geometry provides students with experiences that deepen the understanding of shapes and their properties through deductive and inductive reasoning. Topics include angles, lines, two-dimensional shapes, three-dimensional solids, transformations, logic and proofs along with continued development of thinking and problem solving strategies.

Algebra II: Prerequisite: Algebra I

Algebra II is a course which expands on the topics of Algebra I and provides further development of the concept of the function. The expanded topics of the course include: The theorems and algorithms of algebra; polynomials and polynomial functions; rational exponents, the complex numbers, sequences, and series, the properties and graphs of conic sections; permutations and combinations; matrices; exponential and logarithmic functions.

Pre-Calculus/Trig (Ivy Tech Math 136, 137): Prerequisite: Algebra II

Trigonometry blends together all of the concepts and skills that must be mastered prior to enrollment in a college-level calculus course. A functional approach integrates the study of trigonometric concepts, relationships of equations and graphs, and applications to real world problems. Topics include: The algebra of real numbers, polynomials, analytic geometry, exponential and logarithmic functions, inverse trig functions, trig equations and identities, vectors, the Laws of Sines and Cosines, circular functions, and polar coordinates.

AP Calculus (Ivy Tech Math 211): Prerequisite: Trigonometry.

A calculator is required (TI-84 Plus or TI-84 Plus CE are recommended)

Calculus, AP, a College Board established curriculum, is an introduction to elementary differential and integral calculus. In general, topics include: Limits, continuity, derivatives, definite and indefinite integrals, and techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. Some portions of the class will require the use of graphing calculators. This class is recommended for advanced students who plan on attending college and is designed to prepare students for advanced placement in college math. As long as the State of Indiana continues to financially support the AP program, students are required to take the College Board Calculus AP exam at the end of the school year.

AP Statistics: Grades 11 - 12 Prerequisite: Pre Calculus/Trig

Statistics, Advanced Placement is a course based on content established by the College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: (1) exploring data: describing patterns and departures from patterns, (2) sampling and experimentation: planning and conducting a study, (3) anticipating patterns: exploring random phenomena using probability and simulation, and (4) statistical inference: estimating population parameters and testing hypotheses. The use of graphing calculators and computer software is required. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/repository/ap-statistics-course-description.pdf>.

Business Math:

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

- Recommended Grade: 12 (11 from recommendations)
- Required Prerequisites: Algebra I
- Recommended Prerequisites: none
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as an elective or directed elective for all diplomas
- Fulfills a Mathematics requirement for the General Diploma or Certificate of Completion only
- Qualifies as a quantitative reasoning course

PERFORMING ARTS

AP Music Theory: Grades 10 - 12 Prerequisite = Any previous music experience

This course is comparable to an introductory college course of music theory and offers instruction in musicianship skills essential for the serious music student. The class objectives are to provide complete and thorough training in all basic musicianship skills and advanced theory for the motivated student. Students will substantially increase their knowledge of written theory, sight reading, aural skills, and composition. The course is designed to prepare students for the Advanced Placement test for Music Theory.

Applied Music: Grades 9 - 12 Prerequisite = Junior High/High School Band

This course will give band students the opportunity to engage in guided, focused, independent practice. Students will work on various repertoire as assigned by the band director, as well as their regular band music. This course is highly recommended for any student wishing to audition for any college music programs.

Marching Band: Grades 9 - 12 Prerequisite = Previous band experience

This course is required each year for all band students wanting to participate in Concert Band. Marching Band provides students with a balanced comprehensive study of music. The semester consists mostly of marching activities and is concluded with a concert at the end of the semester providing a smooth transition to the spring semester. Students must participate in rehearsal and performance opportunities during the summer and outside the school day that support and extend learning in the classroom. This group performs at football games, festivals, ISSMA contests, basketball games, and a Christmas concert.

Concert Band: Grades 9 – 12 Prerequisite: Marching Band

(This course may be taken for successive semesters.)

Students taking this course are provided with a balanced comprehensive study of music which develops skills in the psychomotor, cognitive, and affective domains. Students will 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. Students must participate in rehearsal and performance opportunities, outside the school day, that support and extend learning in the classroom. This group performs at Spring concerts, basketball games, and also participates in ISSMA contests.

Choir:

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

performance opportunities outside of the school day that support and extend learning in the classroom.

