

# **MCHS Freshman Class Offerings 2018-19**

## **taken from MCHS Curriculum Guide 2018-19**

### **LANGUAGE ARTS**

#### **Language Arts - English Courses**

All courses meet the Core 40/Core 40 with Academic Honors/Core 40 with Technical Honors requirements.

#### **ENGLISH 9 – Grade 9 (IDOE # 1002)**

English 9 builds on the language arts instruction that students received in junior high school. English 9 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. Grammar and writing are emphasized, along with reading comprehension and analysis. Literature instruction focuses on universal themes, using examples from contemporary as well as classic genres. Students will be responsible for using personal time for both instructional and recreational reading. The composition component encourages students to synthesize their study of vocabulary and grammar into well-organized essays and documents of various types. Oral communication, technology and research skills are all important components of this class.

**Outside reading and homework are required. 2 credit, 2 semester course**

#### **ENGLISH 9H/AP SEMINAR – Grade 9, (IDOE # 1002H)**

AP Seminar is an innovative program that gives students an opportunity to apply critical thinking, collaborative problem-solving, and research skills in a cross-curricular context.

AP Seminar is a foundational course that provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross curricular lens, consider multiple points of view to develop deep understanding of complex issues, and connect these issues to their own lives. Literature instruction focuses on universal themes, using examples from contemporary as well as classic genres. Oral communication, technology, and presentation skills are all important components of this class. Teachers typically select 2-4 topics for the course. **Outside reading and homework are required. 2 credit, 2 semester course**

#### **Language Arts - World Languages**

All courses meet the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors requirement.

Three years of one world language or two years each of two world languages meet Academic Honors Diploma requirement.

#### **CHINESE I – Grades 9, 10, 11, 12 (IDOE #2000)**

Chinese I, introduces students to effective strategies for beginning Chinese language learning, and to various aspects of Chinese-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 simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing letters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products and perspectives of Chinese-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 Chinese language and culture outside of the classroom. **2 credit, 2 semester course**

#### **FRENCH I - Grades 9, 10, 11, 12 (IDOE # 2020)**

French I provides instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the Francophone culture. The course provides students with opportunities to respond to and give oral directions and commands and to make routine requests in the classroom and in public places; to understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events; to ask and answer simple questions and participate in brief guided conversations related to their needs and interest; to read isolated words and phrases in a situational context, such as menus, signs, and schedules; to comprehend brief written directions and information; to read short narrative texts on simple topics; and to write familiar words and phrases in appropriate contexts and respond in writing to various stimuli. Additionally, students learn about nonverbal communication, such as gestures and body language; about awareness of current events in the Francophone culture; the major holidays and geographical features of the Francophone countries being studied; greeting and leave taking behaviors in a variety of social situations; the appropriate way to respond to introductions and use courtesy behaviors; and appropriate etiquette in a variety of social settings. **2 credit, 2 semester course**

**GERMAN I - Grades 9, 10, 11, 12 (IDOE # 2040)**

German I provides instruction that enables students to discuss the reasons for learning German and to develop an understanding of German-speaking people. Students are able to apply effective strategies for learning a foreign language and show a willingness to experience various aspects of Germanic culture. Students have the opportunity to respond to and give oral directions and commands, make routine requests, use appropriate forms of address, tell about daily events and routines, and ask and answer simple factual questions. Students will be able to read menus, signs, and schedules, comprehend brief written directions and information, and read short narrative texts. They will also be able to write familiar words and phrases in appropriate contexts. Students will develop a basic level of cultural literacy about such aspects as etiquette, celebrations, current events, and history. **2 credit, 2 semester course**

**SPANISH I - Grades 9, 10, 11, 12 (IDOE # 2120)**

Spanish I enables students to discuss the reasons for learning Spanish and to develop an understanding of Spanish-speaking people and their culture. This course introduces the Spanish language and Hispanic culture to students and enables students to apply effective strategies for learning Spanish. Emphasis is placed on developing the skills of listening, speaking, reading, and writing within a cultural context. Students will be able to respond to and give oral directions and commands, make and answer requests, and ask and answer simple questions. They will be able to understand words and phrases in situational contexts, read short texts on simple topics, and write appropriate responses within situational contexts. As a result of this course, students will have basic vocabulary and structures for minimal communication. They will also have a beginning Hispanic cultural literacy, including etiquette and non-verbal communication, celebrations, current events, history, art, literature, and music. **2 credit, 2 semester course**

