

West Lafayette Jr-Sr High School

A Guide to Course Selection and Program Planning

**COURSE DESCRIPTIONS
ACADEMIC POLICIES & PRACTICES**



2024-25

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WLCSC CALENDAR

2024-2025

FIRST SEMESTER

AUGUST 2024

T 6 1st Professional Day – Staff Only
W 7 School Year Begins

SEPTEMBER 2024

M 2 Labor Day – No School
F 20 Professional Staff Day (staff only)
(no school for students)

OCTOBER 2024

W 9 First Nine-Week Grading Period Ends
Th 10 Fall Break
F 11 Fall Break
M 14 Fall Break
T 15 Fall Break
W 16 Second Nine-Week Grading Period Begins

NOVEMBER 2024

W 27 Thanksgiving Holiday – No School
Th 28 Thanksgiving Holiday – No School
F 29 Thanksgiving Holiday – No School

DECEMBER 2024

F 20 First Semester Ends
M 23 Winter Break Begins

SECOND SEMESTER

JANUARY 2025

M 6 School Resumes
Second Semester Begins
M 20 MLD Day – No School

FEBRUARY 2025

F 14 No School – Professional Day – Staff Only
(no school for students)
M 17 No School – Snow Makeup Day #1

MARCH 2025

F 14 Third Nine-Week Grading Period Ends
M 17 Spring Break Begins
M 24 School Resumes
Fourth Nine-Week Grading Period Begins

APRIL 2025

F 18 No School – Snow Makeup #2

MAY 2025

W 21 School Year Concludes
Fourth Nine-Week Grading Period Ends
Th 22 No School – Snow Makeup #3
F 23 No School – Snow Makeup #4
F 23 High School Graduation
M 26 Memorial Day

(More snow makeup days will be added if needed.)

POLICIES AND PRACTICES

ADVANCED PLACEMENT CLASSES AND TESTS

Advanced Placement (AP) is an Education Testing Services College Board program of college-level courses and examinations that gives high school students the opportunity to receive advanced placement and/or college credit when they get to college. West Lafayette Jr-Sr High School offers many AP courses as described in this course guide. In most cases, taking the AP exam at the end of the course is optional. Any student may elect to take any AP exam. The cost of the exams is set by the College Board, and payment for a test is the responsibility of the student. Fee waivers are available to students who qualify. For several years, the state of Indiana has paid the testing fee for mathematics, science, and English exams for juniors and seniors who are enrolled in the corresponding AP course at their high school. The state will only pay for the test the first time it is taken. Fee payments are not guaranteed by the state and are determined annually by the Indiana legislature.

ALTERNATE DIPLOMA (A.K.A. APPLIED DIPLOMA or CERTIFICATE OF COMPLETION)

The Alternate Diploma course of study must be followed if a student with an Individualized Education Program has been removed from a diploma path as determined by a case conference committee as the most appropriate means for high school completion for the student. The Alternate Diploma provides increased access to the general education curriculum by providing flexibility in earning either credits or applied units in general education or special education classes. The Alternate Diploma requires that a minimum of 40 credits and/or applied units be earned by the student. Required courses for the Alternate Diploma include the designation of Applied in their course titles.

Applied courses are aligned to Indiana Academic Standards using content connectors and highlight necessary knowledge and skills within these standards for students to reach learning targets at each grade level. These courses are embedded in the content area and describe an approach to instruction and learning that focuses on creating connections between academic subjects and the real world, providing content relevancy for hands-on learners. They are available to students with a broad spectrum of ability levels, and the method of instruction, accommodations, and any modifications will vary based on the needs of the student.

A student who is working toward the Alternate Diploma:

- Does not take the ILEARN Biology I ECA nor the SAT School Day, and
- Does participate in the graduation ceremony with their graduation class cohort, and
- May continue to attend WLJSHS through the school year in which the student turns 22 years of age, even after earning the Alternate Diploma.

<https://www.in.gov/doe/files/Certificate-of-Completion-Course-of-Study-Requirements.pdf>

ATHLETIC ELIGIBILITY IN COLLEGE

Students who plan to play competitive sports in college must register with the NCAA, NAIA, or other entity that oversees the college's athletic program. Consult the NCAA Guide for the College-Bound Student-Athlete (available at ncaa.org) or the NAIA website (playnaia.org) to track compliance with courses taken, grades earned, and other vital information to assure athletic eligibility.

AUDITING A CLASS

Due to class size limitations, students are not allowed to audit (take a class for no credit and no grade) classes.

CLASS RANK

Since October of 2000, West Lafayette Jr-Sr High School has not ranked students.

CLASS STANDING

A student is expected to earn a minimum of 10 credits each year in order to complete graduation requirements in four years. Forty (40) credits are required for graduation from high school. See **DIPLOMA REQUIREMENTS** for specific credit and other graduation requirements.

COSTS

Private tuition students must pay one semester's tuition in advance or make appropriate payment plans with the corporation business manager.

COUNSELING SERVICES

Social, Emotional, or Mental Health Counseling

- Students may work with any counselor as needed or preferred for social, emotional, or mental health needs.

Academic or Career Counseling

- Students are assigned alphabetically by last name for academic and career counseling. During the 9th grade year, students and counselors build individual four-year career and academic plans reflecting academic and career interests. The plans are reviewed by students, parents, and counselor yearly. Credit summary sheets are maintained by counselors for all students, and they are reviewed and revised throughout high school. Ultimately, it is the student's responsibility to know what classes are needed for on-time graduation and to achieve the desired diploma.

COURSE LEVEL CHANGES

After teachers make course level recommendations each year (see **COURSE LEVEL RECOMMENDATIONS** for more information about that process), students have the chance to request a level change for the following school year if they believe they are better-suited for a different level. The student should speak to the teacher who made the recommendation. Refer to each department's section in this guide if additional steps are needed.

Once a course begins, a student may discover that they have enrolled in a class that is significantly more difficult than they can successfully complete. Unless otherwise noted in a department's section, a student must request a level change by the 4 ½ week mark. A student may change, dependent on class availability, taking the grade in progress to the new course. If a change is not requested by the 4 ½ week mark, the student will remain in the course until the end of the semester and then a level change may occur. Teachers may identify a student's need to change levels after the 4 ½ week mark, and those requests will be evaluated by teacher, student, parent, and counselor. See individual departments' sections in this course guide for exceptions to the 4 ½ week rule and also for level-down qualifications.

COURSE LEVEL RECOMMENDATIONS

Teachers are asked to make course level recommendations as students begin the scheduling process each year. Teachers will offer input as to an appropriate level for the student. If a student chooses a more challenging course and finds it to be too difficult, a student must request a level change by the 4 ½ week mark. Such a change is only possible if it does not affect other classes in the student's schedule.

Students must abide by the prerequisites for enrollment in classes, including credits earned in previous courses, earned letter grade requirements in those courses, standardized test score minimums, and required grade (age) levels.

COURSES TAKEN OUTSIDE OF WEST LAFAYETTE JR-SR HIGH SCHOOL

The WLCSC administration and faculty believe that all students will have a deeper, richer understanding of course materials and will enrich their skills by participating in classes. Therefore, students are highly encouraged to take the courses offered by WLCSC.

In order to clarify the conditions under which West Lafayette Jr-Sr High School students may receive high school credit for classes taken away from WLJSHS, the following policy* is in place.

A student must be at least a rising freshman (summer between 8th and 9th grade) in order to receive credit for any courses taken from an outside entity.

If a course is offered at WLJSHS and it fits in the student's schedule, the student will not be granted permission to take the course somewhere else.

A request for receiving credit for an accredited class taken outside of West Lafayette Jr-Sr High School must be made by the student to his/her counselor before registering for the class. When the outside course's entity does not automatically require a counselor's permission for enrollment, the student will be required to complete and submit a Permission for Outside Credit form (available in the counseling office). Only after the completed permission form is received by the student's counselor will the course be eligible for approval.

Departmental Rules

ENGLISH- English classes may only be taken outside of WLJSHS to replace the grade of a class already completed at WLJSHS (NOTE: Honors and AP English classes may never be re-taken outside of WLJSHS for grade replacement).

MATH- Math classes may only be taken outside of WLJSHS to replace the grade of a class already completed at WLJSHS (NOTE: Honors and AP math classes may never be re-taken outside of WLJSHS for grade replacement). When a student replaces a grade with an outside course, the original grade in the WLHS course will be used to determine eligibility for future courses.

SCIENCE- Because a correspondence or online science class does not have an appropriate lab component, science courses taken outside of WLJSHS will not be counted for new credit or for grade replacement.

WORLD LANGUAGE- After taking a world language class/credit outside of WLJSHS, students must take the corresponding proficiency examination at WLJSHS before moving to the next level of work at WLJSHS. This requirement is to ensure accuracy of placement. Furthermore, the student must enroll in and complete the next level of the language in order to receive credit for the grade earned on the proficiency exam.

Where to Take a Course

When guidelines are met and approval is received, students may receive high school credit for courses taken at Purdue University, Ivy Tech – Lafayette, other universities, other high schools, or an accredited independent study program, such as Achieve Virtual Education Academy (AVE) or Indiana Online Academy (IOA). Other institutions granting credit must be accredited by a tenable accrediting agency, and courses must be listed as acceptable for credit according to Indiana Department of Education Course Titles and Descriptions, most current edition.

Testing

For an online or correspondence course, any testing must be proctored by a WLJSHS staff member. Exams administered after-hours (3:10-5:10 / Monday through Thursday) require that the student make arrangements ahead of time with his/her counselor. No tests will be given during the following times:

- The five days before school starts in the fall,
- The last five days of fall semester, and
- The last five days of spring semester.

College Courses

Students who leave campus during the regular school day to take courses at Purdue University or Ivy Tech – Lafayette are granted up to two periods to do so – one period for travel time and one period for the actual course. Once registered for such a course, the student must provide WLJSHS with a copy of his/her college course schedule before adjustments to the WLJSHS schedule will be made.

When a college class is taken during the regular school day, the grade and credit must be recorded on the transcript and be included in the GPA. College credits count as follows:

3 credit hour course = 1 high school credit

4 credit hour course = 1.33 high school credits

5 credit hour course = 1.66 high school credits

When a college class is taken outside of the regular school day and the student's WLJSHS schedule is not affected, the student may opt to exclude the course and grade from his/her official WLJSHS transcript. This includes courses taken in the summer. Advantages and disadvantages to this option may be discussed with the student's counselor.

Grade Reporting

The student's final grade must come from the accredited institution on an official transcript. At the conclusion of the class, the student arranges for the grade and credit record or transcript to be sent from the school attended to West Lafayette Jr/Sr High School. Grade and credit earned will be recorded on the student's transcript and must be averaged into the grade point average (GPA). In the case of a re-taken course, the original grade will remain on the transcript. The higher grade will show as having received the credit, and the lower grade will not be figured into the GPA.

Deadlines

Once approval is given, the student has one year to complete the class with the following restrictions:

- Credits needed to move on to the next level of a class must be completed by August 1.
- Seniors who plan to use an online or correspondence course to meet graduation requirements must complete the course by January 1 of the graduation year.
- Some entities will have deadlines that occur before a year is up. In that case, the deadline for completion is set by that course provider.

RESTRICTIONS FOR REPEATED COURSES

- A. An AP or Honors class may not be repeated through any outside institution for grade replacement.
- B. For all other classes, only those in which a student has received a semester grade of C+ or below may be repeated to replace a grade.
- C. When taking a class to replace a grade at West Lafayette Jr-Sr High School, a course must be repeated within a year from when the initial grade was earned.

*Approved by the West Lafayette Community School Corporation Board, January 2013.

CREDIT RECOVERY – RED DEVIL ACADEMY (RDA)

West Lafayette Community School Corporation recognizes that a traditional school setting may not lead to success for all students due to academic, behavioral, medical, and/or social/emotional barriers; and a student who does not make adequate progress toward a diploma may need to participate in credit recovery. West Lafayette Jr/Sr High School offers a formal credit recovery program called the Red Devil Academy (RDA). The RDA is an alternative setting that individualizes instruction and offers a supportive, nurturing environment with the goal of getting students back into the traditional classroom setting and on-track for on-time graduation.

Admission to the RDA will be limited to students who are recommended by an administrator or counselor. A student who has fallen significantly behind on credits or who is facing another barrier to his/her education (e.g., pregnancy or parenthood, major health diagnosis, non-completer returning to high school) is a good candidate for the RDA. RDA students must reside within the WLCSC boundaries and must be able to attend the RDA in person.

A student who is enrolled in the RDA will attend school for half of the day (either morning or afternoon) and will work on classes through Edmentum, a computer-based course delivery system. Attendance is mandatory, and any time missed must be made up. A student will be enrolled in the RDA one semester at a time and will be expected to return to a regular, full-time course schedule at the beginning of the next semester. While in attendance in the RDA, all school rules/regulations apply. Students enrolled in the RDA will be eligible to participate in athletics, clubs, and other extra-curricular activities, but they must earn at least five credits by the end of the semester to remain eligible.

Upon initial enrollment in the RDA, a school administrator will meet with the student and a parent/guardian to discuss program expectations. Because students attend for half a day, transportation is only provided one way, and the parent or student will be responsible for the other trip to or from school each day. All RDA students will be in the building during lunch time and will be encouraged to eat lunch each day.

CREDITS

Definition: Per Indiana State Approved Course Titles and Descriptions found at <https://www.in.gov/doe/students/indiana-academic-standards/course-titles-and-descriptions/>, each credit-bearing course must be consistent with the Indiana Academic Standards for the respective course. Local school corporations and classroom teachers have the flexibility to determine instructional decisions, implementation, and assessment regarding the standards for each course. This flexibility allows for teachers across the state, and even within the same building, to use varying styles but still offer credit toward graduation to students by teaching the state approved Indiana Academic Standards. Unless otherwise noted in the course's description, each high school course is worth one credit per semester. In order for a course to count toward a diploma, its grade must be figured according to the grading scale found in the GRADE POINT AVERAGE section.

How to Earn:

	1) Pass an Indiana Approved Course	2) Award Credits Based upon Transfer Transcripts	3) Demonstrate Current Proficiency without Completing Coursework
A student may receive high school credit in order to meet graduation requirements by	√	√	√

1.) Pass an Indiana Approved Course

A student may receive credit by passing an approved course.

Per 511 IAC 6.1-5-4.5, the course titles listed in Indiana State Approved Course Titles and Descriptions found at <https://www.in.gov/doi/students/indiana-academic-standards/course-titles-and-descriptions/> along with approved non-standard course waivers, are the only course titles that may be offered for high school credit in order to meet the graduation requirements established by the Indiana State Board of Education under 511 IAC 6-7 and 511 IAC 6-7.1.

2.) Award Credits Based upon Transfer Transcripts

A student may receive transfer credit from other schools, including from other states and countries.

WLJSHS will make every effort possible to transfer credits for students enrolling from other countries. When necessary, the school will attempt to obtain a list of content area course descriptions from the native country (in English) to determine the content equivalence of courses.

NOTE: In order to receive English/Language Arts credit, a course from the native country must meet the intent of *Indiana's Academic Standards for English/Language Arts* for secondary-level performance on reading, writing, speaking and listening skills and processes. In order to receive Mathematics credit, a course from the native country must meet the intent of *Indiana's Academic Standards for Mathematics*. In order to receive credit in other content area disciplines, a course from the native country must meet the intent of the Indiana Academic Standards for the respective courses.

- The number of credits awarded for each course may vary.
- Schools may administer available final exams to students in order to determine placement and/or to verify proficiency in the content.

Awarding credits based on transfer transcripts is a local decision. Every effort will be made to honor credit and achievement from the student's previous schooling or current performance.

3.) Demonstrate Current Proficiency without Completing Coursework

Per IC 20-36-5-1, students may receive high school credit in multiple ways, including using alternatives to traditional seat time. Restrictions apply; see CREDIT-BY-EXAM in this guide. WLJSHS will honor the student's current proficiency for placement in appropriate classes that meet the need of the student and increase the likelihood of on-time graduation.

CREDIT-BY-EXAM

Guidelines

Credit-by-exam (CBE) is only available for math and world language courses. Students may earn course credit by demonstrating their proficiency in these areas on those tests. These departments do not give tests in all courses.

Students may take an available credit-by-exam test after receiving approval of a department's chairperson and a member of the counseling or administrative team. Refer to individual departments' sections in this course guide as each academic department may develop additional guidelines.

A credit-by-exam (CBE) test for a specific course may not be taken more than once.

A credit-by-exam (CBE) test for a course may not be taken when a grade has already been earned in that course.

Grading

For a grade of 70% or higher on a credit-by-exam test, the academic record shows the name of the course, hours of credit granted, the grade earned, and a notation CBE. The grade earned is figured into the grade point average.

For a grade of 69% or lower on a credit by exam test, no credit is awarded. The academic record shows nothing regarding the examination.

-The examination grade report form is kept by the academic department and is not a part of the student's permanent file.

- Students have the option of enrolling in the course for which they have taken the credit by exam test if they are not satisfied with their examination grade.

DIPLOMA REQUIREMENTS

A student in the class of 2023 and beyond must earn a diploma through a graduation pathway. See DIPLOMA PATHWAYS section for details.

Regardless of which graduation option the student chooses, basic diploma requirements are as shown in the following chart.



CORE 40

Course and Credit Requirements

Students must complete 40 total Indiana credits, as defined in the table below, to qualify for high school graduation. Schools may have additional graduation requirements that apply to all students. Exceptions to additional graduation requirements would apply to students with Individualized Education Programs.

Subject	Credits	Course Requirements
English/Language Arts	8 credits	Includes a balance of literature, composition, and speech.
Mathematics	6 credits	Algebra I, Geometry, Algebra II (Analytical Algebra II) OR Integrated I, Integrated II, Integrated III AND Ensure students complete six credits in grades 9-12.*
Science	6 credits	2 credits: Biology
		2 credits: Chemistry, Physics, or Integrated Chemistry-Physics
		2 credits: Any Core 40 science course
Social Studies	6 credits	2 credits: World History/Civilization or Geography/History of the World
		2 credits: U.S. History
		1 credit: Economics
		1 credit: U.S. Government
Directed Electives	5 credits	Career and Technical Education
		Fine Arts
		World Languages
Physical Education	2 credits	1 credit: PE I
		1 credit: PE II
Health and Wellness	1 credit	Students may earn health and wellness credit from the health education area of study or alternate options.
Electives	Minimum of 6 credits	All students are strongly encouraged to complete a College and Career pathway by selecting electives in a deliberate manner.

* Students must take a math or quantitative reasoning course each year in high school, regardless of credit completion.



CORE 40 with Academic Honors Requirements

For the Core 40 with Academic Honors designation, students must complete 47 credits according to the following guidelines:

- Complete all requirements for Core 40, as outlined on the previous page;
- Earn two additional Core 40 math credits;
- Earn six to eight Core 40 world language credits, including six credits in one language or four credits each in two languages;
- Earn two Core 40 fine arts credits;
- Earn a grade of “C” or better in courses that count towards the diploma;
- Have a grade point average of “B” or better; and
- Complete one of the following:
 - A. Earn four credits in two or more courses within the following programs and take the corresponding exams:
 - Advanced Placement (AP);
 - International Baccalaureate (IB);
 - Cambridge International courses;
 - B. Earn six verifiable transcribed college credits in dual credit courses from the approved dual credit list;
 - C. Earn two of the following:
 - A minimum of three verifiable transcribed college credits from the approved dual credit list;
 - Two credits in AP courses and take the corresponding exams;
 - Two credits in IB standard level courses and take the corresponding exams;
 - Two credits in Cambridge International courses and take the corresponding exams;
 - D. Earn a composite score of 1250 or higher on the SAT and a minimum on 560 on math and 590 on the evidence-based reading and writing section;
 - E. Earn an ACT composite score of 26 or higher and complete the written section; or
 - F. Complete a work-based learning experience/program or career and technology education experience/program approved by the Indiana State Board of Education to replace the coursework above.