- **Recommended Grade: 10, 11, 12**
- **Required Prerequisites: none**
- **Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.**
- **Counts as a directed elective or elective for all diplomas**
- **Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma**

Intro to Guitar: Grades 9 - 12

This course is designed to introduce students to playing the guitar. They will learn proper technique while learning to play both melodies and chords. They will explore different music notation as applicable to the guitar so that they can be comfortable using standard notation, tablature and chord charts. Students will explore different styles and genres of guitar music. They will learn to play alone and in a group. This class may be repeated as scaffolding is available to continue learning to play this amazing instrument.

PHYSICAL EDUCATION

All students must complete Physical Education I and II. Students may take up to six elective physical education courses during grades 10-12.

Physical Education I:

Physical Education I and II represents a two-semester, required program which places a strong emphasis on health related fitness development and wellness. Daily activities will be centered around physical fitness development, continuing skill development in team sports, and basic skill development in lifetime sports. Physical Education I maintains an emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. Includes skill development and the application of rules and strategies of complex difficulty in at least 3 of the following different movement forms: (1) Health related - cardiorespiratory endurance, muscular strength & endurance, flexibility & body composition; (2) Aerobic exercise; (3) Team sports; (4) Individual & dual sports; (5) Outdoor pursuits; (6) Self-defense; (7) Recreational games, Assessment includes both written and performance-based skill evaluations.

Physical Education II:

This course emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. Provides students with opportunities to achieve and maintain a health enhancing level of physical fitness and increase their knowledge of fitness concepts. Includes at least 3 different movement forms without repeating those offered in P.E.I. These forms may include numbers 1-7 (see above P.E.I). Ongoing assessment includes both written and performance-based skill evaluations. This course also includes a discussion of related careers.

Lifetime Sports & Fitness: Prerequisite: PE I and PE II

This class will promote lifelong fitness through sports and recreational activities such as softball, soccer, speed ball, football, basketball, volleyball, badminton, floor hockey, and handball as well as others. Strength, endurance, and flexibility work will also be included. The goal is to help students maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.

Strength and Conditioning: Prerequisite: PE I and PE II

Strength and Conditioning is a course designed for motivated athletes and students looking to improve their athletic performance, physical fitness, and increase their overall muscular strength and development. This course is designed to accommodate both experienced lifters and beginners and provides flexibility for sport or individual specific workouts to meet their personal goals.

Health & Wellness Education:

Health Education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Standards Guide: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and Other Drugs; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention. Students are provided with opportunities to explore the effect of health behaviors on an individual's quality

of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual strategies, including technology, are used to further develop health literacy.

SCIENCE

At the root of all sciences is curiosity, the desire to know and understand.

Anatomy & Physiology:

Throughout the course, students will delve into the intricacies of the human body's structure and function, covering essential topics such as cells and tissues, skeletal and muscular systems, nervous and cardiovascular systems, respiratory and digestive systems, as well as the endocrine and reproductive systems. Combining lectures, hands-on laboratory work, and critical thinking exercises, students will not only gain a comprehensive understanding of anatomy and physiology but will also earn both high school and college credits. This course serves as a solid foundation for further studies in life sciences and healthcare-related fields, integrating college-level content to enhance academic rigor and college readiness.

Biology I:

Exploring Ecosystems, Cells, Genetics, and Evolution is a dynamic course that delves into fundamental aspects of biology. Students embark on a captivating journey through ecosystems, unraveling the interconnectedness of organisms and their environments. They investigate ecological principles, population dynamics, and the impact of human activities on natural systems. Shifting focus to cytology, students explore the intricate world of cells, examining structures, functions, and the significance of cellular processes. Practical laboratory sessions enhance their understanding of cell biology.

Moving forward, the course navigates through cell division mechanisms and genetic inheritance, illuminating the processes governing growth, development, and heredity. Students delve into Mendelian genetics, molecular inheritance, and the implications of genetic variation. Evolutionary biology rounds out the curriculum, emphasizing evolutionary principles, and discussions, students develop critical thinking skills and gain a profound appreciation for the complexities of life. General Biology serves as a cornerstone for further biological studies, empowering students to comprehend the interconnectedness of living systems and make informed decisions in scientific and societal contexts.