**SPANISH II - Grades 9, 10, 11, 12 (IDOE # 2122)**

Spanish II enables students to participate in conversations dealing with daily activities and personal interests in Spanish. Emphasis is placed on communication in written and spoken Spanish within a cultural context. Students will be able to ask and answer questions regarding routine activities and relate simple narratives about events or personal experiences. Some skills students will acquire include asking permission, asking for or responding to an offer of help, expressing preferences, and responding politely to inquiries. Students will learn more advanced vocabulary and grammatical structures after an intensive review of beginning material, and will be able to write briefly in various situational contexts. Students will become familiar with Spanish-speaking countries and their history, geography, literature, and music. As a result of this course, students will have a more complete understanding of Spanish language and culture and will be able to comport themselves in such cultural contexts as host, guest, exchange student, visitor, interviewer, and interviewee. **Prerequisites: Grade C or higher in Spanish I. 2 credit, 2 semester course**

**MATHEMATICS****ALGEBRA I – Grades 9, 10, 11, 12 (IDOE # 2520)**

Algebra I is a course which enables the student to develop skills which are necessary for carrying out algebraic operations and to develop an awareness of the structure of mathematics. Algebra I provides a course of study which will serve as a foundation for the further study of mathematics while at the same time help the students develop an appreciation of mathematics and its value as part of their general education for everyday living. Meets Academic Honors Diploma and Core 40 requirements. **2 credit, 2 semester course**

**ALGEBRA I LAB – Grades 9 (IDOE # 2516)**

Algebra Enrichment is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra Enrichment align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra Enrichment combines standards from high school courses with foundational standards from the middle grades. *Algebra Enrichment is designed as a support course for Algebra I. As such, a student taking Algebra Enrichment must also be enrolled in Algebra during the same academic year.* **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. 2 credit, 2 semester course**

**GEOMETRY – Grades 9, 10, 11, 12 (IDOE # 2532)**

The study of geometry utilizes an axiomatic approach. Students will experience and gain proficiency with inductive and deductive reasoning. The course content includes the study of planes, solid figures, circles, triangles, and polygons, and the relationships between angles and sides of polygons. An attempt is made to show the applications of these to everyday use. Meets Academic Honors Diploma and Core 40 requirements. **Prerequisite: Algebra I. 2 credit, 2 semester course**

**GEOMETRY: Honors - Grade 9, 10 (IDOE # 2532)**

Although the content of this course will typically be that of a Geometry course, emphasis will be placed on the rigorous preparation for advanced mathematics. Exercises more challenging than those typically found in Geometry will be emphasized, including formal and indirect proofs. Term projects and/or class presentations by students will be expected. Meets Academic Honors Diploma and Core 40 requirements. **Prerequisite: B- or better in Algebra I or teacher recommendation. 2 credit, 2 semester course**

**ALGEBRA II: Honors - Grade 10, 11 (IDOE # 2522)**

Although the content of this course will typically be that of an Algebra II course, emphasis will be placed on the rigorous preparation for advanced mathematics. Exercises more challenging than those typically found in Algebra II will be emphasized. Computer exercises may be utilized as time permits. Term projects and/or class presentation by students will be considered. Meets Academic Honors Diploma and Core 40 requirements. **Prerequisite: B- or better in Geometry or teacher recommendation. 2 credit, 2 semester course**

**SCIENCE**

All courses meet the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma requirements.

**EARTH/SPACE SCIENCE – Grades 9, 10, 11, 12 (IDOE # 3044)**

This course is an investigative study of the four major branches of earth/space science: geology, oceanography, meteorology and astronomy. Topics of study will include history of the earth, earth processes, rocks and minerals, an investigation of the ocean as well as the atmosphere, planetary motion, and general topics of our galaxy. Careers in earth/space science will also be considered. Students interested in studying the dynamic forces affecting the earth should take this course. **2 credit, 2 semester course**

**INTEGRATED CHEMISTRY / PHYSICS - Grade 9,10,11,12 (IDOE # 3108)**

This course introduces the fundamental concepts of scientific inquiry, the structure of matter, chemical reactions, forces, motion, and the interactions between energy and matter. This course will serve students as a laboratory-based introduction to possible future course work in chemistry or physics while ensuring a mastery of the basics of each discipline. The ultimate goal of the course is to produce scientifically literate citizens capable of using their knowledge of physical science to solve real-world problems and to make personal, social, and ethical decisions that have consequences beyond the classroom walls. **2 credit, 2 semester course**