CORE 40 with Technical Honors Requirements

For the Core 40 with Technical Honors designation, students must complete 47 credits according to the following guidelines:

- Complete all requirements for Core 40, as outlined on the previous page;
- Earn six credits in the college and career preparation courses in a state-approved College and Career Pathway and one of the following:
 - Pathway designated industry-based certification or credential; or
 - Pathway dual credits from the approved dual credit list resulting in six transcribed college credits.
- Earn a grade of “C” or better in courses that count toward the diploma;
- Earn a grade point average of “B” or better;
- Complete one of the following:
 - A. Any one of the options (A-F) for the Core 40 with Academic Honors;
 - B. Earn the following minimum score on WorkKeys:
 - Workplace Documents: Level 6
 - Applied Math: Level 6
 - Graphic Literacy: Level 5
 - C. Earn the following minimum scores on Accuplacer:
 - Writing: 80
 - Reading: 90
 - Math: 75
 - D. Earn the following minimum scores on Compass:
 - Algebra: 66
 - Writing: 70
 - Reading: 80

DIPLOMA PATHWAYS

Students in the graduating classes of 2023 and beyond must satisfy at least one option from each of the three boxes below in order to receive a diploma.

GRADUATION REQUIREMENTS	GRADUATION PATHWAY OPTIONS
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements of any diploma
2) Learn and Demonstrate Employability Skills (Students must complete <i>at least one</i> from the list.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> of the following: <ul style="list-style-type: none"> • Project-Based Learning Experience; OR • Service-Based Learning Experience; OR • Work-Based Learning Experience.
3) Postsecondary-Ready Competencies (Students must complete <i>at least one</i> from the list.)	<ul style="list-style-type: none"> • Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR • ACT: College-ready benchmarks; OR • SAT: College-ready benchmarks; OR • ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR • State- and Industry-recognized Credential or Certification; OR • State-, Federal-, or Industry-recognized Apprenticeship; OR • Career-Technical Education Concentrator: Must earn a C average or higher in at least 6 high school credits in a career sequence (Classes of 2019-2022), Must earn a C average in at least two non-duplicative advanced courses (courses beyond an intro course) within a particular program or program of study (Classes of 2023 and beyond); OR • AP/IB/Dual Credit/Cambridge International courses or CLEP Exams: Must earn a C average or higher in at least three courses (one course must be in a core content area [e.g., English, math, science, or social studies or a course corresponding with the Core Transfer Library]); OR • Locally created pathway that meets the framework from and earns the approval of the State Board of Education.

DROPPING A CLASS AFTER 1st or 3rd QUARTER

If a student is enrolled in seven credit-bearing classes, then one class may be dropped for a study hall or to be a teacher assistant during the first nine weeks (1st semester) or 3rd nine weeks (2nd semester). After the 1st/3rd quarter mark, any class dropped will show as a “WF” on the transcript and will count as an “F” when computing the grade point average. A study hall will be assigned to replace the WF class.

DUAL CREDIT

Dual credit is the term given to courses in which high school students have the opportunity to earn both high school and college credits simultaneously. Dual credit courses can be taken in a WLJSHS classroom (school-based) or through Purdue or Ivy Tech-Lafayette (campus-based). Dual credit courses may be taught by high school teachers or by college faculty.

College credit earned through a dual credit class will be noted on a student’s WLJSHS transcript. See the COURSES TAKEN OUTSIDE OF WEST LAFAYETTE JR-SR HIGH SCHOOL – College Courses section for how credits are awarded and for an explanation of under what circumstances credits might not be noted. The official college transcript will be kept at the college, and the student will contact the college when they need a copy of their college transcript. How the dual credits are counted toward the student’s college degree is determined by the receiving college.

EARLY GRADUATION

Seven-Semester Graduation

Seven-semester graduation is allowed only if all graduation requirements are met. Each request will be evaluated on an individual basis by the administration, counselor, parent, and student.

Six-Semester Graduation

Six-semester graduation is allowed only if all graduation requirements are met. The request will be evaluated on an individual basis by the administration, counselor, parent, and student. Students who graduate from high school in six semesters may be eligible for the Mitch Daniels Early Graduation Scholarship, a one-time award. Per the Indiana Department of Education, students who graduate in six semesters are considered “junior grads” and are not promoted to the senior class’s cohort with which they graduate.

EXIT INTERVIEW

Per Indiana Code 20-33-2-9 (c), a student who attends a public school, is at least 16 years old and not yet 18 years old, and has not completed the requirements for graduation who wishes to withdraw from school, fails to return to school at the beginning of a semester, or stops attending school during a semester and who has no record of transfer to another school may withdraw from school only if all of the following conditions are met:

- An exit interview is conducted.
- The student’s parent/guardian consents to the withdrawal.
- The withdrawal is due to financial hardship and the student must be employed to support the student’s family or dependent, illness, or a court order.

The exit interview will be conducted by the WLJSHS principal, and both the student and the parent/guardian must attend the meeting.

FINAL EXAMINATIONS

Administration will announce the schedule to be followed for administering examinations during the final days of each semester. Final examinations shall be counted no more than 20% of the semester grade.

GRADE POINT AVERAGE (GPA)

The cumulative grade point average (GPA) is calculated at the conclusion of each semester of high school and is based on semester grades. The following grading scale is used for all credit-bearing classes:

LETTER GRADE	PERCENTAGE RANGE	GRADE POINTS
A+	97% and above	4
A	93% - 96.99%	4
A-	90% - 92.99%	3.67
B+	87% - 89.99%	3.33
B	83% - 86.99%	3
B-	80% - 82.99%	2.67

C+	77% - 79.99%	2.33
C	73% - 76.99%	2
C-	70% - 72.99%	1.67
D+	67% - 69.99%	1.33
D	63% - 66.99%	1
D-	60% - 62.99%	0.67
F	0% - 59.99%	0

GRADE WEIGHTED CLASSES

Grade weighting was authorized by the School Board effective with the 1984-85 school year and was discontinued effective with the 1989-90 school year. Currently, no classes are grade weighted. Transfer students who had grade weighted classes in prior schools will have earned letter grades recorded on their West Lafayette transcript. See **GRADE POINT AVERAGE (GPA)** section for information about West Lafayette Jr-Sr High School grade point values.

GRADES IN PROGRESS

Student grades are accessible through the Skyward portal at all times. Teachers are required to have grades up-to-date on the 5th and 20th of each month.

GRADES OF P/PASS

The State of Indiana does not allow grades of P to count as a grade for any diploma.

Beginning with the 2023-24 school year, the State of Indiana created the following course names to be placed on students' transcripts when they complete the Employability Skills section of their graduation pathways: Project-Based Learning, Service-Based Learning, and Work-Based Learning. Upon successful completion of that pathway requirement, a grade of P will be noted for that course. There is no credit associated with the course, and its presence on the transcript is for record-keeping purposes only.

GRADUATION CEREMONY REQUIREMENTS FOR PARTICIPATION

In order to participate in the commencement ceremony, a student must complete the following prior to the graduation practice:

- A. Complete and pass all course work being taken at West Lafayette Jr-Sr High School to satisfy the requirements for a state-approved diploma track.
- B. Submit transcripts from Purdue, Ivy Tech, or other university/college classes to the registrar if those credits/grades are needed to satisfy graduation requirements.
- C. Submit correspondence/online course credits/grades to the registrar.
- D. Meet all other obligations to the school to the satisfaction of the principal.

GRADUATION HONORS

Beginning with the class of 2020 commencement ceremony, West Lafayette Jr-Sr High School honors its graduates using the Latin honors system. Final grade point averages (after eight semesters of high school) will be used. For each class, of those students who earn an Academic or Technical Honors Diploma, the top approximately 10% of the graduating class (determined by GPA) will be designated as summa cum laude, the next approximately 10% will be designated as magna cum laude, and the next approximately 10% will be designated as cum laude. The categories will be noted in the graduation program, and students will be given color-coded cords to wear during the commencement ceremony.

GPA's	Designation	Cord
Top 10% of class	summa cum laude	gold, silver, and blue
Top 20% of class	magna cum laude	silver and blue
Top 30% of class	cum laude	blue

GRADUATION QUALIFYING EXAM

Beginning with the graduating Class of 2023, students must complete three sections of the graduation pathways to earn a diploma. See DIPLOMA PATHWAYS for details. Students must also take the SAT School Day (Indiana Department of Education administration in early March) in the spring of their junior year. No minimum score is required; participation is mandated to satisfy school accountability measures.

HIGH SCHOOL CREDIT EARNED DURING JUNIOR HIGH

Junior high students who enroll in and complete high school class/es at West Lafayette Jr-Sr High School will receive high school credit, and the grade will appear on the student's high school transcript. Grades will be factored into the student's cumulative high school GPA.

A student must be a rising 9th grader (summer between grades 8 and 9) to earn high school credit from a non-WLJSHS entity.

INCOMPLETE COURSEWORK AT END OF GRADING PERIOD

Due to illness or other circumstances, student work might not be complete at the end of a grading period. Teachers will assign zeros to incomplete work and will issue a grade from that. The student must work with the teacher to establish a plan for make-up of the grade. This plan should include a list of missing work, what is to be completed, and dates for completion of the work. It is the responsibility of the student to meet this time schedule.

Upon completion of the agreed upon make-up work or by the end of the next grading period, the grade earned will be considered permanent. If the grade is changed, the grade point average will be recalculated.

RECORDS

The law concerning release of school records states that school records may be released only at the request of a parent for a child under 18 or by the student if 18 years of age or older. This does not apply to transfer of records between schools or directory information.

State mandates require that a withdrawal form be completed when a student leaves a school for any reason. When a student leaves school with no plan for further education (drops out), an exit interview must be completed with an administrator. See EXIT INTERVIEW section.

REPEATED CLASSES

When a class is repeated, the higher grade earned is included in the grade point average. The credit can be earned only one time. Repeated classes must be taken in the year immediately following when the course was initially taken. The original grade remains on the transcript but is not figured into the GPA unless it is the better of the two grades.

SCHEDULE CHANGES

West Lafayette Jr-Sr High School students are encouraged to invest quality time in planning their schedules for the coming school year. Planning begins in 8th grade when students create their four-year plans of study which are updated annually. Students are encouraged to make purposeful decisions about their courses in order to maximize their success in high school courses while also affording them time to

consult with parents, school personnel, fellow students, college personnel, or anyone else who might provide insight into helping students make wise decisions about their academic programs.

West Lafayette Jr-Sr High School relies on students to make well-informed choices. Staffing decisions are based on student course selections, and the master schedule is built using those student requests, so it is important that students take their course planning sessions seriously. Students are asked to be actively involved in their course selections by updating their four-year plans of study at least annually with the assistance of their counselor.

After student schedules are finalized in May, requests to change a student's schedule will be limited to the reasons listed below:

- An error occurred in the scheduling process (documentation required).
- The student failed a required course needed for graduation.
- The student earned a grade in a prerequisite course that does not qualify them for advancement.
- The student is missing a class needed to be eligible for the Academic Honors Diploma, Technical Honors Diploma, or Core 40 Diploma.
- A course was completed during the summer but remains in the student's schedule. Note: It is our practice to leave required courses in a student's schedule until we receive evidence of its successful completion elsewhere.
- The student needs a class to be eligible for admission to a post-secondary institute (documentation required).
- The student is scheduled to take seven credited classes, and wants to drop one for a study hall.
- The change is required by the student's Individualized Education Plan, 504 Plan, or Multi-Tiered System of Support Action Plan.

SCHOLASTIC ELIGIBILITY/MINIMUM COURSE LOAD

All high school students are required to attempt a minimum of six credits each semester. A course is considered credit-bearing when no credit has been previously earned; however, a repeated class counts toward scholastic eligibility even though the credit may have already been earned because a grade is still being earned for that class. Correspondence classes (via mail or electronic means) are not included in a student's daily schedule and do not count toward scholastic eligibility.

A student may only have one study hall per day unless extenuating circumstances deem it necessary to add a second one. All requests for a second study hall will be considered on a case-by-case basis.

If a student, for any reason during a semester, is no longer enrolled in five credits, then the school administration will make a recommendation for expulsion for the balance of the semester.

To remain eligible scholastically, students must have received passing grades at the end of their last grading period in school in at least five full credit subjects and must be currently enrolled in at least five full credit subjects. If scholastically ineligible, a student may become eligible at the end of the following grading period if passing in at least five full credit subjects. Semester grades take precedence.

SEMESTER GRADES

The permanent record/transcript contains semester grades only (not quarter grades nor final exam grades). Likewise, earned credits are based on semester grades. Unless otherwise noted in the course's description, each high school course is worth one credit per semester. In order for a course to count toward a diploma, its grade must be figured according to the grading scale found in the GRADE POINT AVERAGE section. No credit is earned when a student's semester grade is P or F.

TRANSCRIPT/PERMANENT RECORD

A high school transcript is the official academic record of the courses and credits completed by a high school student. Indiana Code 20-33-2-13 requires that a school include the following additional information on a student's transcript:

- Attendance records,
- Immunization information, and
- Dual credit courses from the Core Transfer Library taken by the student.

Note: A transcript does not include disciplinary records.

TRANSFER STUDENTS

When a student who is new to West Lafayette Jr-Sr High School enrolls, the student's transcript of grades (if any exist) will be evaluated to determine proper placement in courses and graduation cohort (see also CREDITS).

The state of Indiana requires certain specific courses and credits to receive an Indiana high school diploma. A student who moves in to West Lafayette Jr-Sr High School with credits and grades in classes other than those specifically required and who test into a higher-level math class will be required to earn any missing lower level credits in order to qualify for a diploma. A student may accomplish these credits in one of the following ways:

- Complete the WLJSHS course. The credit(s) and grade(s) earned will be placed on the student's official transcript and will be figured into the student's overall grade point average, or
- Complete the course through an online or a correspondence platform. The credit(s) and grade(s) earned will be placed on the student's official transcript and will be figured into the student's overall grade point average, or
- Complete the final exam(s) for the class. The grade earned on the test(s) will be placed on the student's official transcript, will be figured in to the student's overall grade point average, and will count as one credit per semester exam. Refer to the CREDITS section of this course guide for complete information about WLJSHS practices for earned credits.

WITHDRAWAL FROM CLASS

Each semester, a student has until the end of the 1st/3rd quarter to drop a 7th subject for a study hall with no grade penalty. See DROPPING A CLASS AFTER 1st or 3rd QUARTER in this course guide. When a student is withdrawn from a class due to excessive tardiness, poor attendance, or poor behavior, or if, because of extenuating circumstances, a student elects to drop a 6th subject, the grade of Withdrawal Failing (WF) will be assigned for the semester, no matter what time during the semester the student is withdrawn or the class is dropped. WF has the value of zero in calculation of the grade point average, meaning it is the same as earning an F in the class.

ADVANCED PLACEMENT (AP) COURSES

AP AFRICAN AMERICAN STUDIES #0700

2 semesters, 1 credit each semester

Grade Level: 10-12

Texts: Materials from *AP Classroom* and supplementary novels

AP African American Studies is an interdisciplinary course that examines the diversity of African American experiences through direct encounters with authentic and varied sources. Students explore key topics that extend from early African kingdoms to the ongoing challenges and achievements of the contemporary moment. Given the interdisciplinary character of African American studies, students in the course will develop skills across multiple fields, with an emphasis on developing historical, literary, visual, and data analysis skills. This course foregrounds a study of the diversity of Black communities in the United States within the broader context of Africa and the African diaspora (Description from College Board).

This course will require a research project. Those students who wish to receive AP credit must submit the research project to the AP College board to be scored and also must take the AP exam.

AP ART HISTORY #4025

2 semesters, 1 credit each semester

Grade Level: 10-12

Prerequisite: 2 credits of World History & Civilization

- A Core 40 and Academic Honors course
- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.
- Offered every other year when the fall semester begins in an even-numbered year.

Art History, Advanced Placement is course based on the content established by the College Board. Art History is designed to provide the same benefits to secondary school students as those provided by an introductory college course in art history: an understanding and knowledge of architecture, sculpture, painting and other art forms within diverse historical and cultural contexts. Students learn to look at works of art critically, with intelligence and sensitivity, and to analyze what they see. This course incorporates research, extensive reading, and analytical writing.

AP BIOLOGY #3020 (L)

2 semesters, 1 credit each semester

Grade Level: 11, 12

Prerequisites: Biology I (#3024) or Biology I Honors (#3024H) and Chemistry I (#3064) or Chemistry I Honors (#3064H)

Text: **Campbell's Biology in Focus 2nd Edition**

Publisher: Pearson

- Counts as a Science Course for the General, Core 40, Academic Honors and Technical Honors diplomas.

Advanced Placement (AP) Biology is a laboratory-oriented course that is designed for students preparing for college-level work in the biological sciences. It is designed to prepare students to establish college credit in biology by taking the advanced placement examination administered by the College Board. The

level of difficulty and pace of the course are equivalent to that of a standard first-year course in college biology. Critical thinking and problem-solving skills are essential to success in the class. Students will also be expected to learn and use basic statistics to interpret experimental results. Grades will be based mostly on tests and laboratory reports with some homework assignments.

Topics covered in the course include: ecology, evolution, biochemistry, cell transport and signaling, enzymes and metabolism, cellular energy, plant and animal physiology, cell reproduction and development, heredity, molecular genetics, and biotechnology. Students will complete all of the required AP Biology laboratory investigations with additional experiments and activities conducted to deepen understanding of the concepts. Students will also have opportunities to read and discuss scientific research studies.

AP CALCULUS AB #2562

2 semesters, 1 credit each semester.

Grade Level: 11-12

Prerequisite: C- or better in both semesters of AP Precalculus or Algebra II Honors

- Counts as a Math course for all diplomas.

This course is the equivalent of one semester of a first-year college calculus course. Course content: Limits, continuity, derivatives, applications of the derivatives, definite integrals, applications of the definite integral, exponential and logarithmic functions, trigonometric functions, and techniques of integration. Grades are based on homework, weekly AP problems, tests and quizzes. Graphing calculators are used throughout this course.

AP CALCULUS BC #2572

2 semesters, 1 credit each semester.

Grade Level: 11-12

Prerequisite: An A or B in both semesters of AP Precalculus or Algebra II Honors

- Counts as a Math course for all diplomas.

This course is the equivalent of a 2-semester college calculus course. Course content: Limits, continuity, derivatives, applications of the derivatives, definite integrals, applications of the definite integral, exponential and logarithmic functions, trigonometric functions, techniques of integration, indeterminate forms, infinite series, and plane curves and polar coordinates. Problems are approached graphically, analytically, numerically and verbally, continuing to develop both pencil/paper and technology-based skills. Grades are based on homework, weekly AP-type problems, tests and quizzes.

AP CHEMISTRY #3060 (L)

2 semesters, 1 credit each semester.

Text: **Chemistry, The Central Science, 14th ed., 2018 (013 465 095 6)**

Publisher: Pearson

Prerequisites: Algebra II w/ Trig (#2522) and Chemistry I (#3064)

Grade Level: 11, 12

- Counts as a Science Course for the General, Core 40, Academic Honors and Technical Honors diplomas.

This advanced placement course is designed to prepare students to establish college credit in chemistry by taking the advanced placement examination administered by College Board. The level of difficulty and pace of the course are equivalent to that of a standard first course in college chemistry.

Topics covered in the course include chemical calculations, atomic structure, chemical reactions, chemical bonding, states of matter, solutions, kinetics, equilibrium thermodynamics and electrochemistry. Laboratory experiments will be an integral part of the course and will address, at a minimum, the laboratory activities recommended by College Board. Basis for grades: tests, quizzes, laboratory reports, and homework.

AP COMPUTER SCIENCE A #4570

2 semesters, 1 credit each semester

Text: AP Computer Science A (Nitro) in Java

Publisher: CodeHS.com

Grade Level: 10–12

Required Prerequisite: Completion of Algebra II

Recommended Prerequisites: AP Computer Science Principles #4568 or extensive programming knowledge through other classes or workshops

- Counts as an elective for all diplomas.
- Fulfills a science course requirement for all diplomas.
- Qualifies as a quantitative reasoning course.
- Purdue University does not count this as a math course.