AP Biology: Recommended prerequisite: Biology I and Chemistry I

The Advanced Placement (AP) Biology course is an immersive journey through the intricacies of life sciences, utilizing evolution as the overarching framework. Throughout the year, students explore an array of foundational topics. Beginning with the study of biological molecules, cellular structure, and functions, students uncover the complexities of macromolecules and delve into the intricacies of cellular organization, energy utilization, and cell-to-cell communication. The course delves into heredity and genetic expression, navigating through Mendelian genetics, molecular inheritance, and the mechanisms governing genetic variation and gene expression. The comprehensive exploration of ecology illuminates interrelationships between organisms and their environments, including population dynamics, ecosystem functions, and human impacts on natural systems. Throughout, evolution is the guiding principle, linking these themes together, elucidating the mechanisms of evolutionary change, adaptation, and the evidence supporting evolutionary theory.

Chemistry: Prerequisite: Algebra II

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

Integrated Chemistry and Physics: Grades 11 - 12

Integrated Chemistry-Physics is a laboratory-based course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom. Integrated Chemistry/Physics-a is the Chemistry component and Integrated Chemistry/Physics-b is the Physics component of the course. Any student with credit in Chemistry 1 or Advanced Placement Chemistry is not eligible to take Integrated Chemistry/Physics-a. Any student with credit in Physics 1, Physics 2 Other, or Advanced Placement Physics is not eligible to take Integrated Chemistry/Physics-b.

Advanced Chemistry (Ivy Tech Chem 101): Prerequisite: Chemistry and Algebra II

Advanced Chemistry, aligned with College Board guidelines, is designed to be the equivalent of a freshman college chemistry class for science majors. This course emphasizes quantitative experimental work, mathematical applications of chemistry, and problem solving. In May, students are required to take the College Board Advanced Placement Exam in Chemistry to possibly receive college credit for the course. Topics include those covered in Chemistry I in more depth, kinetics, equilibrium, buffers, electrochemistry, and thermodynamics. Minimum PSAT/SAT/ACT test scores are required to earn the Ivy Tech credit.

Earth and Space Science:

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. Fulfills a Core 40 science course requirement for all diplomas.

Ecology: Grades 11-12 1 Semester Class

Ecology is a science course with emphasis on laboratory, field work, and mathematical descriptions of organisms and their interactions with one another and the environment around them. 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 this particular science discipline, and that address specific technological, environmental or health-related issues. Students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair-like

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.

Environmental Science: Grades 10 - 12

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

Physics: Prerequisite: Biology and Geometry

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

SOCIAL STUDIES

Psychology: Grade 10 - 12

Psychology is the scientific study of mental processes and behavior. The course is divided into six unit areas: Introduction and History, Developmental, Biological Bases of Behavior, Cognition and Personality, Psychological Disorders, and Socio-Cultural Dimensions. Introduction and History explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Developmental analyzes the changes through one's life including the physical, cognitive, emotional, social and moral development. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Cognition and Personality focuses on learning, memory, information processing, language development and explains the approaches used to explain one's personality and the assessment tools used. Psychological Disorders explores disorders and the various treatments used for them. Socio-Cultural Dimensions covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual.

Economics: Grade 12

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

Government: Grade 12

The United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and 11 responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. Analysis of how the United States interacts with other nations and the government's role in world affairs is included in this course. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

World History and Civilizations: Grade 10

World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity,

and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history

United States History: Grade 11

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

AP World History:

In AP World History - Modern, students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. AP World History - Modern is equivalent to a two-semester introductory college course in World History, and college credit can potentially be earned based on the score achieved on the College Board Exam.

AP U.S. History:

In AP U.S. History students cultivate their understanding of U.S. history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. AP U.S. is equivalent to a two-semester introductory college course in U.S. History, and college credit can potentially be earned based on the score achieved on the College Board Exam.

AP Government:

AP United States Government and Politics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational 155 documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationship and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project.

Recommended Grade: 11, 12

- **Required Prerequisites: None**
- **Recommended Prerequisites: Students should be able to read a college level textbook and write grammatically correct sentences.**
- **Credits: 1 to 2 semester course, 1 credit per semester. Max 2 credits**
- **Fulfills the government requirement for all diplomas.**

WORLD LANGUAGE

Spanish I

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 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.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

Spanish II:

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.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: Spanish I
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas . Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma.

Spanish III (Ivy Tech Spanish 101, 102)

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.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: Spanish I and II
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma.

Spanish IV: Prerequisite: Spanish I, Spanish II, and Spanish III

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

- Recommended Grade: 10, 11, and 12
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

COLLEGE CREDIT POLICY

Juniors and Seniors are permitted to take selected college level work at area colleges and transfer it back toward high school graduation. Many area colleges offer reduced tuition rates for high school students. For specific details, talk with guidance counselors.