**CHEMISTRY I - Grade 9, 10, 11, 12 (IDOE # 3064)**

This course is a math-based science course that will focus on the following core topics: properties and states of matter, atomic structure, bonding, chemical reactions, solution chemistry, behavior of gases and organic chemistry. Students will study the uses of chemistry in various careers and the application of chemistry by conducting investigations according to accepted procedures. **Prerequisites: Algebra I (B- or better or teacher recommendation) and Biology I. 2 credit, 2 semester course**

**CHEMISTRY I HONORS - Grade 9, 10, 11, 12 (IDOE # 3064)**

The content of this course will parallel that of the regular Chemistry I course. Topics will also focus on extended laboratory and literature investigations of the nature of chemical changes and the role of energy in those changes. Students will explore the uses of chemistry in various careers and conduct extended laboratory investigations according to accepted procedures. **Prerequisites: Algebra I (B- or better or teacher recommendation), Biology I. 2 credit, 2 semester course**

**PLTW - PRINCIPLES OF THE BIOMEDICAL SCIENCES - Grades 9, 10, 11, 12 (IDOE #5218)**

PLTW Principles of the Biomedical Sciences provides an introduction to this field through “hands-on” projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person’s life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. **Prerequisites: Algebra I or concurrent enrollment. 2 credit, 2 semester course.**

**SOCIAL STUDIES**

All courses meet Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma requirements.

### **AP WORLD HISTORY Grade 9, 10 (IDOE # 1576)**

World History, Advanced Placement is a course that provides students with the content established by the College Board. The course will have a chronological frame from the periods 8000 B.C.E. to the present. AP World History focuses on five overarching themes: Interaction Between Humans and the Environment, Development and Interaction of Cultures, State-Building, Expansion, and Conflict, Creation, Expansion, and Interaction of Economic Systems, Development and Transformation of Social Structures. 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>

**2 credit, 2 semester course**

### **ETHNIC STUDIES - Grade 9,10, 11, 12 (IDEO #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 assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States. **1 credit, 1 semester course**

### **INDIANA STUDIES - Grade 9, 10, 11, 12 (IDOE #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 a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions. **1 credit, 1 semester course**

## **AGRICULTURE**

### **INTRODUCTION TO AGRICULTURE - Grades 9, 10, 11, 12 (IDOE # 5056)**

This is highly recommended as a prerequisite and foundation for all other agricultural classes.. This course will cover animal science, plants, soil, landscape, hunter safety, agriculture careers, and FFA. Students should enjoy "hands-on" problem-solving individual and team activities. This course meets the directed elective requirement for the Academic Honors Diploma and Core 40 Diploma. **2 credit, 2 semester course**

## **FAMILY AND CONSUMER SCIENCES**

### **INTRO TO CULINARY ARTS & HOSPITALITY – Grades 9, 10, 11, 12 (IDOE # 5438)**

Introduction to Culinary Arts and Hospitality is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts and hospitality knowledge and skills. It is especially appropriate for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended. Topics include basic culinary skills in the foodservice industry, safety and sanitation, nutrition, basic hospitality skills, customer relations and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course. **2 credit, 2 semester course**

### **ADULT ROLES AND RESPONSIBILITIES – Grades 10, 11, 12 (IDOE #5330)**

Adult Roles and Responsibilities 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 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 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. *This course is one of the six FACS courses from which students may choose three to fulfill the required Health and Safety credit—See Rule 511 IAC 6-7-6 (6)* **1 credit, 1 semester course**

### **CHILD DEVELOPMENT - Grades 10, 11, 12 (IDOE # 5362)**

Child Development is an introductory course for all students as a life foundation and academic enrichment; it 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. *This course is one of the six FACS courses from which students may choose three to fulfill the required Health and Safety credit—See Rule 511 IAC 6-7-6 (6) 1 credit, 1 semester*

### **FINE ARTS**

All courses meet Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors diploma requirements.