AP Computer Science A is a course based on the content established and copyrighted by the College Board. The equivalent to a first-semester, college-level course in computer science. AP Computer Science A introduces students to computer science through programming. Fundamental topics include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language. AP Computer Science A is equivalent to a first-semester, college-level course in computer science. More information can be found on the College Board website.

AP COMPUTER SCIENCE PRINCIPLES #4568

2 semesters, 1 credit each semester

Text: AP Computer Science Principles in Python

Publisher: CodeHS.com

Grade Level: 8–12

Prerequisite: Algebra I for grades 9-12 or Intro to Computer Science #4803

- Fulfills a science course requirement for all diplomas.
- Qualifies as a quantitative reasoning course.
- Purdue University does not count this as a math course.

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their

interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

AP ENGLISH LITERATURE & COMPOSITION #1058

2 semesters, 1 credit each semester.

Texts: Literature: *Reading Fiction, Poetry and Drama*, 6th edition, McGraw Hill; *Moby Dick*; *Adam Bede*; *Light in August*; *Invisible Man*; *A Passage to India*.

Grade Level: 12

- Fulfills an English requirement for all diplomas.

Advanced Placement is a full year, college-level introductory course. The course will give able and interested seniors, opportunities both for college-level learning and for demonstrating their accomplishments through the AP English Language and Composition Examination and the AP English Literature and Composition Examination, administered each year in May.

Students choosing the AP course should enjoy literature of various periods and genres and should like to reflect on their reading through extensive discussion and writing. Skills in composition and standard written English usage will be refined concurrent with the study of literature. In addition to frequent in-class and out-of-class writing in response to course readings, students will write an 8 to 10-page term paper each semester. Class activities will include small-group and individual presentations. Students who enroll should have achieved excellent performance in previous English courses, high-standardized test scores (PSAT/SAT verbal), and strong teacher recommendations. Students who fail to maintain a "C" average or better in the course may be asked to drop the course. Students may not initially enroll for only one semester.

AP ENVIRONMENTAL SCIENCE #3012 (L)

2 semesters, 1 credit each semester.

Grade Level: 11, 12

Prerequisites: One year of Biology, one year of Chemistry or ICP, one year of Algebra II (or currently enrolled)

- Counts as a quantitative reasoning course.
- Counts as a Science Course for the General, Core 40, Academic Honors and Technical Honors diplomas.

AP Environmental Science is an interdisciplinary course which covers topics from many branches of science, including geology, meteorology, climatology, oceanography, biology, chemistry, and geography. The course is designed to help students gain an understanding of interrelationships within the natural world. Having completed the course, students will be able to identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them.

AP EUROPEAN HISTORY #1556

2 semesters, 1 credit each semester

Grade Level: 10-12

Prerequisite: Successfully completed World History.

- Counts as an Elective for all diplomas.

AP European History will cover events, movements, and general themes that occurred in Europe from the Renaissance to today. General concepts and themes include intellectual, cultural, political, social, and economic history from 1400 to the present. Due to the quantity and extent of the material covered, strong reading and writing skills will be necessary. Assessments will include (but are not limited to) Free Response Essays, Document Based Questions, oral reports, outside readings, and objective tests.

Classroom activities are designed to aid students in the acquisition of factual knowledge and the development of analytical skills that will help them to succeed in any future history course.

AP FRENCH LANGUAGE & CULTURE #2032

2 semesters, 1 credit each semester

Grade Level: 11-12

Text: *Thèmes – VISTA Higher Learning; Le Petit Prince; Le Petit Nicolas, online current events and relevant cultural content*

Publisher: Pearson, et al.

Prerequisite: Grade of C or higher in the Level III or the teacher recommendation.

- Fulfills a World Language requirement for all diplomas.

French Language, Advanced Placement is based on content established by the College Board emphasizing the use of the French language for active communication. The AP French Language and Culture course has as its objectives the development of Interpretive, Interpersonal and Presentational Communication in written and spoken forms. Course content reflects interests shared by the students and the teacher-e.g. the arts, current events, sports, literature, modern life, energy and the environment, history, and *la Francophonie*. Students develop language skills that are useful in themselves and can be applied to various activities and disciplines rather than being limited to any specific body of subject matter. Extensive practice in the organization and writing of compositions and simulated conversations is also emphasized. Students are able to sustain interpersonal and presentational discourse on many topics in written and spoken French. Communication with native speakers through written correspondence and optional exchange travel to France is part of the curriculum.

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>

This class is conducted in French.

AP GERMAN LANGUAGE & CULTURE #2052

2 semesters, 1 credit per semester

Grade Level: 11-12

Text: *Komm mit, Level 3 and numerous other materials*

Publisher: Holt, Rinehart, and Winston

Prerequisite: Grade of C or higher in the Level III or the teacher's recommendation.

- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma.
- Counts as a Directed Elective for all diplomas.

This course prepares the student to take the German Language AP exam. It is the equivalent of an advanced German composition and conversation course at the university level. Students will continue to build their awareness of learning styles as they teach their classmates and second graders vocabulary and

structures of German. This is a project-oriented course with an introduction to the literature of German. The remaining points of the structure of the language will be mastered as the student uses this year to practice and perfect the use of the language in everyday life.

The Level IV Advanced Placement German course enables students to participate in classroom and extra-curricular activities related to the language. Students are willing to participate in conversations with native speakers, either in their community or in the school. This course also enables students to:

- ◆ Respond to factual and interpretive questions, interact in complex social situations and express opinions and make judgments;
 - ◆ Give presentations on cultural topics including: (1) traditions, (2) historical and contemporary events, and (3) major historical and artistic figures;
 - ◆ Paraphrase and restate what someone else had said;
 - ◆ Read for comprehension from a variety of longer authentic materials, such as newspapers and magazine articles, novels, and essays, as well as make judgments about what is read;
 - ◆ Write well-organized compositions on a given topic; and
 - ◆ Begin using the language creatively in writing simple poetry and prose. (Goals 1-4)
- Novels will be read. This course is conducted almost entirely in German.

AP US GOVERNMENT & POLITICS #1560

2 semesters, 2 credits

Grade Level: 11 or 12

- A Core 40 and Academic Honors Course.
- Fulfills the US Government requirement all diplomas when both semesters are successfully completed.

The AP United States Government and Politics course is based on content established by the College Board and the Center for Civic Education's *We the People* program. 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>. More information about the *We the People* program can be found at: <http://www.civiced.org/programs/wtp>. This course combines elements from both programs to help students develop a robust understanding of the U.S. government and provides opportunities for students to demonstrate that understanding through regional and possibly state-level *We the People* competitions.

AP MACROECONOMICS #1564

1 semester, 1 credit

Grade Level 11 or 12

- Qualifies as a Quantitative Reasoning course for all diplomas.
- This course satisfies the economics graduation requirement for all diplomas only if taken with AP Microeconomics or Economics. Students must take AP Microeconomics or Economics before taking AP Macroeconomics. To satisfy the Academic Honors Diploma AP course requirement, a student must earn credits in both semesters of AP Microeconomics and AP Macroeconomics.

An AP course in Macroeconomics is a course based on the content established by the College Board. The course places particular emphasis on the study of national income and price-level determinations, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Topics include: 1) Basic economic concepts, 2)

measurement of economic performance, 3) national income and price determination, 4) economic growth, and 5) international finance, exchange rates, and balance of payments. 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> .

AP MICROECONOMICS #1566

1 semester, 1 credit

Grade Level 11 or 12

- Qualifies as a Quantitative Reasoning course for all diplomas.
- This course satisfies the economics graduation requirement for all diplomas only if taken with AP Microeconomics or Economics. Students must take AP Microeconomics or Economics before taking AP Macroeconomics. To satisfy the Academic Honors Diploma AP course requirement, a student must earn credits in both semesters of AP Microeconomics and AP Macroeconomics.

Microeconomics, Advanced Placement is a course based on content established by the College Board. The course gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economics system. Topics include: 1) basic economic concepts, 2) the nature and functions of product markets, 3) factor markets, and 4) market failure and the role of government. 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>.

AP MUSIC THEORY #4210

1 semester, 1 credit

Text: To be Determined

Prerequisites: Music Theory and Composition (#4208) with a “C” or better or permission of instructor

Grade Level: 11-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.
- Offered every other year when the fall semester begins in an odd numbered year.

(Music Theory AP is a 2-credit state course. At WLHS the first credit is #4208, Music Theory and Composition; while #4210, Music Theory AP, is the second credit.)

Students will read, notate, analyze, compose, sing, and listen to music. Musicianship skills such as dictation and other listening skills, sight singing, and keyboard harmony are considered an important part of the course. The ear training, sight singing and dictation portion of the course includes hearing and notating pitches, intervals, scales and keys, chords, metric organization and rhythmic patterns. The theory portion of the course emphasizes aural and visual identification of 1) procedures based in common-practice tonality such as functional triadic harmony in traditional four-voice texture including non-harmonic tones, seventh chords, and secondary dominants and cadences; 2) melodic and harmonic compositional processes (sequence and motive development); 3) standard rhythms and meters; 4) phrase structure) periods, phrase groups); 5) small forms (binary, ternary, theme and variation, strophic); and 6) modulation to closely related keys. Evaluation will include scores on daily work and on examinations.

AP PHYSICS C #3088 (L)

2 semesters, 1 credit each semester.

Text: **University Physics Vol. 1&2 OpenSTAX**

Publisher: OpenStax Rice University 2016

Prerequisites: Physics I Honors (#3864H) and Calculus, AP (completed or concurrently registered) OR Physics I with an A earned both semesters and Pre-Calculus w/ Graphing with an A earned both semesters and instructor's approval.

Grade Level: 11, 12

- Counts as a Science Course for the General, Core 40, Academic Honors and Technical Honors diplomas.
- Counts as a quantitative reasoning course.

This Physics course forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. The sequence is paralleled or preceded by mathematics courses that include calculus. Methods of calculus are used whenever appropriate in formulating physical principles and in applying them to physical problems. There is emphasis on analysis in the laboratory as well as in the classroom. The subject matter is principally mechanics, electricity, and magnetism. Laboratory experiences will be an integral part of the course. Basis for grades: tests, quizzes, laboratory reports, and homework.

AP SPANISH LANGUAGE & CULTURE #2132

2 semesters, 1 credit each semester

Grade Level: 11, 12

Text: **Triángulo Apreciado**

Publisher: Wayside Publishing

Prerequisite: Successful completion of Spanish Level III with a C- or better each semester

- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma.
- Counts as a Directed Elective for Elective for all diplomas.

Advanced Placement Spanish Language and Culture is intended to cover the equivalent of a third-year college course of the Spanish language. Instructional materials, activities, assignments, and assessments are appropriate to this level. The class is conducted almost exclusively in Spanish. Emphasizing the use of Spanish for active communication, the course encompasses aural/oral skills, reading comprehension, grammar, and composition. Course content will integrate the six AP exam themes (Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, Beauty and Aesthetics) as students develop cultural awareness through exposure to authentic resources such as audio recordings, video clips, films, current events, poetry, websites, etc. Throughout the course, students are expected to:

- Orally express themselves in Spanish to the best of their abilities at all times
- Read and analyze short stories, news articles, literature, and other works in Spanish
- Respond to various (and sometimes controversial) topics through informal and formal writing and speech
- Listen to authentic sources both inside and outside the classroom
- Actively participate in classroom discussions and debates
- Rigorously prepare themselves for the AP Spanish Language and Culture Exam

AP STATISTICS #2570

2 semesters, 2 credits

Grade Level: 11-12

Prerequisite: Must have taken AP Precalculus or may be taking AP Precalculus concurrently, or meet the following criteria: Be in grade 12, have successfully completed Algebra II CT with a B+ or better both semesters, have been recommended to take AP Precalculus, and intend to study a non-STEM major in college.

- Counts as a Math course for all diplomas.

The purpose of the AP course in statistics is to extend the student's understanding of the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- 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
- 4.) Statistical Inference: Estimating population parameters and testing hypotheses

Graphing calculators are used in this course.

Students who successfully complete the course and exam may receive credit, advanced placement, or both for a one-semester introductory college statistics course.

AP STUDIO ART #4048

2 semesters, 2 credits

Grade Level: 11, 12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 2 Fine Arts credits for Core 40 with Academic Honors diploma.
- Prerequisites: A Portfolio for review and the following:

1. Each student must have received a B+ average for Intro to 2-D, and two other studio courses prior to application for the AP Studio course.
2. Each student will submit a portfolio of work in early December to the Art Department Chair. The date will be announced each year. The art department faculty will review the work. Students will be notified as to acceptance or non-acceptance in mid-December.
3. Portfolios must contain a minimum of 12 original art works. Students will not be allowed to enroll in Studio AP without the permission of the art faculty.

This course is designed for students who are seriously interested in the practical studio experience of art. AP students either plan on majoring in art or just love to create it. There is no written examination in AP Art. The students will prepare a portfolio of artwork. The focus of the course is this portfolio, which students submit for evaluation by the examiners. The students must develop self-discipline, personal insight, critical judgment, and technical skill – all necessary for the preparation of this portfolio. This is an exhilarating course that helps you to grow as an art student and potential fine and /or commercial artist. You need to bring to class motivation, imagination and commitment. AP Art meets for 50 minutes, 5 times a week. We seriously suggest that students take advantage of any additional time, during the school day, to work. Work outside of class is mandatory. A list of required supplies will be provided in class.

AP UNITED STATES HISTORY #1562

1 year, 2 credits

Grade Level: 11, 12

Prerequisite: none. Students should be able to read a college level textbook and write grammatically correct, complete sentences.

- Fulfills the US History requirement for all diplomas.

AP United States History is a course based on the content established by the College Board but also guided by the Indiana State Standards for US History. The course will cover a variety of themes from US History from 1491 to the Present, including: American and national identity; migration and settlement; politics and power; work, exchange, and technology; American in the world; geography and the environment; and culture and society. Students will develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; making historical comparisons; utilizing reasoning about contextualization, causation, and continuity and change over time; and developing historical arguments. Due to the quantity and extent of the material covered, strong reading and writing skills will be necessary. Assessments will include (but not limited to) Document Based Questions, Short Answer Questions, Long Essay Questions, outside readings, and objective tests. More information can be found at: <https://apcentral.collegeboard.org/courses/ap-united-states-history?course=ap-united-states-history>.

BUSINESS

NOT ALL CLASSES ARE OFFERED EACH YEAR

ACCOUNTING FUNDAMENTALS #4524

2 semester course, 2 semesters required, 1 credit per semester

Text: *Century 21 Accounting*; Gilbertson, Lehman, Gentene; 2019

Grade Level: 10–12

Prerequisite: Principles of Business Management will be the prerequisite beginning in the 2024-25 school year.

- Counts as a Directed Elective or Elective for all diplomas.
- When combined with an Advanced Accounting course (available online), this introductory course to accounting provides the opportunity for **dual credit**; equivalent to ACCT 101-Financial Accounting, at Ivy Tech
- Offered every other year when the fall semester begins in an even numbered year.

Course Overview:

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

BUSINESS LAW AND ETHICS #4560

1 semester, 1 credit

Text: *Law for Business and Personal Use*; Adamson, Morrison; 2017

Grade Level: 10–12

No Prerequisites

- Counts as a Directed Elective or Elective for all diplomas.
- This course provides the opportunity for **dual credit**; equivalent to BUSN 201 – Business Law, at Ivy Tech.
- Offered every other year when the fall semester begins in an odd numbered year.

Course Overview:

Know your legal rights and options in both personal and business situations. Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses.

DIGITAL APPLICATIONS & RESPONSIBILITY #4528

1 semester, 1 credit

Text: *Microsoft Office 2019* certification preparation materials

Publisher: Microsoft Learn

Grade Level: 9–12

Recommended prerequisites: Keyboarding skills

- Counts as a Directed Elective or Elective all diplomas.

- This course provides the opportunity for **dual credit**; equivalent to CINS 101 – Introduction to Microcomputers at Ivy Tech.
- Offered every other year when the fall semester begins in an odd numbered year.

Course Overview:

Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications.

MARKETING FUNDAMENTALS #5914

2 semester, 2 semesters require, 1 credit per semester

Text: *Marketing*; Burrow; 2021

Publisher: Cengage/South-Western

Grade Level: 9–12

Prerequisite: Currently Algebra I. Principles of Business Management will be the prerequisite beginning in the 2024-25 school year.

- Counts as a Directed Elective or Elective for all diplomas.
- This course provides the opportunity for **dual credit**; equivalent to MKTG 101 – Principles of Marketing and MKTG 102 – Principles of Selling, at Ivy Tech

Course Overview:

Marketing is all around us and is an essential part of successful businesses and organizations. Get the foundation you need to maneuver through the world of marketing and become an effective marketer yourself, both personally and professionally. Marketing Fundamentals provides a basic introduction to the scope and importance of marketing in the global economy. Course topics include the seven functions of marketing: promotion, channel management, pricing, product/service management, market planning, marketing information management, and professional selling skills. Additional emphasis is placed on the use of oral and written communications, mathematical applications, problem-solving, and critical thinking skills through the development of an integrated marketing plan and other projects.

PERSONAL FINANCE AND BANKING #7150

1 semester, 1 credit.

Text: *Foundations in Personal Finance*, and various other resources

Grade Level: 9-12

Prerequisites: None

- Counts as a Directed Elective or Elective for all diplomas.
- This course provides the opportunity for **dual credit**; equivalent to BUSN 108 – Personal Finance, at Ivy Tech.

Increase your opportunities to make, manage, and grow your money. Personal Financial Responsibility addresses the identification and management of resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps you build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving

and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt.

PRINCIPLES OF BUSINESS MANAGEMENT #4562

2 semesters, 2 semesters required, 1 credit per semester

Text: *Business Management*; Burrow, Kleindl, Becraft; 2017

Grade Level: 9-12

Prerequisites: None

- Counts as a Directed Elective or Elective for all diplomas.
- This course provides the opportunity for **dual credit**; equivalent to BUS101 – Introduction to Business, at Ivy Tech.

Course Overview:

Be a stronger leader and communicator by understanding what makes businesses successful. Principles of Business Management focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free enterprise system. For this class, students will be placed into groups representing different real-life companies. Within these companies, students will pretend to play the roles of key executive-level positions. Through the process of running their company, students will attain an understanding of management, team building, leadership, problem solving steps and processes that contribute to the achievement of organizational goals. Key functional areas are explored in detail, including human resources, finance, marketing, sales operations, and change management, among others.

COMPUTER SCIENCE

COMPUTER SCIENCE III: CYBERSECURITY CAPSTONE #7243

2 semesters, 2 credit each semester

Text: Cybersecurity

Publisher: CodeHS.com

Grade Level: 10-12

Required Prerequisites: Completion of Algebra II

Recommended Prerequisites: AP Computer Science Principles #4568 or extensive programming knowledge through other classes or workshops

- Counts as a directed elective or elective for all diplomas
- Fulfills a science course requirement for all diplomas
- Qualifies as a quantitative reasoning course

The Cybersecurity Capstone is designed to increase a student's ability to investigate advanced topics with a primary focus on computer forensics, cyber law, cybercrimes, and cyber forensics. Using Federal, State, and existing case laws, students will gain in-depth experience investigating and gathering evidence to prepare for a presentation in a court of law. This course will emphasize the need for structured investigation techniques and proper protocol for maintaining a chain of evidence. Students will learn to follow proper investigative procedures while using a variety of forensic software tools and techniques.

INDUSTRY 4.0 – SMART MANUFACTURING CAPSTONE “RDP STEAM WORKS” #7224

2 semesters, 1 credit each semester

Text: Career + Employability Skills

Publisher: skyepack.com

Grade Level: 10-12

Required Prerequisites: Must apply to the class with a Cover Letter and Resume

- Counts as a Directed Elective or Elective for all diplomas

Smart Manufacturing Systems Industry 4.0 – Smart Manufacturing Capstone introduces the basic theory, operation, and programming of industrial robots and their applications through simulations and hands-on laboratory activities. Basic theory, operation, and programming of Programmable Logic Controllers (PLC) will be emphasized in this course along with how automation devices may be integrated with other machines. Multiple industry standard certifications in the field of robotics and automation will be available depending on the length of the course. As a capstone course, students will be participating in an intensive, embedded work-based learning experience called “RDP STEAM Works”. This student-based enterprise will be working with internal and external customers to make products to be sold.