### **INTRODUCTION TO 2-D ART - Grades 9, 10, 11, 12 (IDOE # 4000)**

Students in this course will experience sequential learning experiences in introductory development, understanding and principles of 2-D art. Areas of emphasis include: art history, art criticism, aesthetics and production that lead to portfolio quality works. Fundamental skills in drawing, watercolor, tempera, pen and ink are emphasized. It is planned particularly to give pupils a sound foundation for intermediate and advanced study in various fields of fine and applied art. **1 credit, 1 semester course**

### **INTRODUCTION TO 3-D ART - Grades 9, 10, 11, 12 (IDOE # 4002)**

Students in this course will experience sequential learning experiences in introductory development, understanding and principles of 3-D art. Areas of emphasis include: art history, art criticism, aesthetics and production that lead to portfolio quality works. Fundamental skills in clay, plaster, and paper mache are emphasized. It is planned particularly to give pupils a sound foundation for intermediate and advanced study in various fields of fine and applied art. **Prerequisite: Introduction to 2-D art. 1 credit, 1 semester course**

### **ADVANCED 2-D ART I - Grades 9, 10, 11, 12 (IDOE # 4004)**

Students in this course will experience sequential learning experiences in intermediate to advanced development, understanding and principles of 2-D art. Areas of emphasis include: art history, art criticism, aesthetics and production that lead to portfolio quality works. Fundamental skills in drawing, watercolor, tempera, pen and ink are emphasized. It is planned particularly to give pupils a sound foundation for intermediate and advanced study in various fields of fine and applied art. **Prerequisite: Intro to 2-D Art. 1 credit, 1 semester course**

### **ADVANCED 3-D ART I - Grades 9, 10, 11, 12 (IDOE # 4006)**

Students in this course will experience sequential learning experiences in intermediate to advanced development, understanding and principles of 3-D art. Areas of emphasis include: art history, art criticism, aesthetics and production that lead to portfolio quality works. Fundamental skills in clay, plaster, wire and paper mache will be emphasized. It is planned particularly to give pupils a sound foundation for intermediate and advanced study in various fields of fine and applied art. **Prerequisite: Intro to 3-D Art. 1 credit, 1 semester course**

### **DRAWING - Grades 9, 10, 11, 12 (IDOE #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. **Prerequisite: Intro to 2D Art. 1 credit, 1 semester Repeatable for credit**

### **PAINTING - Grades 9, 10, 11, 12 (IDOE # 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. **Prerequisite: Intro to 2D Art. 1 credit, 1 semester Repeatable for credit**

#### **DIGITAL DESIGN - Grades 10, 11, 12 (IDOE #4082)**

Digital Design is a course based on the Indiana Academic Standards for Visual Art. Students in digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They incorporate desktop publishing, multi-media, digitized imagery, computer animation, and web design. 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. **Prerequisites: Introduction to Two-Dimensional Art. 1 credit, 1 semester Repeatable for credit**

#### **PHOTOGRAPHY- Grades 10, 11, 12 (IDOE # 4062)**

Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room 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 skills. Students utilize the resources of art museums, galleries, and studios, and identify art related careers. **Prerequisites: Introduction to Two-Dimensional Art 1 credit, 1 semester Repeatable for credit**

#### **CERAMICS -Grades 10, 11, 12(IDOE # 4040)**

Students in this course will experience sequential learning experiences in intermediate to advanced development, understanding and principles of 3 D art through ceramics. Areas of emphasis include: art history, art criticism, aesthetics and production that lead to portfolio quality works. Hand building, molds, slip and glaze techniques, carving and casting will be sculpture techniques utilized. **Prerequisites: Successful completion of all Introduction Art courses. 1 credit, 1 semester course**

#### **SCULPTURE - Grades 10, 11, 12(IDOE # 4044)**

Students in this course will experience sequential learning experiences in intermediate to advanced development, understanding and principles of 3 D art through sculpture. Areas of emphasis include: art history, art criticism, aesthetics and production that lead to portfolio quality works. Wire paper, plaster will be the main sculpture mediums used. **Prerequisites: Successful completion of all Introduction Art courses. 1 credit, 1 semester course**

#### **FIRST - THEATRE PRODUCTIONS – Grades 9, 10, 11, & 12 (IDOE # 4248)**

Students enrolled in Theatre Production take on responsibilities associated with rehearsing and presenting a fully mounted theatre production. They read and analyze plays to prepare for production; conceive and realize a design for a production, including set, lighting, sound and costumes; rehearse and perform roles in a production; and direct or serve as assistant director for a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Students should be committed to memorizing lines and performing in public. Out of school time is required in this class during the academic year. Attendance is expected at all rehearsals and performances. **1 credit, 1 semester course. This course may be repeated for up to 2 credits.**

#### **TECHNICAL THEATRE – Grades 9, 10, 11, 12 (IDOE #4244)**

Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in Technical Theatre actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community. **1 credit, 1 semester course. This course is repeatable for credit.**

#### **BEGINNING CHORUS - Grades 9, 10, 11, 12 (IDOE # 4182)**

These courses meet only in the fall semester of the school year. This course is a mixed chorus that provides a beginning development of quality repertoire in various styles of literature. The chorus will perform at many contests and concerts. Attendance is expected at all contests, concerts and rehearsals. Out-of-school time is required in this class during the school year. This course may be repeated all four years for credit. **1 credit, 1 semester course. May be repeated for credits.**

#### **INTERMEDIATE CHORUS - Grades 9, 10, 11, 12 (IDOE # 4186)**

These courses meet only in the spring semester of the school year. This course is a mixed chorus that provides an intermediate development of quality repertoire in various styles of literature. The chorus will perform at many contests and concerts. Attendance is expected at all contests, concerts and rehearsals. Out-of-school time is required in this class during the school year. This course may be repeated all four years for credit. **1 credit, 1 semester course. *May be repeated for credits.***

#### **ADVANCED CHORUS - Grades 9, 10, 11, 12 (IDOE # 4188)**

Advanced chorus will incorporate music with dance and will perform at many contests and concerts. Auditions are required. Attendance is expected at all contests, concerts and rehearsals. Out-of-school time is required in this class during the school year. This course may be repeated all four years for credit. **1 credit, 1 semester course. *May be repeated for credits.***

#### **BEGINNING/ INTERMEDIATE CONCERT BAND - Grades 9, 10, 11, 12 (IDOE #4160 & 4168)**

Beginning/ Intermediate Concert Band is designed as an introduction to a wide repertory of ensemble and solo performance abilities including sight-reading, analysis, listening, improvisation along with the performance and appreciation of a variety of musical styles and forms. The students in this class will work towards performances in the community and in ISSMA. This ensemble is open to ALL Band students that do not get accepted into the Advanced Concert Band. The ensemble will play 9th-10th grade level music. Students will aim their goals towards being able to play in the Advanced Concert Band in future years. Performances include: Veteran's Day, Christmas at Madison, Festival Concert, ISSMA Concert Contest, Spring Pops, and Graduation. This course may be repeated all four years for full credit. **Prerequisite: Successful completion of the 8th grade band or an audition with the band director. 1 credit, 1 semester course. *May be repeated for up to 8 credits.***

#### **PIANO AND ELECTRONIC KEYBOARD – Grades 9, 10, 11, 12 (IDOE # 4204)**

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. **1 credit, 1 semester course. *May be repeated for up to 8 credits.***

#### **DANCE CHOREOGRAPHY: BALLET, MODERN, JAZZ, OR ETHNIC-FOLK – Grades 9, 10, 11, 12 (IDOE # 4142)**

*Dance Choreography* is based on the Indiana Academic Standards for Dance. Learning activities in choreography are sequential and systematic and allow students to express themselves. A wide variety of materials and experiences are used in order to provide students with the knowledge, skills, and appreciation of the multi-styled and multicultural dance expressions. Choreographic activities provide students opportunities to participate in roles as a soloist, a choreographer or leader, and in a subject role. Students also explore a wide variety of choreographic philosophies as well as administrative and media skills necessary for the promotion and documentation of works to be performed. Students experience and learn to use appropriate terminology to describe, analyze, interpret, and critique dance compositions by professional individuals or companies. **1 credit, 1 semester course. *May be repeated for credits.***

## **PHYSICAL EDUCATION**

#### **ALTERNATIVE SUPERVISED PHYSICAL EDUCATION PROGRAM – Grades 9, 10, 11, 12 (IDOE #3542 & #3544)**

Students may earn their physical education requirements through a supervised program during the fall and/or spring sessions. Minimum requirements include sixty (60) hours of direct instruction and successful completion of sports/ band season. An application must be approved by the student's guidance counselor PRIOR to official enrollment. **1 credit, 1 semester course**