Junior High Computer Science Course Descriptions

COMPUTER SCIENCE 7 (Practical Arts Rotation) #0493

Grade Level: 7

9 weeks

Text: None

Students are introduced to the principles of computer use, internet safety, Microsoft Office applications, and ongoing keyboarding skills, among other software. The goal of this course is to focus on basic computer skills and responsible computer use. Students will develop a basic understanding of Internet safety, ethical computer use, keyboarding, opening, editing, and saving software files, accessing and saving to the school server, copying and pasting files or text, copyright laws, and searching the Internet.

INTRO TO COMPUTER SCIENCE #4803

Grade Level: 8-9

1 semester, 1 credit

Text: Computer Science in Python

Publisher: CodeHS.com

Prerequisite: None

Introduction to Computer Science provides an entry point into computer science. Through computational thinking and collaboration, students will learn the skills and processes needed to develop essential coding skills. During the semester, we will also explore data collection and cybersecurity. Students will learn basic programming principles using block-based software such as Scratch. Later in the semester, students will transfer over to text-based programming using Python. Students will develop an understanding of how computer science impacts their everyday lives and explore a variety of careers in the computer science field.

ENGLISH/LANGUAGE ARTS
NOT ALL COURSES ARE OFFERED EACH YEAR

Eight semesters of English are required for graduation from West Lafayette High School. Required courses include literature and composition. Six credits are in required courses; two credits (or more) are earned in elective courses. (See graduation requirements.)

1. Required courses

- a. English 9, English 9 (10029) or English 9 Honors, (2 semesters required)
- b. World Literature or World Literature Honors (2 semesters required)
- c. American Literature or American Literature Honors, (2 semesters required)
- d. Students who qualify based on scores from the WIDA test may take up to eight semesters of English as a New Language to satisfy English graduation requirements.

2. Electives

- a. Advanced Composition
- b. Advanced Creative Writing
- c. AP English Literature (2 sem)
- d. Composition
- e. Contemporary Literature
- f. Debate
- g. English Literature
- h. Film Literature
- i. Poetry
- j. Short Stories
- k. Speech
- l. Women's Literature

ENGLISH 9 (i) #10029

2 semesters, 1 credit each semester.

Texts: **Prentice Hall Literature** (grade 9), **Writing and Grammar Prentice Hall**, **To Kill a Mockingbird**, **Animal Farm**.

Grade Level: 9

- Fulfills an English requirement for all diplomas.

English teachers recommend students to the course. The course is designed for those students who have noticeable problems in reading, tend to write very little, and need considerable help in study skills.

This course parallels English 9 but allows for greater flexibility in number and type of assignments. Meeting individual student needs is a priority in this class. This full year course emphasizes the acquisition of the following skills: thinking, speaking, listening, reading, and writing.

Students read representative works of the various literary genres: the essay, the short story, the novel, drama, and poetry. The course will introduce the basic elements of literary analysis.

The course will integrate writing and reading. The study of vocabulary, grammar, and punctuation will target an improvement in writing skills. Students will complete the same variety of essays that regular English 9 writes with more one-on-one instructor to student writing assistance.

During the course, students will learn how to use the library for research purposes, and they will learn the proper methods of documentation. Each student will complete a major research project that culminates in a creative writing collection.

ENGLISH 9 #1002

2 semesters, 1 credit each semester.

Texts: Prentice Hall Literature (grade 9), Writing and Grammar Prentice Hall, *Animal Farm*, *To Kill a Mockingbird*, *Antigone*.

Grade Level: 9

- Fulfills an English requirement for all diplomas.

English 9 is a full year course that will emphasize the following skills: thinking, oral communication, listening, reading, and writing. Students will read representative works of the various literary genres: the essay, the short story, the novel, drama, and poetry. The course will emphasize the basic elements of literary analysis such as theme, point of view, voice, and characterization as well as textual analysis. The course will integrate writing and reading. Mechanics and usage difficulties revealed in student writing will be studied as will sentence structure techniques. Students will complete essays of various lengths throughout the year. Some of the essays will reflect the main literary offerings; other essay topics will be the individual student's choice. These compositions will enable students to strengthen skills that require writing to various audiences and developing paragraph and multi-paragraph writing. Using available technology students will develop skill in thesis, support, specific examples, topic sentences, and various elements of process writing including prewriting, drafting, revision, editing, style (MLA), and electronic publishing of the final product. Students will practice oral communication skills that include making presentations and being critical participants and listeners. Research skills, organization of presentation (including correct grammar, usage, and appropriate vocabulary), and presentation techniques (effective delivery, rapport with listeners) as well as critical listening will be expected outcomes of oral work. During the course, students will learn how to use the media center for research purposes and they will learn the proper methods of documentation. Each student will complete a major research project that culminates in a creative writing collection.

ENGLISH 9 HONORS #1002H

2 semesters, 1 credit each semester.

Texts: Prentice Hall Literature (grade 9), Writing and Grammar Prentice Hall, *Julius Caesar*, *Animal Farm*, *The Odyssey*, *Great Expectations*, *To Kill a Mockingbird*.

Grade Level: 9

- Fulfills an English requirement for all diplomas.
- Level changes for honors must be made within 10 school days of the beginning of the first semester.

English 9 Honors is a full year course that will emphasize the following skills: thinking, oral communication, listening, reading, and writing. Students will read, study, and often emulate literary genres: the essay, the short story, the novel, drama, poetry, and various non-fiction forms. Literary analysis is a strong component of the course as is writing. Students will complete many compositions. Some compositions will reflect on the main literary offerings; other composition topics will be individual choices. The essay will be studied and practiced. Mechanics and usage difficulties revealed in student writing will be studied as will sentence structure techniques. In the second semester, students will learn how to use the media center for research purposes, and complete major research that culminates in a creative writing collection. Students will practice oral communication skills that include making presentations, being critical participants and listeners, and performing dramatic recitations. Research skills, organization of presentation (including correct grammar, usage, and appropriate vocabulary), and presentation techniques (effective delivery, rapport with listeners) as well as critical listening will be expected outcomes of oral work. Using available technology students will develop skill in thesis, support, specific examples, topic sentences, and various elements of process writing including prewriting, drafting, revision, editing, style (MLA), and electronic publishing of the final product. This course includes the English 9 curriculum, as well as additional reading and a more comprehensive writing program. Interested students will be selected on the basis of teacher recommendations and past performance on nationally-normed tests. Potential English 9 Honors students may be asked to submit writing samples for review before they are admitted to the class. Students who fail to maintain a “C” average or better in the course may be asked to drop the course.

WORLD LITERATURE #1052

2 semesters, 1 credit each semester.

Text: Textbook Anthology TBA, *The Epic of Gilgamesh*, *Things Fall Apart* or *Homegoing*, *The Tempest* or *The Merchant of Venice*, multiple whole-class, group, and individual choices.

Grade Level: 10

Prerequisite: English 9

- Fulfills an English requirement for all diplomas.

World Literature is a required, full-year course, grounded in the core literacy skills of reading, writing, speaking, and listening through engagement with literature from around the world. Literary interpretation skills will focus on making inferences using textual support, analyzing themes, characterization, structure, and point-of-view. Writing skills will include narrative, persuasive, expository, and descriptive modes throughout the course. The course will also focus on research skills with a global language/etymology-centered project and build on digital and media literacy skills through a multimedia project. Vocabulary development, grammar, usage, and mechanics will be incorporated throughout the year. All of these core literacy skills will be taught through engagement with multiple genres of texts, including whole-class, small group, and independent choices, representing all continents of the world and spanning from ancient times to the present. The texts will focus on themes of cultural identity, the role of stories in shaping cultural identity, global and multicultural issues and their representations in literature, the

interconnectedness of history and today's global society, and in using literacy skills to engage in global citizenship.

WORLD LITERATURE HONORS #1052H

2 semesters, 1 credit each semester.

Text: *Study Sync, The Epic of Gilgamesh, Things Fall Apart, Sophocles Thebes Plays, The Tempest* or *The Merchant of Venice, A Thousand Splendid Suns, Old Man Who Read Love Stories*, multiple whole-class, group, and individual choices.

Grade Level: 10

Prerequisite: English 9

- Fulfills an English requirement for all diplomas.

This course includes the World Literature curriculum, as well as additional reading, more comprehensive writing program, and more overall depth. World Literature is a required, full-year course, grounded in the core literacy skills of reading, writing, speaking, and listening through engagement with literature from around the world. Literary interpretation skills will focus on making inferences using textual support, analyzing themes, characterization, structure, and point-of-view. Writing skills will include narrative, persuasive, expository, and descriptive modes throughout the course. The course will also focus on research skills with a global language/etymology-centered project and build on digital and media literacy skills through a multimedia project. Vocabulary development, grammar, usage, and mechanics will be incorporated throughout the year. All of these core literacy skills will be taught through engagement with multiple genres of texts, including whole-class, small group, and independent choices, representing all continents of the world and spanning from ancient times to the present. The texts will focus on themes of cultural identity, the role of stories in shaping cultural identity, global and multicultural issues and their representations in literature, the interconnectedness of history and today's global society, and in using literacy skills to engage in global citizenship. Interested students will be selected on the basis of teacher recommendations and past performance in previous English courses. Students who fail to maintain a "C" average or better in the course may be asked to drop the course.

AMERICAN LITERATURE (i) #10209

2 semesters, 1 credit each semester.

Text: **Prentice Hall Literature: The American Experience**
The Adventures of Huckleberry Finn, Our Town, The Great Gatsby, Of Mice and Men, The Crucible

Grade Level: 11

Prerequisite: English 9

- Fulfills an English requirement for all diplomas.

This one-year course is a survey of American Literature in a chronological study beginning with the American tribes and Puritan settlers and concluding with later 20th century writers inclusive of significant minority voices in American literature. Clear writing skills and practice in proper usage, voice, audience, and style in student writing samples will be emphasized in student work. Other language arts activities will enhance oral and visual critical thinking skills and problem solving. Students will practice oral communication skills that include making presentations and being critical participants and listeners. Research skills, organization of presentation (including correct grammar, usage, and appropriate vocabulary), and presentation techniques (effective delivery, rapport with listeners) as well as critical listening and participant attitude will be expected outcomes of oral work. Available technology is employed to enhance student interest and achievement.

AMERICAN LITERATURE #1020

2 semesters, 1 credit each semester.

Text: *Prentice Hall Literature: The American Experience*

The Adventures of Huckleberry Finn, Our Town, The Great Gatsby, Of Mice and Men, The Crucible

Grade Level: 11

Prerequisite: English 9

- Fulfills an English requirement for all diplomas.

This one-year course is a survey of American Literature in a chronological study beginning with the American tribes and Puritan settlers and concluding with later 20th century writers inclusive of significant minority voices in American literature. Clear writing skills and practice in proper usage, voice, audience, and style in student writing samples will be emphasized in student work. Other language arts activities will enhance critical thinking skills and problem solving. Students will practice oral communication skills that include making presentations and being critical participants and listeners. Research skills, organization of presentation (including correct grammar, usage, and appropriate vocabulary), and presentation techniques (effective delivery, rapport with listeners) as well as critical listening and participant attitude will be expected outcomes of oral work. Available technology is employed to enhance student interest and achievement.

AMERICAN LITERATURE HONORS #1020H

2 semesters, 1 credit each semester.

Texts: *Prentice Hall Literature: The American Experience, Four Classic American Novels, The Awakening, The Great Gatsby, The Grapes of Wrath, Catcher in the Rye, Our Town, Their Eyes Were Watching God, Of Mice & Men.*

Grade Level: 11

Prerequisite: English 9 or English 9 Honors

- Fulfills an English requirement for all diplomas.
- Level changes for honors must be made within 10 school days of the beginning of the first semester.

This one-year course provides a survey of American Literature in a chronological study beginning with the American tribes and Puritan settlers and concluding with later 20th century writers inclusive of significant minority voices in American literature. Class discussion will focus on the analysis, synthesis, and evaluation of works based on the moral and historical implications set forth during reading. Advanced analytical and critical thinking and writing skills in conjunction with proper usage, voice, audience, and style will be developed and emphasized in student work. Students will practice articulate oral communication skills that include making individual and group presentations as well as being critical participants, and listeners. Research skills, organization of presentation (including correct grammar, usage, and appropriate vocabulary), and presentation techniques (effective delivery styles, rapport with listeners) will be expected outcomes of oral work. Available technology is employed to enhance student interest and achievement. Students who fail to maintain a “C” average or better in the course may be asked to drop the course.

ELECTIVE COURSES

ADVANCED COMPOSITION #1098

1 semester, 1 credit

Text: *Elements of Language, Sixth Course*, Holt, Rinehart, and Winston; *Expository Composition: Discovering Your Voice*, Romano & Anderson

Grade Level: 11 (with teacher approval), 12

- Fulfills an English requirement for all diplomas.

Advanced Composition is designed to prepare students for writing in college. Students keep a journal, write approximately four to five expository essays, and perform other writing tasks. The course also incorporates a writing-focused grammar review and a study of stylistic principles through analysis of a literary work. It includes learning about the process of writing, including prewriting, drafting, peer review, editing, and revision. Communication skills begun in earlier English courses will be a focus in discussions of literary works and peer evaluation.

ADVANCED CREATIVE WRITING #1092

1 semester, 1 credit

Text:

Grade Level: 10, 11, 12

- Fulfills an English requirement for all diplomas.
- Offered every other year when the fall semester begins in an even-numbered year.

In Advanced Creative Writing, students will learn how to write fiction during an intensive, rigorous examination and application of the craft. Students will learn both the basics of storytelling (“Show, don’t tell,” characterization, form, dialogue, setting, tone, interior monologue, etc.), as well as advanced techniques (such as voice, symbolism, social commentary, etc.). Students will study great literature, learn essential storytelling skills, and receive the opportunity to apply those skills to multiple pieces of original fiction. Additionally, students will learn about the business of writing fiction, a subject that includes formatting, locating suitable markets, negotiating contracts, how various rights work (foreign, audio, film, etc.), and what pitfalls to avoid as they attempt to become published authors. The students would generate at least six original pieces of fiction (between 1500 words and six thousand words).

CCR BRIDGE: LITERACY READY #1014

2 semesters, 2 credits

Recommended Grade Level: 12

Recommended Prerequisite: Must be students who want to attend college, but who have not passed the Grade 10 English ISTEP+ (or old English ECA) and have scored below a 45 on the PSAT / OR students who score below proficient on a diagnostic test.

- Fulfills an English requirement for all diplomas.

CCR Bridge: Literacy Ready is an innovative, dynamic course built to help students master the literacy skills needed for three core subject areas – English, social science and science. CCR Bridge: Literacy Ready consists of eight units: three in history, three in English and two in science. Content of each of the disciplines is at the forefront of the curriculum, while disciplinary literacy skills are emphasized through reading and writing assignments based on the content. The focus is on truly understanding how to read and interpret texts in the discipline on a college level. Students in this course want to be college bound,

but have not met the requirements necessary to fulfill that goal. Schools are expected to embed Indiana Academic Standards for English/Language Arts into the curriculum.

COMPOSITION #1090

1 semester, 1 credit

Text: Write Source, Level 12.

Prerequisite: Referral. The instructor may require samples of the student's writing.

Grade Level: 11, 12

- Fulfills an English requirement for all diplomas.

This course is designed especially for juniors and seniors needing help in composition. The emphasis is on expository writing with opportunities to write for different audiences and purposes. Students will be instructed to use strategies including prewriting, drafting, peer-sharing, revising, editing, and producing error-free final writing products. Individualized instruction may occur depending on the class enrollment. Grammar, usage, and mechanics will be dealt with as an integrated part of the writing process.

CONTEMPORARY LITERATURE #1054

1 semester, 1 credit

Text: Many paperback options

Grade Level: 11 (with teacher approval), 12

Prerequisite: Advanced Composition is recommended

- Fulfills an English requirement for all diplomas.
- Offered every other year when the fall semester begins in an even numbered year.

This course emphasizes how contemporary issues from around the world are explored in literature. This course will include various genres of contemporary literature, including fiction, nonfiction, poetry, and drama. Literature will include whole-class selections, small group selections, and individual selections, in consultation with the instructor. Writing and classroom discussion activities include opportunities for students to respond to the literature both analytically and reflectively. Students will conference frequently with the instructor and revision is stressed as an important step in the writing process. As the focus is on contemporary literature, new titles are regularly added to the reading materials available for students. This course also stresses organizational skills, task management, and effective approaches to speed, efficiency, and vocabulary.

DEBATE #1070

1 semester, 1 credit

No textbook

Grade Level: 10-12

Prerequisite: Students who enroll must have received no grade lower than a C in English 9 or English 9 Honors and no grade lower than a C in World History or World History Honors.

- Fulfills an English requirement for all diplomas.

This course is designed for the student who has strong interests in oral persuasion, reasoned argument, and research. Students taking this course will be expected to prepare original speeches for interscholastic competition. The primary purpose of this class is to achieve excellence in skills of analytical thinking, reasoning, organization, argument, persuasive speaking and research. These skills will be developed through preparation for and participation in debate. Participation in at least two weekend interscholastic meets during the 1st semester will be required of all students. Grades will be based on skill exercises, event preparation efforts, practice performance, and participation in Saturday tournaments. No text is required. There may be a need to purchase source and clerical materials.

ENGLISH AS A NEW LANGUAGE #1012 (ENL)

Text: English 3D, Novels on a rotation (*Holes, The Giver, Picture Me Gone, Maniac Magee, Chasing Vermeer, Hatchet, Shadow and Bone, Within Reach: My Everest Story, Taking Sides, The Time Machine, Tuck Everlasting, The Upstairs Room, The Serpent's Shadow, Frankenstein*), and selections from *American Classics* and *Retold Sherlock Holmes*.

Grade Level: 7-12

- Prerequisite: Students must be nonnative English speakers and show the need for assistance in the English language through placement testing (WIDA Screener or WIDA ACCESS scores).

The focus of this course is to help Multilingual Learners (MLs) increase their knowledge and usage of English in the academic setting. The four major skills (reading, writing, listening, speaking) are practiced in a variety of manners through a variety of activities. Additionally, there is a focus on Grammar and usage to help assist students in their writing and speaking. Apart from the acquisition of language and academic skills, students will also study cultural topics of the United States and of their native countries. English is the language of instruction and of class work.

The number of semesters a Multilingual Learner should enroll in ENL will vary based on factors such as the individual's English proficiency skills or progress in other classes. It is recommended that a student remain in the ENL program until the student obtains a score of "5" or higher on the WIDA Assessment Test.

ENGLISH LITERATURE #1030

1 semester, 1 credit

Textbook: *Prentice Hall Literature: The British Tradition; Frankenstein; The Importance of Being Earnest*

Grade Level: 10-12

- Fulfills an English requirement for all diplomas.

This course is a survey of English Literature. The course begins with the earliest examples of English Literature and progresses chronologically. In reading, discussing, and analyzing the literature, students will focus on themes and issues as well as literary techniques. Assignments will include formal essays, personal responses, creative pieces, and oral presentations. Composition instruction will be aimed at helping students achieve Indiana Academic Standards for English/Language Arts in writing. The class will involve both individual and cooperative activities.

ETYMOLOGY #1060

1 semester, 1 credit

Text: *Vocabulary for Achievement, Fifth Course; Sixth Course*. Great Source.

Grade Level: 9-12

- Fulfills an English requirement for all diplomas.

Development of reading, writing, listening, and speaking vocabularies is the goal of this course. The relationship of Greek and Latin roots, prefixes, and suffixes are part of classroom exercises. Denotative and connotative meanings of words in a variety of contexts will be emphasized. Students will also analyze texts and practice verbal reasoning skills, such as those assessed on standardized achievement tests. The course includes an overview of the history of the English language with inquiry into the

reasons for language change. A written project and oral presentation will demonstrate the student's analysis of specific texts that illustrate the student's curiosity about an aspect of the English language.