#### **PHYSICAL EDUCATION I - Grades 9, 10, 11, 12 (IDOE # 3542)**

Physical Education I is required for graduation. This is the first of two required courses. This is a planned, sequential, and comprehensive course designed to provide students with opportunities to actively participate in team sport activities, individual physical activities, and outdoor pursuits. Ongoing assessment includes both written and performance-based skill evaluation. **Recommended in grade 9. 1 credit, 1 semester course**

#### **PHYSICAL EDUCATION II - Grades 9, 10, 11, 12 (IDOE # 3544)**

Physical Education II is required for graduation. This is the second of two required physical education courses and will run consecutively to physical education I. This is a planned, sequential, and comprehensive course designed to provide students with

opportunities to actively participate in team sport activities, individual physical activities, and outdoor pursuits. Ongoing assessment includes both written and performance-based skill evaluation. **Recommended in grade 9. 1 credit, 1 semester course**

#### **ELECTIVE PHYSICAL EDUCATION\* - Grades 9, 10, 11, 12 (IDOE # 3560)**

This is an elective course designed for advanced, highly motivated students interested in an intense physical fitness workout daily. The goal of the class is to provide students with an appropriate level of cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. This course is also designed for any students interested in weight training and strength development to improve athletic performance. Students will stretch, lift weights, and run daily in a structured program. Students will have an opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. In addition, students will have the opportunity to study physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Ongoing assessment includes both written and performance-based skill evaluation. *An additional lab fee will be required for some off campus activities.* **Prerequisite: Physical Education I & II. 1 credit, 1 semester course**

**\*Elective Physical Education may be repeated for a total of 6 credits.**

## **INDUSTRIAL TECHNOLOGY**

#### **TECHNOLOGY SYSTEMS – Grade 9 – (IDOE#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. Instructional 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. **1 semester 1 credit**

#### **CONSTRUCTION SYSTEMS– Grade 9 – (IDOE #4782)**

Construction Systems is a course that specializes in how people use modern construction systems and the management of resources to efficiently produce a structure on a site. Students will explore the application of tools, materials, and energy in designing, producing, using, and assessing the construction of structures. Classroom activities introduce students to the techniques used in applying construction technology to the production of residential, commercial, and industrial buildings in addition to civil structures. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. **1 semester 1 credit**

#### **COMPUTERS IN DESIGN AND PRODUCTION – Grade 9, 10, 11, 12 (IDOE#4800)**

Computers in Design and Production is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills for electronics, manufacturing, precision machining, welding, and architecture career pathways. Students apply ingenuity using tools, materials, processes, and resources to create solutions as it applies in the electronics, manufacturing, precision machining, welding, and architecture. The content and activities should be developed locally in accordance with available advanced technologies in the school. Course content should address major technological content related to topics such as: Architectural drawing and print design, design documentation using CAD systems; assignments involving the interface of CAD, CNC, CAM, and CIM technologies; computer simulation of products and systems; publishing of various media; animation and related multimedia applications; 3-D modeling of products or structures; digital creation and editing of graphics and audio files; control technologies; and automation in the modern workplace. **. 2 credit, 2 semester course**

## **PROJECT LEAD THE WAY**

### **Computer Science**

#### **PLTW – INTRODUCTION TO COMPUTER SCIENCE – Grade 9, 10 (IDOE #4803)**

Designed to be the first computer science course for students who have never programmed before, ICS is an optional starting point for the PLTW Computer Science program. Students work in teams to create apps for mobile devices using MIT App Inventor\*. They explore the impact of computing in society and build skills in digital citizenship and cybersecurity. Beyond



learning the fundamentals of programming, students build computational thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis. In addition, students transfer the understanding of programming gained in App Inventor to text-based programming in Python<sup>®</sup> and apply their knowledge to create algorithms for games of chance and strategy. **2 credit, 2 semester course**

## **Biomedical**

### **PLTW - PRINCIPLES OF THE BIOMEDICAL SCIENCES - Grades 9, 10, 11, 12 (IDOE #5218)**

PLTW Principles of the Biomedical Sciences provides an introduction to this field through “hands-on” projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person’s life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. **Prerequisites: Biology I or concurrent enrollment. Algebra I or concurrent enrollment. 2 credit, 2 semester course.**

## **Engineering**

### **\*\*\* PLTW - INTRODUCTION TO ENGINEERING DESIGN (IED)- Grades 9, 10 (IDOE# 4812)\*\*\* DUAL CREDIT OPPORTUNITY\*\*\***

Introduction to Engineering Design is an introductory course which develops student problem solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem solving design process and how it is used in industry to manufacture a product. The Computer Aided Design System (CAD) will also be used to analyze and evaluate the product design. The techniques learned, and equipment used, is state of the art and are currently being used by engineers throughout the United States. **Prerequisites: Algebra I (or concurrent enrollment) or Middle School PLTW. Instructor Approval. 2 credit, 2 semester course**

## **SPECIAL CURRICULAR OPPORTUNITIES**

### **ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) - Grades 9, 10, 11, 12 (IDOE # 0522)**

Through tutorials and a national award-winning prescribed curriculum, this class prepares students for college. Cornell note-taking, time management, inquiry skills, writing-to-learn strategies and other learning strategies comprise the components of AVID which are practiced in the other courses which the students take. Students maintain a binder and commit to doing required homework in order to achieve success in all courses. Students must have average to high test scores and grades. **Prerequisite: Meet test and grade standards, receive recommendation from teachers and counselors, and participate in an interview. Students and parents sign a contract. 2 credit, 2 semester course**

### **SELECT PLACE – Grades 9, 10, 11**

The SELECT PLACE incorporates four core areas (English, Science, Social Studies, and Math) at individual student need and readiness. Through short seminars, workshops, and individual exploration, students will build on the four core content areas learned in junior high with student choice on subject matter and timeline. ILA teachers work individually with students to provide a personalized approach to each student’s needs and learning style. Teachers provide instruction that accommodate a variety of learning preferences. The classroom environment is designed to engage students, foster discussion, and take advantage of the numerous possibilities that technology has to offer in the teaching and learning process. The Independent Learning Academy’s primary purpose is to provide a personalized educational experience, through student, teacher, and peer collaboration, in order to develop self-directed and internally motivated lifelong learners. **Application and teacher recommendation are required for admittance. (6-8 credits, credit upon completion of subject matter)**

# Madison Consolidated High School

## SAMPLE 4-year Graduation Planning Guide

Student: _____		
Class: _____		<b>GQE</b>
Career: _____		r Passed Eng/Lang Arts
		r Passed Math r Waiver granted
<b>Grade 09</b>		<b>Diploma Track</b>
<b>Semester 1</b>	<b>Semester 2</b>	
1) English 9	1) English 9	r Core 40
2) Algebra I	2) Algebra I	r Core 40 w/ Academic Honors
3)	3)	r Core 40 w/ Technical Honors
4) PE I	4) PE II	<b>Core 40 Diploma</b>
5) health	5)	Eng 9                      Eng 10
6) (World Language I)	6) (World Language I)	Eng 11                    Eng 12
7) (Fine Art)	7) (Fine Art)	Alg I                      Geom
Cumulative Credits _____		Alg II                    Math/QR each yr
<b>Grade 10</b>		Bio I                      Chem / ICP
<b>Semester 1</b>	<b>Semester 2</b>	3rd Sci
1) English 10	1) English 10	W Hist                    US Hist
2) Geometry	2) Geometry	Govt                      Econ
3) Biology I	3) Biology I	PE
4) World History	4) World History	Health
5) World Language II)	5) World Language II)	Dir Elect      1   2   3   4   5
6)	6)	
7)	7)	
Cumulative Credits _____		r 40 Total Credits
<b>Grade 11</b>		<b>Core 40 w/ Acad Honors</b>
<b>Semester 1</b>	<b>Semester 2</b>	Pre-Calc
1) English 11	1) English 11	World Lng      1   2   3 1   2   3   4
2) Algebra II	2) Algebra II	2 cr Fine Arts: Band, Choir, Art
3) Chemistry I OR Int Chem / Physics	3) Chemistry I OR Int Chem / Physics	Min Grades of C                      Y   N
4) US History	4) US History	Min GPA of 3.0                      Y   N
5) (World Language III)	5) (World Language III)	<b>One of following:</b>
6)	6)	A) 2 AP Courses w/ Exams
7)	7)	B) Dual Cr-6 college credits
Cumulative Credits _____		C) 1 AP, 1 Dual Cr.
<b>Grade 12</b>		D) 1250 SAT (w/ min M and RW scores)
<b>Semester 1</b>	<b>Semester 2</b>	E) 26 ACT
1) English 12	1) English 12	r 47 Total Credits
2) (Math) or QR	2) (Math) or QR	<b>Core 40 w/ Tech Honors</b>
3) Core 40 Science	3) Core 40 Science	Min Grades of C                      Y   N
4) Government	4) Economics	Min GPA of 3.0                      Y   N
5)	5)	Career-Tech                      1   2   3   4
6)	6)	Program                              5   6
7)	7)	<b>One of following:</b>
Cumulative Credits _____ (40 Minimum)		A) State Certification
<p>* The two required PE credits may be earned in the PE I and PE II classroom or through Alternative Supervised PE credit (involvement in ISHAA sports, cheer, or marching band). ( ) Classes in ( ) are required in addition to Core 40 classes for an Academic Honors Diploma.</p>		B) 6-Pathway Dual Cr
		<b>One of following:</b>
		A) Any option A-E of AHD req
		B) 6 Work Keys: Read 6, Math 6, Info 5
		C) Accuplacer: W 80, R 90, M 75
		D) Compass: Alg 66, W 70, R 80
		r 47 Total Credits