FILM LITERATURE #1034

1 semester, 1 credit

No textbook. Fee for film supplies

Prerequisite: None

Grade Level: 10-12

- Fulfills an English requirement for all diplomas.
- NOTE: The NCAA does not recognize this course as fulfilling an English graduation requirement.

This course involves both analytical and production skills in film. This course will help each person become a critical viewer of film as an effective visual communicator. Students will explore the history, structure, planning, and uses of film and videotape for communication, entertainment, and propaganda. Literature components that enhance the study of film are part of the course. Students will also learn the basic production techniques, including camera operation, audio, lighting, producing, and directing. Students will give oral discussion of their ideas and role playing as directors. Students will be expected to demonstrate a consistently high sense of responsibility in working with the equipment of the TV studio, and they should be aware that some time will be required for work outside the normal class period. Major requirements: Students will be required to prepare various original scripts for video sequences and group productions, perform the various functions necessary to tape those scripts, prepare written critical reviews, analytical papers, and complete paper and pencil assessments. Digital cameras and computer editing are recent technology additions to the class.

JOURNALISM #1080

1 semester, 1 credit

No textbook

Grade Level: 9-12

- Elective Credit-**not an English credit unless other requirements are met.**
- Offered only when demand dictates.

In this course students will study news writing and reporting in depth, as well as learn to edit news and write headlines. Students will write a variety of types of news stories. There is a strong emphasis on improving writing skills, whether or not the student plans to be involved in publications. This course is not a prerequisite for **The Trident** or **The Scarlette**.

LANGUAGE ARTS LAB #1010

1 semester, 1 credit

Grade Level: 9-12

Prerequisite: None

- Counts as an English Elective only for all diplomas.

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with Indiana's Academic Standards in grades 9-12 and focusing on the Writing Standards.

POETRY #1044

1 semester, 1 credit

Text: A variety of poetry anthologies in the classroom

Grade Level: 10-12

Prerequisite: English 9

- Fulfills an English requirement for all diplomas.

In the Poetry course, students will study a wide variety of poems, representative of different types and time periods. In addition to interpreting themes, students will analyze the structure, sound devices, and figurative language used in poems. Students' own creative writing of poetry will be a major element of the course. Students will also develop skill at oral interpretation. While class activities will involve considerable critical thinking and writing about poetry, attention will also be given to reading poetry for enjoyment. The semester will culminate in a multimedia presentation of poetry.

SHORT STORIES #1046

1 semester, 1 credit

Text: *The Art of the Short Story*

Grade Level: 10-12

- Fulfills an English requirement for all diplomas.

In the Short Stories course students will read, discuss, and write about a wide variety of short stories, representative of different types and time periods. Students will analyze the elements of fiction and evaluate how authors use elements to create meaning. They will also compare short stories to other genres, such as the novel, epic, biography, narrative poem, and narrative essay. The course will include a brief history of the short story. Students also will have opportunities to write and share their own creative fiction.

SPEECH #1076

1 semester, 1 credit

Text: *Speech*, Glencoe.

Grade Level: 9-12

- Fulfills an English requirement for all diplomas.

The course is designed to give the student greater self-confidence and specific skills in evaluating and presenting oral communication. These objectives are primarily reached through the presentation and evaluation of different oral presentations including demonstration, informative, persuasive, and impromptu. Students prepare for these presentations through written as well as reading-related content investigation. Development of critical listening skills is honed through peer evaluation and other instructor-led presentations.

STUDENT MEDIA #1086

2 semesters, 1 credit each semester, 8 credits maximum

Credits cannot be applied toward English requirements.

Grade Level: 9-12

Prerequisite: Student Media students should have strong writing skills and at least a B average in English courses.

- Counts as an elective for all diplomas
- Fulfills the Fine Arts requirement for the Core 40 with Academic Honors diploma.

Student Media is a course that will keep up with the latest publishing trends in the information age through student-produced print and digital content for the school community. The long-term project of the course is the publication of the school yearbook, *The Trident*. To complement the yearbook, the school newspaper, the *Scarlette*, will primarily become a digital news site, for which student journalists will engage the student body by creating multimedia content throughout the year, including writing, photo albums, audio, video, infographics, and other interactive media that can't be conveyed in print. Traditional print editions of the *Scarlette* will occasionally still be published for special occasions. Students who enroll in the course must be strong writers, willing to learn new technology and journalism skills, willing to attend school events and interview many types of people, and have at least a B average in English classes. This course must be taken for the entire year.

WOMEN'S LITERATURE #1036

1 semester, 1 credit

Texts: Women's World: *The McGraw-Hill Anthology of Women's Writings*, *Great Short Stories by American Women*, *Becoming*, *Educated*, *Herland*, *Daisy Jones and the Six*, *Little Women*, excerpts from *The Moment of Lift*

Grade Level: 10-12

- Fulfills an English requirement for all diplomas.
- Offered every other year when the fall semester begins in an odd numbered year.

This course includes the study of literature of/and female authors. The feminist lens is applied throughout the semester. Students read a variety of selections and study the issues as related to the texts. Students learn of historical and global perspectives, as well as modern issues and current events. Students are expected to complete a range of required assessments.

Junior High Language Arts Course Descriptions

LANGUAGE ARTS 7 #04207

2 semesters

Grade Level: 7

Texts: *Bomb* by Steve Sheinkin, *Chinese Cinderella* by Adeline Yen Mah, *Before the Ever After* by Jacqueline Woodson. Prentice Hall Writing and Grammar: Grammar Exercise Workbook. Princeton Hall Literature Reading and Literacy

This course provides the opportunity to read a variety of literature and to respond to that reading in a number of ways. Reading, writing, speaking, and listening constitute the language experience. Students are encouraged to read widely and are provided with activities to encourage them to think more deeply about what they read. Students also develop formal speaking skills through a research presentation.

The writing program includes narratives, creative response, and expository essays. Fluency, incorporation of textual evidence, and the ability to elaborate upon an idea are also emphasized. The study of grammar, usage, and mechanics is integrated with the writing process.

LANGUAGE ARTS 8 #04208

2 semesters

Grade Level: 8

Texts: *The Book Thief*, *Fahrenheit 451*, *The Miracle Worker*, *King Arthur and His Knights of the Round Table*, Prentice Hall Literature: Reading and Literacy, Prentice Hall Writing and Grammar

This course includes the study of literature, writing, grammar, and usage. Students read a variety of selections and study the basic elements of literature. Students learn to regard writing as a process and to reshape their thoughts, using a variety of literary forms. Grammar and usage are studied primarily in conjunction with writing.

LANGUAGE ARTS 8 (co-taught) #04208

2 semesters

Grade Level: 8

Texts: *The Boy in the Striped Pajamas*, *Skeleton Creek*, *Trevor Noah: Born a Crime (Adapted for Young Readers)*, *March Forward Girl*, Prentice Hall Literature: Reading and Literacy

This course includes the study of literature, writing, grammar, and usage. Students read a variety of selections and study the basic elements of literature. Although the novel titles are different, students read the same short stories and cover the same overall topics as the Language Arts 8 class. Co-teachers in this class provide scaffolding to support students both academically and organizationally.

ENGLISH AS A NEW LANGUAGE #1012 (ENL)

Text: English 3D, Novels on a rotation (*Holes*, *The Giver*, *Picture Me Gone*, *Maniac Magee*, *Chasing Vermeer*, *Hatchet*, *Shadow and Bone*, *Within Reach: My Everest Story*, *Taking Sides*, *The Time Machine*, *Tuck Everlasting*, *The Upstairs Room*, *The Serpent's Shadow*, *Frankenstein*), and selections from *American Classics* and *Retold Sherlock Holmes*.

Grade Level: 7-12

- Prerequisite: Students must be nonnative English speakers and show the need for assistance in the English language through placement testing (WIDA Screener or WIDA ACCESS scores).

The focus of this course is to help Multilingual Learners (MLs) increase their knowledge and usage of English in the academic setting. The four major skills (reading, writing, listening, speaking) are practiced in a variety of manners through a variety of activities. Additionally, there is a focus on Grammar and usage to help assist students in their writing and speaking. Apart from the acquisition of language and academic skills, students will also study cultural topics of the United States and of their native countries. English is the language of instruction and of class work.

The number of semesters a Multilingual Learner should enroll in ENL will vary based on factors such as the individual's English proficiency skills or progress in other classes. It is recommended that a student remain in the ENL program until the student obtains a score of "5" or higher on the WIDA Assessment Test.

CREATIVE WRITING #0420CW

1 semester

Grade Level: 8

- Elective

As a supplement to the regular English curriculum, this course is designed for those students willing to work at developing individual and group creativity. Emphasis will be placed on fiction writing. Students will be expected to participate actively in frequent class discussions which will be used to shape the direction of individual and group projects throughout the semester. Because this is primarily a writing class, students enrolling in this course should be prepared to work consistently on their writing skills both in and out of class. Students will also create two film projects, write and perform a play, and research and deliver a speech.

FAMILY AND CONSUMER SCIENCE

NOT ALL CLASSES ARE OFFERED EACH YEAR

ADULT ROLES & RESPONSIBILITIES (L) #5330

1 semester, 1 credit

Text:

Publisher:

Grade Level: 11, 12 or permission of the Instructor

- Counts as a Directed Elective or Elective for all diplomas.
- Will be offered as demand dictates.

This activity course is designed for Juniors and Seniors and focuses on the students' adaptation of becoming independent of their parents and family and to establish their own lifestyles—whether in college or in careers. The class does not require previous Family and Consumer Science courses. Topics and activities are varied and will include career planning, the study of career opportunities, and job shadowing in local business and industry. Students will learn how to plan, purchase, and prepare foods for one's self. Students will learn what to look for in buying a car. Students will learn to investigate finances through the study of budgeting, credit, insurance, contracts, and investments. A lab fee is required to cover foods expenses etc. Evaluation will be based on daily class work, projects, labs, tests, and quizzes.

ADVANCED CHILD DEVELOPMENT #5360

2 semesters, 2 credits

Grade Level: 10-12

- Counts as a Directed Elective or Elective for all diplomas.

Advanced Child Development is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from prenatal development and birth through age 8 (grade 3). Advanced Child Development includes the study of professional and ethical issues in child development; prenatal development and birth; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A special focus will be placed on the topic of childhood literacy and careers with children. A project-based approach that utilizes high order thinking, communication, leadership, management, and fundamentals to college and career success is recommended in order to integrate these topics into the study of child development. Direct concrete mathematics and language arts proficiencies will be applied. Grades will be based on assignments, quizzes, projects, and participation. A final exam project will be submitted.

CONSUMER ECONOMICS #5334

1 semester, 1 credit

Grade Level: 9-12

- Fulfills a Social Studies requirement for the General Diploma only and counts as a Directed Elective or Elective for all diplomas.
- Will be offered as demand dictates.

Consumer Economics is a project-based course that focuses on personal finance and consumer behavior. Students will apply economic principles to their individual family and community lives. Field trips,

community resources, computer programs, and activity-based classroom experiences will be an integral part of this course. Students will study and experience how to purchase automobiles, clothing, food, housing, and insurance as well as learn hands on how to budget money, manage credit and use banking services and prepare taxes.

The course focuses on the interrelationships of economic principles, and the family roles of consumer, producer, savor, investor and citizen. Economic principles to be related to the unit include scarcity, supply and demand, role of the government, money and the role of financial institutions, economic stabilization, etc. Evaluation is based on class projects, class participation, and quizzes.

PRINCIPLES OF CULINARY AND HOSPITALITY #7173 (CULINARY 1)

2 semesters, 1 credit per semester

Grade Level: 9-12

Dual Credit Course

- Prerequisite: NONE
- Counts as a Directed Elective or Elective for all diplomas.

Principles of Culinary and Hospitality prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course is a combination of classroom instruction paired with intensive laboratory experiences which will allow students to explore techniques used within the foodservice industry. Instruction topics include an introduction to the hospitality industry, basic culinary skills, cooking methods, preparation and plating techniques, safety, sanitation, and personal hygiene, and foodservice regulations and procedures. The course is a combination of classroom instruction and laboratory experiences. A lab fee is required. Evaluations will be based on assignments, projects, quizzes, labs, and the ability to use skills previously learned in combination with new techniques.

As all Culinary courses are cumulative in content and proficiency, students must earn a grade of C- or better each semester in order to be eligible for enrollment in the subsequent semester of that course.

CULINARY ARTS #7169 (CULINARY 2: CULINARY, BAKING, AND PASTRY)

2 semesters, 1 credit per semester

Grade Level: 10-12

- Prerequisite: Principles of Culinary and Hospitality
- Counts as a Directed Elective or Elective for all diplomas.

Culinary, Baking, and Pastry Arts teaches students how to prepare the four major stocks, the five mother sauces, and various soups. Additional emphasis is placed on the further development of classical cooking methods. This course will also present the fundamentals of baking science, weights and measures, and use of equipment. Students will produce yeast goods, pies, cakes, cookies, quick breads, and assorted desserts. This course is a combination of classroom instruction and laboratory experiences. A lab fee is required. Evaluations will be based on assignments, projects, quizzes, labs, and the ability to use skills previously learned in combination with new techniques.

As all Culinary courses are cumulative in content and proficiency, students must earn a grade of C- or better each semester in order to be eligible for enrollment in the subsequent semester of that course.

NUTRITION #7171 (CULINARY 3: SPORTS NUTRITION AND PROTEIN)

2 semesters, 1 credit per semester

Grade Level: 10-12

- Prerequisite: Principles of Culinary and Hospitality
- Counts as a Directed Elective or Elective for all diplomas.

Sports Nutrition and Protein explores nutritional needs, especially those of student athletes. It teaches the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will apply class principles to menu planning and food preparation as well as engage in lab experiences to prepare nutrient dense meals.

As all Culinary courses are cumulative in content and proficiency, students must earn a grade of C- or better each semester in order to be eligible for enrollment in the subsequent semester of that course.

HUMAN DEVELOPMENT & WELLNESS #5366

1 semester, 1 credit

Text: **Shaping Your Future**

Publisher: Glencoe- McGraw Hill

Grade Level: 10-12

- Counts as a Directed Elective or Elective for all diplomas.
- Will be offered as demand dictates.

Human Development and Family Wellness is a project-based course that addresses individuals and families throughout the life cycle.

Contemporary topics of the class include: current human and development and wellness practices; roles, responsibilities, and functions of families throughout the life cycle; prevention and management of disease, and adult care giving; contemporary family issues including ethics, human worth and dignity; managing change, family crisis–abuse, violence, substance abuse, and physical, mental, and social issues. Grades are based on classroom participation, class service project, quizzes, and classroom projects.

INTERPERSONAL RELATIONSHIPS #5364

1 semester, 1 credit

Text: **Contemporary Living**

Publisher: Good Heart-Wilcox Co. Inc.

Grade Level: 9-12

- Counts as a Directed Elective or Elective for all diplomas.
- Will be offered as demand dictates.

Interpersonal Relationships is open to all students who wish to gain a better understanding of self and their relationship with others. The objectives of this course include: enhancing one's self concept; increasing understanding of self and others; developing communication skills to use with parents, peers, siblings and others; learning about values in society and decision making skills; understanding dating purposes, patterns and problems; comprehending wise mate choice and the purpose of engagement; discussing marriage and parenting readiness and responsibilities; understanding the wedding ceremony and marriage adjustment; and developing skills for handling children & dealing with family crisis. Evaluation is based on quizzes and tests, daily class work, and participation in classroom discussions and projects.

INTRODUCTION TO FASHION & TEXTILES (L) #5380F (FASHION 1)

1 semester, 1 credit

Text: *Clothing; Fashion, Fabrics & Construction*

2nd Text: *Successful Sewing*

Grade Level: 9-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills a Fine Arts requirement for the Academic Honors diploma.

Introduction to Fashion and Textiles is mainly a projects-based course. Industry careers are emphasized as students learn about the workings and driving factors of the fashion industry, the history of fashion, the history of fashion, the designers who have propelled fashion, fashion features of garments, the textiles industry including conducting fiber tests, the elements and principles of design, how to create professional fashion sketches, both hand and machine sewing experience concluding in the construction of a fashion item.

Students will provide materials for all construction projects. A lab fee is required for all other consumable materials. Evaluations will be based on assignments, projects, quizzes, lab work, and the ability to use skills previously learned in combination with new techniques.

As Fashion & Textiles courses are cumulative in content and proficiency, students must earn a grade of C- or better each semester in order to be eligible for enrollment in the subsequent semester of that course.

FASHION & TEXTILES CAREERS #5380S (FASHION 2)

1 semester, 1 credit

Text: *Clothing; Fashion, Fabrics & Construction*

2nd Text: *Successful Sewing*

Grade Level: 9-12

Prerequisite: Fashion 1: Introduction to Fashion & Textiles

- Counts as a Directed Elective or Elective for all diplomas

Fashion and Textiles Careers prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. Major topics include: review of the dimensions of clothing, investigation of design elements and principles, evaluating manufacturing process, reviewing the processes from fiber production to items of clothing being worn, overall review of the textile and apparel industry, investigation of fashion designers, customer relations and best practices, fashion merchandising, forecasting trends, impact of social media on the fashion industry, fashion construction, and career exploration and experience. A project based approach with commercial/industry applications is a key component of this course of study.

As Fashion & Textiles courses are cumulative in content and proficiency, students must earn a grade of C- or better each semester in order to be eligible for enrollment in the subsequent semester of that course.

INTRODUCTION TO HOUSING & INTERIOR DESIGN (L) #5350

1 semester, 1 credit

Text: **Housing & Interior Design**

Publisher: Goodheart-Willcox

Grade Level: 9-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills a Fine Arts requirement for the Academic Honors diploma.

Introduction to Housing and Interior Design is an introductory course essential for those students interested in academic enrichment or a career within the housing, interior design, or furnishings industry. This course addresses the selection and planning of designed spaces to meet the needs, wants, values, and lifestyles of individuals, families, clients, and communities. Housing decisions, resources, and options will be explored, including factors affecting housing choices and the types of housing available. Basic historical architectural styling and furniture styles will be explored, as well as the application of the elements & principles of design. Design & space planning involve evaluating floor plans and reading construction documents while learning to create safe, functional and aesthetically pleasing spaces. Presentation techniques and 2-D drawing skills will be practiced to thoroughly communicate design ideas. Visual arts concepts including aesthetics, criticism, history, and production are addressed. Direct, concrete mathematics and language arts proficiencies will be applied. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success will be used to integrate the course topics into the study of interior spaces. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries. Grades will be based on assignments, quizzes, projects and class participation, and the standard West Lafayette grading scale will be used.

PREPARING FOR COLLEGE & CAREERS #5394

1 semester, 1 credit

Grade Level: 9-12 (Suggested for grade 9)

Prerequisite: None

- Counts as a Directed Elective or Elective for all diplomas.

Preparing for College and Careers is an excellent choice for all students who want to address the essential knowledge, skills, and behavior needed to live successfully in today's world. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is used in order to integrate suggested topics into the study of individual and family issues. Major units include the exploration of personal traits, career clusters, specific career research, education and training opportunities during and after high school, employability skills, job applications, interviews, and the basics of personal finance. A portfolio will be submitted in place of a final exam.

Junior High Family & Consumer Sciences Course Descriptions

FAMILY AND CONSUMER SCIENCE 7 (Practical Arts Rotation) #0493

12 weeks

Grade Level: 7

Text: Applying Life Skills

Publisher: Glencoe – McGraw Hill

Family Consumer Science 7 is designed to expose students to a variety of areas in the FACS field and to give students the opportunity to develop and/or improve their skills in these areas. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success will be used in order to integrate these topics into settings within and outside the classroom. Major units and topics include human development and culinary skills.