**Core 40 Graduation Checklist:**

**English/ Language Arts:**

S1 \_\_\_ S2 \_\_\_ Grade – 9                      S1 \_\_\_ S2 \_\_\_ Grade – 10                      S1 \_\_\_ S2 \_\_\_ Grade – 11                      S1 \_\_\_ S2 \_\_\_ Grade – 12

**Mathematics**

S1 \_\_\_ S2 \_\_\_ Algebra I                      S1 \_\_\_ S2 \_\_\_ Geometry                      S1 \_\_\_ S2 \_\_\_ Algebra II                      A1 \_\_\_ S2 \_\_\_ Math/QR

**Science:**

S1 \_\_\_ S2 \_\_\_ Biology I                      S1 \_\_\_ S2 \_\_\_ Chemistry I or ICP                      S1 \_\_\_ S2 \_\_\_ Any Core 40 Science

**Social Studies:**

S1 \_\_\_ S2 \_\_\_ World History or Geography                      S1 \_\_\_ S2 \_\_\_ U.S. History                      \_\_\_\_\_ Govt                      \_\_\_\_\_ Econ

**Directed Elective:**

\_\_\_\_\_ 5 Credits in W. Language, Fine Arts, or Career/Technical Area: \_\_\_\_\_

**Physical Education/Health:**

1 credit \_\_\_ PE I / AS\_PE                      1 credit \_\_\_ PE II / AS\_PE                      \_\_\_\_\_ Health

**Additional Requirements for Academic Honors Diploma:**

- \_\_\_\_\_ 2 Additional Math Credits (8 Total)
- \_\_\_\_\_ W. Language 1, 2, 3 or W. Language 1, 2 & 1, 2: \_\_\_\_\_
- \_\_\_\_\_ Fine Arts: Band, Choir, Art, Theatre
- \_\_\_\_\_ Minimum Grade of "C" in required courses
- \_\_\_\_\_ GPA of 3.0 or higher
- \_\_\_\_\_ One of the following:
  - A. 4 AP credits in 2 or more AP Courses and corresponding exams
  - B. 6 verifiable transcribed college credits
  - C. Combination of A & B
  - D. Earn combined score of 1250 or higher on SAT (min score 560 in M and 590 in ERW)
  - E. Earn an ACT composite of 26 or higher

**Additional Requirements for Technical Honors Diploma:**

- \_\_\_\_\_ Earn 6 credits in the state-approved College & Career Pathway and one of the following:
  - A. Pathway designated industry-based certification or credential
  - B. Pathway dual credits from the list of priority courses resulting in 6 transcribed college credits
- \_\_\_\_\_ Minimum Grade of "C" in required courses
- \_\_\_\_\_ GPA of 3.0 or higher
- \_\_\_\_\_ Complete one of the following:
  - A. Any of the options (A-E) of the AHD
  - B. Score at or above the following levels on WorkKeys:  
Reading Info – 6; Applied Math – 6; Locating Info – 5)
  - C. Earn the following minimum score on Accuplacer:  
(Writing – 80; Reading – 90; Math – 75)
  - D. Earn the following minimum scores on Compass:  
(Algebra – 66; Writing – 70; Reading – 80)