FAMILY AND CONSUMER SCIENCE 8 #04928

1 semester

Grade: 8

Text: Applying Life Skills

Publisher: Glencoe – McGraw Hill

- Elective

Family Consumer Sciences at the eighth-grade level prepares students to continue their journey toward becoming independent and productive young adults by building on what was learned in FACS 7. The curriculum includes a variety of units of study that are essential for ALL students. Units include human development, wellness, culinary skills, textiles & interiors, and employment. A project-based approach that utilizes high order thinking, communication, leadership, management processes, and fundamentals to college and career success will be used in order to integrate these topics into settings within and outside the classroom. Students are highly encouraged to take FACS 8 if they are interested in culinary classes in high school.

GREATER LAFAYETTE CAREER ACADEMY (GLCA)

Through GLCA programs, you'll receive hands-on, real-world experience that focuses on your talents and interests. If you are a high school student, follow these steps to get started with college, career, or workforce readiness programs.

Whether you know exactly what you want to do or have no idea, with the assistance of your school counselor, they'll help you learn more about your interests and walk you through the next steps.

Programs include:

- [Automotive Services \(NLPS\)](#)
- [Automotive Service Capstone \(Motorsports\) \(NLPS\)](#)
- [Aviation Management & Flight \(NLPS\)](#)
- [Aviation Maintenance Technology I \(AV MAINT\) \(NLPS Not Available\)](#)
- [Construction Trades – Carpentry \(NLPS\)](#)
- [Construction Trades Capstone \(NLPS\)](#)
- [Cosmetology](#)
- [Criminal Justice \(NLPS\)](#)
- [Criminal Justice Capstone \(NLPS\)](#)
- [Culinary Arts & Hospitality \(NLPS\)](#)
- [Culinary Arts & Hospitality Capstone \(NLPS\)](#)
- [Education Professions \(NLPS\)](#)
- [Education Professions Capstone \(NLPS\)](#)
- [Emergency Medical Technician \(NLPS\)](#)
- [Engineering Design and Development \(Motorsports\) \(NLPS\)](#)
- [Engineering Design and Development & Civil Engineering and Architecture \(CEA/EDD – PLTW\)](#)
- [Entrepreneurship](#)
- [Exercise Science](#)
- [Fire & Rescue \(NLPS\)](#)
- [Medical Assistant \(NLPS\)](#)
- [Networking & Cybersecurity \(NLPS\)](#)
- [Precision Agriculture \(NLPS\)](#)
- [Pre-Nursing \(I\) \(NLPS\)](#)

- [Radio & Television I](#)
- [Radio & Television II](#)
- [T.E.A.L. Manufacturing \(NLPS\)](#)
- [T.E.A.L. Manufacturing Capstone \(NLPS\)](#)
- [Welding Technology \(NLPS\)](#)
- [Welding Technology Capstone \(NLPS\)](#)
- [Work Based Learning Capstone](#)

GENERAL INFORMATION

Schedule

Most classes meet 2 hours, 25 minutes a day. Students attend one of the two sessions. The remainder of the school day is scheduled at the home school. Students enroll in career programs for the entire school year.

Location

The GLCA campus is located at 2201 S. 18th St, Lafayette, 47909. Most career programs are held on the GLCA campus. Other locations are noted in the Program Description Guide. Students in several career programs will complete work experiences during the year at other locations in the area. These sites and transportation options are coordinated by GLCA staff.

Transportation

Students must obtain permission to drive to GLCA. Students must have a completed GLCA CTE Transportation Form on file and a GLCA parking sticker on their home school parking tag to drive and park at GLCA. To obtain permission, students must plan ahead and obtain signatures from the home school, parents, and GLCA on the transportation form. Driving without permission will result in disciplinary action.

Pre-Enrollment for a First Year Program

Three local school corporations work together to offer the programs that make up GLCA. Students from each high school have an equal opportunity to complete the pre-enrollment form and participate in career programs. Students obtain a pre-enrollment form from the CTE coordinator in their school. Students will complete the form, and return it to the Student Services Office by the school's deadline. It should be understood that submitting the form is a request for consideration to participate in a career program and not a guarantee of enrollment. A student's school records will be used by the home school committee to determine career program eligibility. Student records will be reviewed based on: Progress toward graduation, Attendance and Discipline.

GLCA may need to make selection decisions due to more students enrolling in a career program than can be accommodated. In such cases, the above criteria will be used to review each application. GLCA staff will also consult with staff from the sending high schools. Students who are not enrolled may be placed on an alternate list. As spots become available, students may be enrolled from the alternate list. Students may be denied enrollment by the home high school or GLCA due to poor attendance, excessive disciplinary incidents, or lack of satisfactory progress toward graduation.

Commitment

Acceptance into a career program is a full-year, two-semester commitment. Students who begin a career program are expected to successfully complete the school year.

Dual College Credits

Most GLCA career programs offer dual college credit opportunities. GLCA has dual credit agreements with Ivy Tech Community College and Vincennes University. Earning dual college credits in high school:

- Enriches the high school curriculum.

- Introduces high school students to the rigors of college credit courses.
- Helps students in the transition from high school to college.
- Helps ensure the students will graduate from college on time.
- Helps to satisfy the requirements for Indiana Graduation Pathways, Core 40 with Academic Honors and/or Technical Honors diplomas.
- Helps parents and students assess the student's readiness for college.
- **Significantly reduces the cost of a college education. Most dual credits are offered to the student at no cost or at a significantly reduced cost.**

The number of dual credits available and the awarding institution varies by career program. Enrollment is required for all dual credits, and placement testing and/or pre-requisite courses may also be required. Placement testing is completed at GLCA or at the home high schools. Test scores determine dual credit eligibility for those career programs that require placement testing. To receive dual credits, students must meet the prerequisite requirements, enroll, and successfully complete the work required. Students may be dropped from dual credit eligibility due to insufficient progress in a course. Career program teachers provide guidance on dual credit procedures, and all paperwork is completed through GLCA. In some cases, a fee may apply. The ability to transfer dual credits to other colleges is dependent upon the receiving institution. Visit [_ransferrin.net](http://ransferrin.net) to learn more about transferring credits between colleges. Dual credits offered in each career program are subject to change. For the most current information available, contact GLCA or visit <https://www.glcareeracademy.com/>.

Industry Certification

All career programs offer opportunities for students to earn industry certification. The certification process documents skills obtained by students within a career area. The skills and certification are recognized by employers and provide students with an advantage when going into the workforce and/or to postsecondary education. The industry certifications available vary by career program. Testing is required for all industry certifications, and students must successfully complete all requirements to receive certification. In some cases, a fee may apply. Industry certifications offered in each career program are subject to change. For the most current information available, visit <https://www.glcareeracademy.com/>.

Academic Honors Diplomas & Technical Honors Diplomas

Students who participate in the career programs may be eligible to earn both Academic Honors Diplomas (AHD) and Technical Honors Diplomas (THD), depending on the courses they have successfully completed throughout high school and meeting all other diploma requirements.

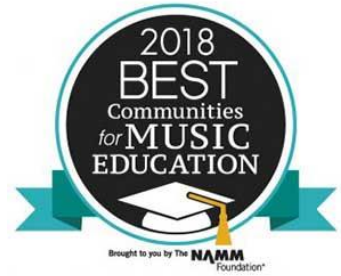
For more information on using credits and credentials earned in career programs to meet requirements for Academic and Technical Honors Diplomas, see your guidance counselor or contact GLCA.

FINE ARTS

MUSIC

(L) Indicates laboratory class

NOT ALL COURSES ARE OFFERED EACH YEAR



INTERMEDIATE CONCERT BAND (L) #4168 (SYMPHONIC BAND)

2 semesters, 1 credit each semester – may be repeated for credit

Grade Level: 9-12

Prerequisite: Successful completion of 8th Grade Instrumental Music (Band)

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma.

The Symphonic Band is the non-auditioned wind band at West Lafayette High School. The membership is comprised of students who have successfully completed 8th Grade Band. This ensemble typically performs music of the Grade 3½-4½ level (medium to medium-advanced high school level).

The Symphonic Band studies, rehearses and performs in public and school programs, a wide variety of music from transcription of the classical period to music of the modern idiom written expressly for concert band. The aim of this class is to develop a high level of musical proficiency, while encouraging the performance and appreciation of music to be life-long commitments. Students receive training in playing cooperatively with good intonation, tonal balance, dynamic contrast, and musical expression. Other opportunities available to band members by audition are: Stage Band, Pep Band, Pit Orchestra, and Marching Band.

The Symphonic Band performs in the ISSMA District Organization Contest. Band members are strongly encouraged to participate in the Indiana State Solo and Ensemble Contest, to audition for the Indiana All-State Band, and to study privately on their band instrument. Band members are expected to participate in all events announced by instructor, i.e. football games, basketball games, parades.

Grades are based on performance, attitude, attendance, public performance, and playing tests. The bands are year-round organizations. The work overlaps the semesters. Enrollment is expected on a continuing basis from one semester to the next and one year to the next.

This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Students study a varied repertoire of 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.

ADVANCED CONCERT BAND #4170 (WIND ENSEMBLE)

2 semesters, 1 credit each semester – may be repeated for credit

Grade Level: 9-12

Prerequisite: Successful Audition with Director of Bands

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma.

The Wind Ensemble is the select wind band at West Lafayette High School. The membership is chosen through a playing audition, which includes prepared music and sight-reading. This ensemble typically performs music of the Grade 5-6 level (advanced high school through university).

The Wind Ensemble studies, rehearses and performs in public and school programs, a wide variety of music from transcription of the classical period to music of the modern idiom written expressly for concert band. The aim of this class is to develop the highest level of musical proficiency, while encouraging the performance and appreciation of music to be life-long commitments. Students receive training in playing cooperatively with good intonation, tonal balance, dynamic contrast, and musical expression. Other opportunities available to band members by audition are: Stage Band, Pep Band, Pit Orchestra, Symphony Orchestra, and Marching Band.

The Wind Ensemble annually performs in the ISSMA Group I State Qualification Contest. Band members are strongly encouraged to participate in the Indiana State Solo and Ensemble Contest, to audition for the Indiana All-State Band, and to study privately on their band instrument. Band members are expected to participate in all events announced by instructor, i.e. football games, basketball games, parades.

Grades are based on performance, attitude, attendance, public performance, and playing tests. The bands are year-round organizations. The work overlaps the semesters. Enrollment is expected on a continuing basis from one semester to the next and one year to the next.

This course provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. 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.

INSTRUMENTAL ENSEMBLE (L) #4162 (PERCUSSION ENSEMBLE)

1 or 2 semesters, 1 credit each semester – may be repeated for credit

Prerequisites: Middle Level Instrumental Music with Percussion as the primary instrument or approval of Director of Bands.

Grade Level: 9-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma.

The Percussion Ensemble serves as the percussion component of the high school band program. This class is multi-level, so less experienced students will have the opportunity to learn alongside performers with eight years of proficiency. Students will perform as soloists, ensemble performers, and band members during their enrollment in the Percussion Ensemble.

The Percussion Ensemble studies, rehearses and performs in public and school programs, a wide variety of music from transcriptions of the classical period to music of the modern idiom written expressly for percussion ensemble. The aim of this class is to develop a high level of musical proficiency, while encouraging the performance and appreciation of music to be life-long commitments. Students receive training in playing cooperatively with good intonation, tonal balance, dynamic contrast, and musical expression. Other opportunities available to ensemble members by audition are: Stage Band, Pep Band, Pit Orchestra, and Marching Band.

The Percussion Ensemble performs with the two concert bands in the ISSMA Organization Contests, as well as the fall, winter, and spring concerts. Ensemble members are strongly encouraged to participate in the Indiana State Solo and Ensemble Contest, to audition for the Indiana All-State Band, and to study privately. Ensemble members are expected to participate in all events announced by instructor, i.e. football games, basketball games, parades, competitions.

Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skills in the psychomotor, cognitive and affective domains. Students develop and refined elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. 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.

Grades are based on performance, attitude, attendance, public performance, and playing tests. The Percussion Ensemble is a year-round organization. The work overlaps the semesters. Enrollment is expected on a continuing basis from one semester to the next and one year to the next.

INTERMEDIATE CHORUS (L) #4186 (CONCERT CHOIR)

2 semesters, 1 credit each semester – may be repeated for credit

Grade Level: 9-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma.

Chorus provides the opportunity for high school students to learn and understand music literature (choral) and correct singing fundamentals through active participation in a trained singing group. Students have the opportunity for solo and small ensemble singing.

The choral music ranges from the medieval period through contemporary folk, popular, spiritual, and sacred repertoire. Students are expected to participate in all of approximately eight outside-of-class performances each year. Grading is based on classroom participation, performance, mastery of materials, general skill improvement.

Students taking Intermediate 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.

CHORAL CHAMBER ENSEMBLE – ADVANCED (L) #4180 (VWA BEL)

2 semesters, 1 credit each semester

Grade Level: 9-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma.

Choral Ensemble provides students with an opportunity to develop musical confidence in a choral group. Enrollment in Choral Ensemble is subject to instructor approval/audition, preferably prior to March 1. Choral Ensemble provides the opportunity for students to learn and understand choral music literature and correct singing fundamentals through active participation in a trained singing group. Students have the opportunity for solo and small ensemble singing. Enrollment is subject to instructor approval.

The choral music ranges from the medieval period through contemporary folk, popular, spiritual, and sacred repertoire. Students are expected to participate in all of approximately eight outside-of-class performances each year. Grading is based on classroom participation, performance, and general skill improvement. Students are expected to participate in all public group appearances.

Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

ADVANCED CHORUS (L) #4188 (CHORALE)

2 semesters, 1 credit each semester – May be repeated for credit

Grade Level: 9-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma.

Chorale is designed to challenge experienced student singers. Enrollment in Chorale is subject to instructor approval/audition, preferably prior to March 1. Students prepare and perform a wide variety of choral literature; which ranges from the medieval period through contemporary folk, musical theater, spirituals and sacred repertoire, all at the Group I level. Opportunities also exist for small group and individual instruction designed to develop ensemble and solo performance skills.

Students are expected to participate in all of approximately eight outside-of-class performances each year, including Solo and Ensemble and State ISSMA Qualifiers.

Grading is based on classroom/performance, participation, mastery of materials, and general skill improvement.

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.

ADVANCED ORCHESTRA (L) #4174

2 semesters, 1 credit each semester – May be repeated for credit

Grade Level: 9-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for Fine Arts credits for Core 40 with Academic Honors diploma.

Advanced Orchestra is a non-auditioned string orchestra class, with sections divided by grade level. Students must have completed junior high orchestra or the equivalent in private lessons. The orchestra is a year-round organization with work overlapping the semesters. Enrollment is expected on a continuing basis from one semester to the next and one year to the next.

The Orchestra perform in the ISSMA District Organization Contest each spring, in addition to concerts held at the school. All members are expected to participate in Solo and Ensemble contest, with class time dedicated to preparing these ensembles. Grading is based on daily participation, performances and occasional playing test. Students must be enrolled in a West Lafayette High School orchestra class in order to participate in Wabash Valley Youth Symphony, All-State Orchestra and other high-level musical opportunities.

Students in this ensemble are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of orchestral literature, and integration of other applicable disciplines. Experiences include improvising, conduction, playing by ear, and sight-reading. 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.

ELECTRONIC MUSIC (L) #4202

1 semester, 1 credit

No Prerequisite

Grade Level: 9-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.

Students taking this course are provided with a wide variety of activities and experiences to develop skills in using electronic media and current technology to perform, create, and respond to music. 45% of the course involves projects using a computer-based music notation software, where it is helpful, but not necessary, to have previous experience in reading music. Other components of the course include listening and studying the history and development of electronic music (10%) and creative projects using GarageBand software.

MUSIC HISTORY & APPRECIATION #4206

1 semester, 1 credit

Grade Level: 9-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.

Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

Class participation, quizzes, tests, projects and attendance/review of an outside approved concert will comprise the basis for student evaluation.

MUSIC THEORY & COMPOSITION (L) #4208

1 semester, 1 credit

Prerequisites: 2 years credit in Jr/Sr high music ensemble, or permission of instructor

Grade Level: 9-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.

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

Alfred's Essentials of Music Theory is used as the text for the class and supplemented with composition assignments using Finale software. Grading is based on classroom participation, tests, attitude, and general improvement and effort.

Junior High Fine Arts / Music Course Descriptions

BEGINNING LEVEL INSTRUMENTAL MUSIC: BAND #0442

2 semesters

Grade Level: 7

This class is designed for students who have never played a band instrument before. The first 9 weeks of school the students will try out flute, clarinet, trumpet and trombone, then they will have to choose one of these instruments to remain on for the remainder of the school year. The goal of this class is to get beginning level 7th grade band students progressed to a level that they are able to join the normal 8th grade band class after having successfully completed this course. Students who enroll in this course will be required to purchase or rent an instrument at the end of the first grading period. Parents will be asked to sign a contract agreeing to this course requirement at the beginning of the school year.

Band, which meets daily, emphasizes the development of technique and musicianship through the exploration of various types of music literature.

Students are expected to practice at home and to bring their instruments to class daily. Attendance at concerts is required.

The Band performs several concerts yearly. The band also competes in the ISSMA (Indiana State Music Association) Organization Contest in the spring or participate in a school concert/clinic with a highly qualified music professional. Individual students are required to participate in the ISSMA sponsored Solo and Ensemble Contest.

Instrumental Music, Middle Level is based on the Indiana Academic Standards for Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by beginning or continuing to play an instrument. The instrumental classes provide instruction in any of the following areas: strings, woodwinds, brass, percussion, guitar, and keyboard instruments, including electronic instruments. Ensemble and solo activities are designed for students to develop basic elements of musicianship including tone production, technical skills, and intonation. Activities include improvising; composing; reading, notating, and sight-reading music; listening; analyzing; evaluating; and experiencing historically significant styles of literature. Students are given opportunities to participate in performances outside of the school day that support and extend the learning in the classroom. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development. (Indiana DOE Course Descriptions, 2018)

MIDDLE LEVEL INSTRUMENTAL MUSIC: BAND #0442B

2 semesters

Grade Level: 7 and/or 8

This class is designed for students who have a minimum of one year's playing experience on a band instrument.

Band, which meets daily, emphasizes the development of technique and musicianship through the exploration of various types of music literature.

Students are expected to practice at home and to bring their instruments to class daily. Attendance at concerts is required.

The Band performs several concerts yearly both at school and out in the community. The Band also competes in the ISSMA (Indiana State Music Association) Organization Contest in the Spring or participates in a school concert/clinic with a highly qualified music professional. Individual students are encouraged to participate in the ISSMA sponsored Solo and Ensemble Contest.

Instrumental Music, Middle Level is based on the Indiana Academic Standards for Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by beginning or continuing to play an instrument. The instrumental classes provide instruction in any of the following areas: strings, woodwinds, brass, percussion, guitar, and keyboard instruments, including electronic instruments. Ensemble and solo activities are designed for students to develop basic elements of musicianship including tone production, technical skills, and intonation. Activities include improvising; composing; reading, notating, and sight-reading music; listening; analyzing; evaluating; and experiencing historically significant styles of literature. Students are given opportunities to participate in performances outside of the school day that support and extend the learning in the classroom. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development. (Indiana DOE Course Descriptions, 2018)

MIDDLE LEVEL INSTRUMENTAL MUSIC: ORCHESTRA #044207 (7), #044208 (8)

2 semesters

Grade Level: 7 and/or 8

The String program is designed for students who have a minimum of one year's playing experience on one of the following String instruments: violin, viola, cello or bass. Students learn new techniques and skills and refine skills which have already been taught. Music literacy is expanded, orchestral skills are broadened and musical sensitivity refined. There are a variety of performance opportunities throughout the year including the ISSMA (Indiana State School Music Association) organizational contest in the spring or a school concert/clinic with a highly qualified music professional. Individual students are also required to participate in the ISSMA sponsored Solo and Ensemble Contest. Individual instruments are provided by each student with the exception of the larger instruments, (i.e. cello and bass) which are supplied by the school for use in the classroom only. Music is provided by the school, but students are responsible for care and proper handling. Attendance at concerts is required.

Instrumental Music, Middle Level is based on the Indiana Academic Standards for Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by beginning or continuing to play an instrument. The instrumental classes provide instruction in any of the following areas: strings, woodwinds, brass, percussion, guitar, and keyboard instruments, including electronic instruments. Ensemble and solo activities are designed for students to develop basic elements of musicianship including tone production, technical skills, and intonation. Activities include improvising; composing; reading, notating, and sight-reading music; listening; analyzing; evaluating; and experiencing historically significant styles of literature. Students are given opportunities to participate in performances outside of the school day that support and extend the learning in the classroom. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development. (Indiana DOE Course Descriptions, 2018)

MIDDLE LEVEL VOCAL MUSIC #04447 (7), #04448 (8)

2 semesters

Grade Level: 7 and/or 8

The Junior High Choir experience is designed to foster an appreciation of choral music performing. A wide variety of music of varying styles and degrees of difficulty is explored in an effort to foster students' musical enjoyment and challenge their musical abilities. Specific skills addressed include stage presence, vocal production, independence of parts, musicianship and choral ensemble. Concepts in music theory, history and appreciation are introduced and reinforced as they relate to the musical literature studied and performed.

Major choir performances occur approximately every six to nine weeks and naturally, attendance is required. Opportunities exist for solo and small ensemble study and performance in concerts and contests. Musical theater opportunities may be included from time to time as may performance competition trips.

Grades are based on mastery of skills and performance within the group as well as participate during class and in performances.

Depending on enrollment, one or several sections of choir may be available. If more than one section is available, students will be assigned to a choir with regard to creating balanced groups and maximizing the individual's potential for a successful and positive musical experience. Enrollment is subject to instructor approval.

Vocal Music, Middle Level is based on the Indiana Academic Standards for Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by participating in choral ensemble classes. Ensemble classes provide group and solo activities and are designed to develop students' musicianship including vocal production, technical skills, and intonation. Activities and experiences include improvising and composing music; listening to, analyzing, and evaluating music; and performing vocal literature of various styles, historical periods, and world cultures. Students also participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development. (Indiana DOE Course Descriptions, 2018)

EXPLORING MUSIC 7 #0440

1 semester

Grade Level: 7

Projected Cost to Student: \$20

Exploring Music 7 is a semester length class which builds on previous General Music knowledge from Grades K through 6. Activities include exploring music notation, composition, music history and genres, and basic keyboard skills. No performances are required in this class.

Exploring Music, Middle Level is based on the Indiana Academic Standards for Music. Students are provided with activities that build on Kindergarten through Grade 6 musical knowledge and skills. Instruction is designed to enable students to perform and create music, respond to music, and integrate music study into other subject areas. Activities and experiences in music are designed to develop students' appreciation of music as an art form, to build the foundation for music literacy, and to understand music

as it relates to history, culture, and the community. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development. (Indiana DOE Course Descriptions, 2018)

VISUAL ARTS

(L) Indicates laboratory classes

NOT ALL COURSES ARE OFFERED EACH YEAR

All Visual Arts courses are based on Indiana Academic standards for visual arts. Students will make cross-curricular connections, improve their presentational skills, and increase their awareness and support of arts in the community. The students will explore cultural and historical connections, make informed judgments about artwork. Students may also utilize resources of museums, galleries, studios, visiting artists, and identify art-related careers.

All projects in each art course will be viewed in an open critique. Students will be encouraged to develop formal criticism skills by close examination of both their own work and the work of others. Introduction to Two-Dimensional Art is required as a foundation course for all studio classes.

In order to proceed to the next level in any Visual Arts course, a student must have earned a C or better in the prerequisite course.

Art Materials:

Students will be responsible for purchasing most of the materials they will need during each semester course. Students will be provided with a list of materials needed.

INTRODUCTION TO TWO-DIMENSIONAL ART (L) #4000

1 semester, 1 credit

No Prerequisite

Grade Level: 9-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.

Introduction to Two-Dimensional Art is a beginning studio that serves as a prerequisite for all other art studio courses that are offered at West Lafayette Jr. / Sr. High School. Instruction in the basics of two-dimensional design, composition and color will be offered through projects which may include the following techniques: drawing, printmaking, design, and painting. This fast-paced course will prepare each student for further work in beginning level art studio courses.

Students will experience art history, studio art, art criticism, and aesthetics. Group critique is an integral part of 2-dimensional art. Students will analyze and modify their work as a result of this process. Students will begin to make informed judgments about works of art. They will make cross-curricular connections, improve their presentational skills, and increase their awareness and support of arts in the community.

CERAMICS 1 (L) #4040

1 semester, 1 credit

Prerequisite: Introduction to Two-Dimensional Art

Grade Level: 10-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.

This course is introductory to working with clay and understanding the ceramic process from start to finish. The course will cover basic throwing, using molds and hand-building techniques. Students will produce functional objects such as bowls, mugs, etc., as well as sculptural objects. Clay preparation, forming, glazing, decorating, and firing processes will be explored. Students will create a portfolio that demonstrates their creativity, personality, abilities, and commitment.

CERAMICS 2 (L) #40402

1 semester, 1 credit

Prerequisite: Ceramics 1

Grade Level: 10-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.

This class is designed to build on skills acquired from Ceramics 1. Students will further explore throwing, hand building, clay sculpture and various techniques. A variety of surface decorating processes will be explored. Students will create a portfolio that demonstrates their creativity, personality, abilities, and commitment.

CERAMICS 3 (L) #40403

1 semester, 1 credit

Prerequisite: At least two semesters of Ceramics

Grade Level: 10-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.

In Ceramics 3, emphasis will be on improving building techniques and developing craftsmanship. The students will explore personal direction in throwing, hand building and clay sculpture to create both functional and decorative forms. Students will create a portfolio that demonstrates their creativity, personality, abilities, and commitment.

DRAWING 1 (L) #4060

1 semester, 1 credit

Grade Level: 10-12

Prerequisite: Introduction to 2-D Art, and a submission of at least 3 drawings from 2D art or other introductory course that were determined to be of top quality by an art teacher. These drawings will show proficiency in drawing skills, as well as prove seriousness of improving overall drawing skills. These drawings will be reviewed by the art department to determine eligibility.

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.

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. This course is designed for those who are seriously interested in improving their drawing skills. Students are required to keep a sketchbook for work done outside of class. Group critique is an integral part of drawing. Students will analyze and modify their work as a result of this process. Students will create a

portfolio that demonstrates their creativity, personality, abilities, and commitment. A list of supplies needed for this course will be provided.

DRAWING 2 (L) #40602

1 semester, 1 credit

Grade Level: 10-12

Prerequisite: Drawing 1

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.

Drawing 2 is designed to build on skills that have been acquired from Drawing 1. This class will allow students to work with variety of media and produce work that expresses ideas and feelings and make personal statements. Group critique is an integral part of drawing. Students will analyze, modify their work as a result of this process. Students will create a portfolio that demonstrates their creativity, personality, abilities, and commitment.

DRAWING 3 (L) #40603

1 semester, 1 credit

Grade Level: 10-12

Prerequisite: At least 2 semesters of Drawing

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.

Drawing 3 will focus on each student's personal development. Emphasis will be on the style and perception as well as technique and skill. Students will begin to explore their own concepts and ideas and express them through drawing. Group critique is an integral part of drawing. Students will create a portfolio that demonstrates their creativity, personality, abilities, and commitment.

PAINTING 1 (L) #4064

1 semester, 1 credit

Prerequisite: Introduction to Two-Dimensional Art

Grade Level: 10-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.

This course emphasizes color, technical and compositional problems. Subject matter will begin with still life. Students will be introduced to watercolor, acrylic, and oil paints. The final project will result in a painting using the medium of their choice. Group critique is an integral part of painting; students will analyze, modify their work as a result of this process. Students will create a portfolio that demonstrates their creativity, personality, abilities, and commitment.

PAINTING 2 (L) #40642

1 semester, 1 credit

Prerequisite: Painting 1

Grade Level: 10-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.

This class is designed to build on skills acquired from Painting 1 and allow students to produce works of art that express ideas, feelings, and attitudes and make personal statements. More emphasis will be on style and perception. Students will become more involved in the aesthetic decision-making process. Group critique is an integral part of painting. Students will create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics. Students will create a portfolio that demonstrates their creativity, personality, abilities, and commitment. A list of supplies needed for this course will be provided. Students will create a portfolio that demonstrates their creativity, personality, abilities, and commitment.

PAINTING 3 (L) #40643

1 semester, 1 credit

Prerequisite: At least two semesters of Painting

Grade Level: 10-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.

This course is concerned with each student's personal development. The students will be exploring their own ideas and concepts as they relate to painting. Objectives will be established based on individual literacy, communication and dialogue. Students will create a portfolio that demonstrates their creativity, personality, abilities, and commitment. 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. A list of supplies needed for this course will be provided. Students will create a portfolio that demonstrates their creativity, personality, abilities, and commitment.

PHOTOGRAPHY 1 (L) #4062

1 semester, 1 credit

Prerequisite: Introduction to Two-Dimensional Art

Grade Level: 10-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.

The format may be film-based or digital, or a combination of both. The course covers basic concepts and practices of photography, including composition and exposure through aperture and shutter speed. The course will address aesthetic principles as they relate to composition, space, exposure, light and color.

PHOTOGRAPHY 2 (L) #40622

1 semester, 1 credit– Offered Fall Semester Only

Prerequisite: Intro to 2D Art, and Photography 1

Grade Level: 10-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.

Photography 2 both digital and analog formats. Students will experiment with modified exposure and development of film. In addition, students will explore fundamental techniques in Photoshop. The course is ideal for students eager to explore Photoshop, work with layer techniques, gain an understanding of how to do basic photo repairs and color enhancements. Group critiques are also included.

PHOTOGRAPHY 3 (L) #4062A

1 semester, 1 credit– Offered Fall Semester Only

Prerequisite: Intro to 2D Art, and Photography 1 & 2

Grade Level: 10-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.

During the semester, students will continue to experiment with a variety of digital tools and darkroom processes. Through both teacher-directed and self-directed projects, students will grow as individual artists developing their own style and direction. Students reflect upon and refine their work through self and peer critiques.

PRINTMAKING 1 (L) #4066

1 semester, 1 credit– Offered Spring Semester Only

Prerequisite: Intro to 2D Art

Grade Level: 10-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.

Printmaking 1 is primarily based on relief printmaking. Students will create abstract and realistic prints using a variety of materials such as linocut, woodcut, and other relief materials. Printmaking is creating original works of art that exist as multiples in a set called an edition. They will utilize processes to explore a variety of ideas and solve creative problems. Students will create a portfolio that demonstrates their creativity, personality, abilities, and commitment. A list of supplies needed for this course will be provided.

PRINTMAKING 2 – (L) #40662

1 semester, 1 credit– Offered Spring Semester Only

Prerequisite: 2D Art and Printmaking I

Grade Level: 10-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.

Printmaking 2 is designed to build on the skills acquired from Printmaking 1. Students will create abstract and realistic prints using a variety of printmaking techniques will be learned and utilized such as linocut, plexiglass, and silkscreen. Students create print editions that allow them to express ideas, feelings, and personal statements. Basic Elements of Art and Principles of Design will be stressed within printed compositions. Students will create a portfolio that demonstrates their creativity, personality, abilities, and commitment. A list of supplies needed for this course will be provided.

VISUAL COMMUNICATION 1 (L) #4086

1 semester, 1 credit

Prerequisite: 2D Art

Grade Level: 10-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

- Students enrolled in this course may have the opportunity to earn dual credit through Ivy Tech. Students who plan to earn dual credit must meet at least one of the following prerequisites by the testing deadline set by Ivy Tech (usually Nov 1 for fall semester and April 1 for spring semester):

WRITING: ACCUPLACER STANDARD 80 SENTENCE SKILLS, ACT 17 ENGLISH, SAT 2015 AND EARLIER 460 WRITING, SAT 2016 AND FORWARD 27 WRITING AND LANGUAGE TEST, PSAT 26 WRITING SKILLS, SENIORS ONLY: GPA 2.6, WORKING ON A CORE 40 DIPLOMA (OR HIGHER)

READING: ACCUPLACER STANDARD 76 READING, ACT 18 READING, SAT 2015 AND EARLIER 460 READING, SAT 2016 AND FORWARD 25 READING TEST, PSAT 25 CRITICAL READING, SENIORS ONLY: GPA 2.6, WORKING ON A CORE 40 DIPLOMA (OR HIGHER)

This course provides an opportunity to create digital art using the three most essential design applications within the creative industry: Adobe Illustrator, Photoshop and InDesign.

VISUAL COMMUNICATION 2 (L) #40862

1 semester, 1 credit

Prerequisite: 2D Art and Visual Communication 1

Grade: 10-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

This course is a successive semester of instruction at an advanced level using the Adobe Suite. The course will have you engage in sequential learning experiences that build on the skills learned in Visual Communication 1. Projects will incorporate the use of Adobe Illustrator, Photoshop and InDesign.

VISUAL COMMUNICATION 3 (L) #40863

1 semester, 1 credit

Prerequisite: 2D Art, Visual Communication 1 & 2

Grade Level: 10-12

- Counts as a Directed Elective or Elective for all diplomas.
- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.
- The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

This course is a successive semester of instruction at an advanced level using the Adobe Suite. The course will have you engage in sequential learning experiences that build on the skills learned in Visual Communication 1 & 2. Projects will incorporate the use of Adobe Illustrator, Photoshop and InDesign.

CERAMICS 4, or DRAWING 4, or PAINTING 4, or PHOTO 4, or VISUAL COMMUNICATION 4

1 semester, 1 credit

Grade Level: 11, 12

Prerequisite: At least four semesters of various art courses

Ceramics 40404

Drawing 40604

Painting 40644

Photo 40624

Visual Comm. 40864

- Counts as a Directed Elective or Elective for all diplomas.

- Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma.

Students in their senior year may pursue a course of independent study, which has its emphasis in individual development of various two- and three-dimensional studio disciplines. Through art history, criticism, aesthetics and production, students will search for meaning, significance, and direction in their own work. Weekly critiques and suggested readings keep instructor and student in touch with progress and direction. The end product will be a portfolio of work relative to university entrance. A list of supplies needed for this course will be provided.

Junior High Fine Arts / Visual Arts Course Descriptions

VISUAL ART 7 (L) #04107

1 semester

Grade Level: 7

This studio-based course is designed to provide the student with a taste of as many art experiences as possible within this limited time. The basic objectives will serve to provide those who do not pursue art with a basic knowledge of art materials, art history, art criticism and design principles and elements. This foundation will provide a strong base for those who continue in artistic studies.

Over the course of one semester students may cover drawing, painting, printmaking, two-dimensional design, and ceramics. Work will be critiqued in a group discussion. Students will begin to make informed judgments about works of art through comparing, analyzing, and interpreting them. In addition to studio work, students will be involved in art history from prehistoric through contemporary art. Individual effort and improvement are of utmost importance in determining grade. Craftsmanship and self-expression along with following instructions will also be considered.

VISUAL ART 8 (L) #04108

1 semester

Grade Level: 8

- Elective

The Visual Art 8 course will be a review and a continuation of the concepts offered in 7th grade art. These concepts will be built upon to provide a more in-depth, advanced study of art making, art history, criticism, and design principles and elements. Work will be critiqued in a group setting.

Activities may include drawing, painting, 2-dimensional design, ceramics, black and white photography, printmaking, and architecture. Studio work will be enhanced by biographical studies of various artists and their work, a study of career options in the visual arts, the incorporation of community resources, and the utilization of their art knowledge and skills to make connections across the curriculum.

Students will be graded on a portfolio of work, daily effort, and written work. Grades are based on increased ability levels, craftsmanship, and effort.

VISUAL ART 8 YEARBOOK (L) #04108Y

1 semester

Grade Level: 8

- Elective

This course is designed to develop students' skills in yearbook production by providing experiences in selected aspects of yearbook production. Students learn basic principles of yearbook production and develop skills that include writing copy, captions and headlines; digital photography; desktop publishing and using appropriate technology tools for media production. It will also allow students to participate in activities outside of class and bring community involvement within the school environment.

HEALTH & WELLNESS

HEALTH & WELLNESS EDUCATION #3506

1 semester, 1 credit

Grade Level: 8-12

Text: **Glencoe Health**

Publisher: McGraw-Hill Education

- Fulfills the Health and Wellness requirement for all diplomas.

Health helps students adopt and maintain healthy behaviors that contribute to a healthy life. Health education teaches students to practice behaviors that protect and promote health and avoid or reduce health risks. The class includes content areas that are aligned with the Indiana Academic Standards for Health & Wellness. Following is a list of some of the major content areas that are covered: (1) Physical Health (2) Mental and Emotional Health (3) Social Health (4) Mental and Emotional Health Problems (4) Nutrition and Physical Activity (5) HIV/AIDS Education (6) Reproduction (7) Blood and Organ Donation (8) Alcohol, Tobacco, and Other Drugs.

This course provides opportunities for the students to explore the effect of health behaviors on their lives. It helps assist students in understanding that health is a lifetime commitment by analyzing individual risk factors and healthy decisions that promote health and prevent disease.

MATHEMATICS

NOT ALL COURSES ARE OFFERED EACH YEAR

All students must earn a minimum of 4 semesters (credits) in mathematics. See chart below for possible sequences. Credit may be earned only once for the same level course. Appropriate placement depends on past performance, teacher recommendation, and standardized test scores (when available). Teachers will continue to monitor placement, and may initiate a student re-evaluation if in their professional judgment they believe it is merited. If a teacher decides this is appropriate for a student, the teacher will contact the parent.

Policy: Students changing math classes after the semester has begun, and before the end of the fifth week, will have the option to carry over the grade from the previous class or to make up all tests that were missed in the new class. This must be done within a reasonable time agreed upon by the student and the teacher. Grades from these tests will be used to determine the semester grade for the portion of the semester that was missed. If these tests are not completed within the allotted time, the grade from the previous class will be carried over for the purpose of grade calculation.

Policy: A student who earns a failing grade in a mathematics course for fall semester will not be allowed to continue in that course for the second semester. The student may enroll in a lower level math course the second semester.

Policy: A student new to the corporation will be required to take a math placement test in order to determine their appropriate level of placement. The student's counselor will provide a link to the appropriate Placement Test Request form.

Parents wishing to request a reevaluation of the placement decision may do so by filling out this form:

https://docs.google.com/forms/d/e/1FAIpQLSdWO4OLw4zgIozQ0u76sbtUFD5O_1QSzoGgRcmQSI01SDPruw/viewform.

Policy: Because of the less-rigorous content of online/correspondence/independent study courses, students may not skip a WLJSHS math class by taking it outside of WLJSHS.

Policy: Math classes may only be taken outside of WLJSHS to replace the grade of a class already completed at WLJSHS (NOTE: Honors and AP math classes may never be re-taken for grade replacement outside of WLJSHS). When a student replaces a grade with an outside course, the original grade in the WLHS course will be used to determine eligibility for future courses.

Policy: *Sophomores wishing to double-up in Geometry w/proofs + Algebra II w/trig must meet each of the following criteria:

- GPA (overall) of 3.67 at the end of the 9th grade year, and
- A- or higher in both semesters of Algebra I w/critical thinking, and
- Above Proficiency rating on the math section of the 8th grade state test.

Policy: Students wishing to level up should initiate a re-evaluation by speaking to their current math teacher. If the math teacher supports the request, the student/parent should complete the reevaluation request form:

https://docs.google.com/forms/d/e/1FAIpQLSdWO4OLw4zgIozQ0u76sbtUFD5O_1QSzoGgRcmQSI01SDPruw/viewform

Policy: Students requesting to level down to path A (see page 75) without a teacher recommendation must meet each of the following criteria:

- Cumulative GPA of less than 3.00.
- C+ or lower in the most recent completed semester of mathematics (Note: The most recently completed *in-person* course may be considered over the most recently completed course).
- C+ or lower in the current class the student is wishing to level down from.
- A below proficiency rating on the math section of the most recently completed standardized test (i.e. 8th grade state test, 10th grade state test, PSAT).

Policy: Credit by exam is only considered when coursework from another high school cannot be matched with WLHS offerings, and then only up to the grade level of the student.

Policy: The Honors series is a multi-faceted four course program of study covering Algebra I, Geometry, Algebra II and AP Calculus BC. Students qualifying for Honors placement in mathematics should expect to enroll in one course per year for 4 years. 7th grade students will be placed no higher than Math 8 Advanced unless the Math Placement Team determines that extraordinary circumstances merit higher placement.

Diploma Requirements

Core 40 or Core 40 with Technical Honors Diploma: Algebra I, Geometry, Algebra II in grades 9-12. Math or Quantitative Reasoning all four years. Math credits earned before 9th grade do not count toward the six required math credits for this diploma.

Core 40 with Academic Honors Diploma: Algebra I, Geometry, Algebra II and 2 additional mathematics credits in grades 9-12. Math or Quantitative Reasoning all four years. Math credits earned before 9th grade do not count toward the eight required math credits for this diploma.

SEQUENCE OF COURSES IN MATHEMATICS

Path	A		B	C	D	E	F
7th grade	Math 7		Math 7 PA		Ma 8 PA	MA 8 Advanced	
8th grade	Math 8		Ma 8 PA		Algebra I CT	Algebra I CT	Algebra I Honors
9th grade	Algebra I		Algebra I CT		Geometry w/Proofs	Geometry w/Proofs	Geometry Honors
10th grade	Geometry		Geometry w/Proofs	*Geometry w/ Proofs and Algebra II CT	Algebra II CT	Algebra II CT	Algebra II Honors
11th grade	Algebra II		Algebra II CT	AP Precalculus	AP Precalculus	AP Precalculus	AP Calculus
12th grade	Quantitative Reasoning and Prob/Stat	Precalc:Trig and Prob/Stat	AP Precalculus and/or AP Statistics, or Path A	AP Calculus and/or Prob/Stat, or AP Statistics	AP Calculus and/or Prob/Stat, or AP Statistics	AP Calculus and/or Prob/Stat, or AP Statistics	AP Statistics or an upper-level math course from an outside entity

* See Policies for criteria

ALGEBRA I HONORS #2520H

2 semesters, 1 credit each semester

Grade Level: 8

Prerequisite: Math 8 Advanced (previously Ma 7 Honors) with additional teacher recommendation. (Taught in Junior High at the 8th grade level.)

- Counts as a required Math course, after 6 additional math credits are earned in grades 9-12, for a Core 40 with Academic Honors diploma.
- Does not count as a required math course for Core 40 or Core 40 with Technical Honors diploma.
- Refer to Diploma Requirements at the beginning of this section for clarification.

Students taking this course will receive high school grade and credit for grades earned. Grades and credit will be included in the high school grade point average. All semester grades will be recorded on the high school transcript.

This course is designed for students who have demonstrated exceptionally high ability and interest in the Math 8 Advanced class. Course content includes an in-depth study of first- and second-degree equations, inequalities, systems of equations, factoring, graphs, functions, rational and irrational numbers, and right triangle trigonometry. Emphasis is placed on original problem solving for all topics. Students are expected to participate in contest math. Students generally enroll in accelerated math courses in high school after completion of the course. Grades are based on daily homework, tests, and contests.

ALGEBRA I #25209

2 semesters, 1 credit each semester.

Grade Level: 9-12

Prerequisite: Math 8 or teacher recommendation

- Counts as a Math course for all diplomas.

This course is designed for students who have had difficulty in mathematics, but who are willing to work hard to master the concepts and operations of Algebra. Before taking this course, students should be able to add, subtract, multiply, and divide counting numbers, negative numbers, fractions and decimals. All of the units included in a regular first year Algebra course are covered, but the levels of difficulty and the length of time spent on each topic will be adjusted to meet the needs of the class. Grades are based on homework, quizzes, and tests.

ALGEBRA I LAB #2516

2 semesters, 1 credit each semester

- A student enrolled in Algebra I Lab must also be enrolled in Algebra I during the same academic year.
- Counts as a Math course for all diplomas.

Algebra I Lab 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 I Lab 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 I Lab combines standards from high school courses with foundational standards from the middle grades.

ALGEBRA I w/ CRITICAL THINKING #2520

2 semesters, 1 credit each semester.

Grade Level: 8-9

Prerequisite: Math 8 PA (formerly Math 8 w/ Critical Thinking); or Math 8 ADV (formerly Honors Math 7); or Math 7 w/ Critical Thinking (with grade requirement and teacher recommendation)

- Counts as a Math course for all diplomas.

This course consists of the study of the fundamental operations over the real numbers, solutions and graphs of linear and quadratic equations in one variable, factoring, systems of linear equations, and problem solving. This course is designed for students whose reading and computational skills are at least at grade level. Students are expected to complete homework each day. Grades are based on homework, quizzes, and tests.

MATH LAB #2560

1 semester, 1 credit offered 2nd semester as needed

- Enrollment will be limited to students who have yet to pass the state required test.
- Counts as an Elective for all diplomas.

This course is designed to meet the math needs of students who have not passed the math portion of the graduation requirement. The curriculum involves topics from arithmetic, pre-algebra, algebra, and problem solving. Each year the curriculum will be adapted to the standard that will be emphasized on the end-of-year assessment given by the state of Indiana.

MATH 10 #2531

2 semesters, 1 credit each semester

Recommended Grade Level: 10, 11, or 12

Prerequisite: two credits of Algebra I

- Counts as a Math course for the General diploma.

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

The seven main areas of study include: Linear Equations and Inequalities; Functions; Data Analysis, Statistics, and Probability; Number Sense, Expressions, and Computation; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Geometry and Measurement.

GEOMETRY #25329

2 semesters, 1 credit each semester.

Grade Level: 10-12

Prerequisite: Algebra I (#25209)

- Counts as a Math course for all diplomas.

This is a first-year course in Euclidean plane and space geometry designed for students who require extra drill and an intuitive approach to mathematics. This course covers the majority of the topics covered in the Geometry course, but with less emphasis upon proofs. Homework assignments are discussed in class and used as the basis for quizzes and tests. Grades are based on homework, quizzes, and tests.

GEOMETRY w/ PROOFS #2532

2 semesters, 1 credit each semester.

Grade Level: 9-10

Prerequisite: C- or better in 2nd semester of Algebra I w/ Critical Thinking. A Student shall not enroll in Geometry w/ Proofs without first earning 2 credits of Honors Algebra I (2520H) or Algebra I w/ Critical Thinking (2520).

- Counts as a Math course for all diplomas, when taken in grades 9-12.

Topics covered are: properties of lines and planes in space, congruencies, similarity, circles, quadrilaterals, locus, coordinate geometry, inequalities, trigonometry and constructions. Emphasis is placed upon original, formal proofs based upon clearly stated definitions, postulates, and theorems. Some three-dimensional work is done. Grades are based on homework, quizzes, and tests.

GEOMETRY HONORS #2532H

2 semesters, 1 credit each semester.

Grade Level: 9

Prerequisite: Two semesters of A or B in Algebra I Honors (2520H) and teacher recommendation or permission of the math department chairperson.

- Counts as a Math course for all diplomas, when taken in grades 9-12.

This is a first-year course in 2- and 3-dimensional geometry designed for students who have demonstrated exceptionally high ability and interest in mathematics. Students must be well organized and able to work independently. This class differs from Geometry w/ Proofs in level of difficulty, greater expectation for higher order thinking, more challenging constructions, and exploration of topics beyond the core curriculum. Grades are based on homework, quizzes and tests. Students qualifying for this class must be prepared to spend more time on homework than the Geometry w/ Proofs course requires.

ALGEBRA II #25229

2 semesters, 1 credit each semester.

Grade Level: 11-12

Prerequisites: 2 credits of Algebra I (25209) or Algebra I w/ Critical Thinking (2520) **and** 2 credits of Geometry (25329) or Geometry w/ Proofs (2532)

- Counts as a Math course for all diplomas.

This course covers topics that are common to most second year Algebra courses, including systems of equation, quadratic functions, imaginary numbers, conic sections, and logarithms. Some review of the topics of Algebra I is included. Emphasis is also placed on application (story) problems.

This course differs from Algebra II w/ Trigonometry 2522 in that it does not cover trigonometry. Students who have completed Algebra II 25229 and who wish to continue in mathematics take Algebra II w/ Trigonometry 2522 or Prob/Stat 2546 and Precalculus 2566. Grades are based on homework, quizzes, and tests.

ALGEBRA II w/ CRITICAL THINKING #2522

2 semesters, 1 credit each semester.

Grade Level: 10-12

Prerequisites: C- or better in 2nd semester of Geometry w/ Proofs (2532) or a C- or better in second semester of Algebra II (25229). A student may take Algebra II w/ Critical Thinking (2522) concurrently with Geometry w/ Proofs given the student has met the requirements set forth on page 89.

- Counts as a Math course for all diplomas, when taken in grades 9-12.

This course is an exploration of functions (polynomial, rational, radical, exponential, logarithmic), utilizing graphical, numerical, analytical and verbal tools and strategies. It builds on a strong Algebra I foundation and moves at an accelerated pace to allow approximately 9 weeks of the second semester to be devoted to the study of conic sections, right and non-right triangle trigonometry and a brief introduction to trigonometric functions. Grades are based on homework, quizzes and tests.

ALGEBRA II HONORS #2522H

2 semesters, 1 credit each semester

Grade Level: 10

Prerequisite: 2 credits with an A or B grade in Geometry Honors and teacher recommendation, or permission of the math department chairperson.

- Counts as a Math course for all diplomas, when taken in grades 9-12.

The purpose of Algebra II Honors is to prepare students for Calculus the following year. The course includes topics in polynomial, rational, exponential, logarithmic and trigonometric functions. In addition, topics from analytical geometry (conic sections), complex numbers, mathematical induction, determinants, probability, sequences and series are included. This course is designed for those students who have demonstrated exceptionally high ability and interest in mathematics. Graphing calculators are used in this course.

CCR BRIDGE: MATH READY #2514

2 semesters, 1 credit each semester

Recommended Grade Level: 12

Prerequisite: In grade 11, students who have not passed the state required test, and have scored below a 45 on the PSAT test OR students who score below proficient on a diagnostic test should be placed in the Math Ready course.

- Counts as a Math course for all diplomas.

The CCR Bridge: Math Ready course will include and reinforce the Algebra 1, Geometry, Algebra 2 and Statistics skills necessary to be ready for an entry-level college math course. This course emphasizes

understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking skills in order to apply math skills, functions and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements for college entry. The content of this course is designed to enhance students' math skills so that they are ready for college-level math assignments. It is not designed to prepare students for college-level math in STEM majors.

PRE-CALCULUS:TRIG #2566

1 semester, 1 credit

Grade Level: 12

Prerequisite: 2 credits of Algebra II CT (2522) or Alg II (25229) and 2 credits of Geometry w/ Proofs (2532) or Geometry (2532)

- Counts as a Math course for all diplomas.

Pre-calculus: Trig provides students with the skills that are necessary for advanced manipulation of angles and measurement. This course provides the foundation for common *periodic* functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Students will also advance their understanding of triangles, vectors, radian measure, and polar coordinates.

AP PRECALCULUS #2563

2 semester, 1 credit each semester

Grade Level: 11-12

Prerequisites: C- or better in the 2nd semester of Algebra II CT (2522). A student shall not enroll in AP Precalculus without first earning two credits of Algebra II CT (2522).

- Counts as a Math course for all diplomas.

This course is designed to prepare students for Calculus. The AP course covers three required units that will be tested on the AP exam and one optional unit that is not tested on the exam. Unit one focuses on the graphs of polynomial and rational functions and includes lessons on rates of change, using limit notation to describe the behavior of graphs, transformations of functions, regression, and function model construction.

Unit two covers exponential and logarithmic functions with specific study of sequences, the graphs and transformations of exponential functions, using appropriate models for a given data set, the composition of functions, inverse functions, logarithmic expressions, equations and inequalities, and semi-log plots.

Unit three discusses trigonometric and polar functions. Students will study the graphs and transformations of the six trigonometric functions, inverse trigonometric functions, trigonometric equations and inequalities, polar coordinates, and the graphs and rates of change of polar functions.

Unit four includes the discussion of parametric functions, implicitly designed functions, conic sections, vectors, and matrices and will only be covered as time allows.

Graphing calculators are used in this course and grades are based on homework, quizzes, and tests.

PROBABILITY & STATISTICS #2546

1 semester, 1 credit

Grade Level: 12

Prerequisite: 2 credits of Algebra II CT (2522) or Alg II (25229) and 2 credits of Geometry w/ Proofs (2532) or Geometry (25329)

- Counts as a Math course for all diplomas.

This course emphasizes developing students' abilities to apply the techniques of collecting, representing, and processing data problems and evaluate statistical claims that they encounter in their daily lives. It also provides concepts and methods for dealing with uncertainty and for interpreting predictions based on uncertainty. The course provides students with a basis of understanding from which they can make informed decisions about the likelihood of events, interpret and judge the validity of statistical claims, and build more formal concepts of theoretical probability. Students will work exercises by hand and with technology.

QUANTITATIVE REASONING #2550

1 semester, 1 credit

Grade Level: 12

Prerequisite: 2 credits of Algebra II (25229) and 2 credits of Geometry (2532). Not open to students with a B- or better in Algebra II.

- Counts as a Math course for all diplomas.

This course introduces students to the mathematics required for informed citizenship, decision making, reasoning from evidence, working with real world data, and effective communication. Students will solve problems using proportional reasoning, percentages, rates of change, linear and exponential models with applications from statistics and finance. Students will learn to define problems clearly, identify relevant information, ask pertinent questions, and support conclusions using persuasive quantitative reasoning skills. Topics covered in this course include proportional reasoning, dimensional analysis, percentages in various forms, financial literacy, absolute and relative change, linear and exponential growth models, and interest. Students will learn to summarize problems, persevere in problem solving, defend solutions or predictions using quantitatively relevant mathematical language and notation, and explore real-world data by using technology.

Junior High Mathematics Course Descriptions

MATH 7 #0430B

2 semesters

Grade Level: 7

This course is intended for students who have had difficulty in mathematics in the past and need additional practice with basic arithmetic skills before being introduced to more abstract algebraic topics. First semester topics studied include order of operations, properties, integer and rational number operations, converting between fractions and decimals, algebraic expressions, solving linear equations, inequalities, ratios, rates, scale drawings, and similar figures. Second semester topics include proportions, slope, percentages, the study of angles and angle relationships in geometry, circumference, perimeter, area, surface area, volume, data analysis, counting outcomes, and probability. There is a strong emphasis on in-class work, under the guidance of the teacher. The content and pacing will be adjusted on the abilities and needs of the students.

MATH 7 PA #0430

2 semesters

Grade Level: 7

[Formerly Ma 7 CT] This course reinforces and extends the mathematics practiced in elementary school. Students broaden their problem solving, estimation, and computational skills using integers, fractions, and decimals. Additionally, students begin to generalize as they move into more abstract mathematical concepts, such as elementary algebra and symbolic notation. First semester topics include simplifying expressions, solving equations and inequalities with various steps, rates, ratios, proportions, and percentages. Second semester topics include angles, triangles, quadrilaterals, circles, area of 2D figures, volume and circumference of 3D objects, probability, and statistics. Real life applications will be included with each topic. Calculators are integrated when appropriate.

MATH 8 ADVANCED #0430H

2 semesters

Grade Level: 7

This course is designed for the seventh-grade student who has demonstrated exceptionally high ability and interest in mathematics, has achieved at the A level in the sixth-grade math class, and has placed high on standardized achievement tests. This course combines seventh grade math and eighth grade pre-algebra, but is primarily an eighth-grade pre-algebra course. The intention of Math 8 Advanced is to prepare the student for Algebra I w/CT or Algebra I Honors in the eighth grade. Topics explored are number theory and properties, problem solving, the coordinate plane, writing and solving one variable equations and inequalities, rational and irrational numbers, ratio, proportion, percent, solving and graphing liner equations, geometric identification and construction, surface area, volume, data analysis, probability, statistics, and the study of angle relationships. If time allows, this class also studies polynomials and nonlinear functions, as well as transformation. Emphasis is placed on discovering relationships, finding how, why, and when these relationships exist, explaining these relationships, and writing these relationships mathematically. Students who take this course should expect a higher level of difficulty and amount of work.

MATH 8 #0430B

2 semesters

Grade Level: 8

Prerequisite: Math 7

This course is a pre-algebra course designed to enable students to successfully bridge the transition from the arithmetic of 7th grade math to the algebra of high school. This course is specifically designed for students who have struggled in mathematics in the elementary grades and/or in 7th grade math. More time is spent on certain topics to ensure students master lessons before moving on. Algebra topics include integer and rational number operations, solving single and multi-step equations, square roots, the Pythagorean Theorem, ratios, proportions, slope, functions, linear graphing, and inequalities. Geometric topics such as area, surface area, volume, and angle/line relationship are also studied. The course concludes with discussion of counting outcomes and probability. Calculators are used when appropriate.

Math 8 PA #0430

2 semesters

Grade Level: 7-8

Prerequisite:

For seventh grade: Recommendation of the Math Placement Team

For eighth grade: Math 7 PA

[Formerly Math 8 CT] This course is a pre-algebra course designed to enable students to successfully bridge the transition from the arithmetic to algebra. In addition to solving and applying math to everyday situations, students will extend estimation and computational skills involving integers, fractions, decimals, percentages, ratios, and proportions. Students relate and apply algebraic concepts to geometry by exploring angles formed by parallel lines, polygons, congruent and similar figures, area, surface area, and volume. Students explore counting outcomes and probability and learn to solve and graph linear equations and inequalities. Calculators are used when appropriate.

MULTIDISCIPLINARY
NOT ALL COURSES ARE OFFERED EACH YEAR

WLCSC Alternate Diploma / Certificate of Completion Plan of Study

1st Semester	Unit	1st Semester	Unit	Grade 9 OFFERED 27/28
Applied English 9	1	Applied English 9	1	
Applied Career Info & Exploration	1	Applied Career Info & Exploration	1	
Applied Alg. 1	1	Applied Alg. 1	1	
Applied PE	1	Applied PE	1	
Applied Basic Skills Development	1	Applied Basic Skills Development	1	
Total Units	5	Total Units	5	
1st Semester	Unit	1st Semester	Unit	Grade 10 OFFERED 24/25
Applied English 10	1	Applied English 10	1	
Applied Community Service	1	Applied Community Service	1	
Applied Personal Financial Responsibility	1	Applied Personal Financial Responsibility	1	
Applied Health and Wellness	1	Applied Elect Physical Education	1	
Applied Basic Skills Development	1	Applied Basic Skills Development	1	
Total Units	5	Total Units	5	
1st Semester	Unit	1st Semester	Unit	Grade 11 OFFERED 25/26
Applied English 11	1	Applied English 11	1	
Applied Math Lab	1	Applied Math Lab	1	
Applied US History	1	Applied Topics in History	1	
Applied Basic Skills Development	1	Applied Basic Skills Development	1	
Applied Biology	1	Applied Biology	1	
Total Units	5	Total Units	5	
1st Semester	Unit	1st Semester	Unit	Grade 12 OFFERED 26/27
Applied Speech	1	Applied Composition	1	
Applied Math Lab	1	Applied Math Lab	1	
Applied Econ	1	Applied Geography	1	
Applied Career Info & Exploration	1	Applied Career Info & Exploration	1	
Applied Earth Space	1	Applied Earth Space	1	
Total Units	5	Total Units	5	

BASIC SKILLS DEVELOPMENT #0500

2 semesters, 1 credit each semester. BSD maximum of 8 credits may be earned.

Enrollment in Basic Skills Development is determined during a case conference with parents and school representatives after a student has been identified as receiving Special Education Services.

Grade Level: 9-12

Course content is determined by the identified needs of the student based on an Individual Education Program (IEP).

Basic Skills Development is a multidisciplinary course that provide students continuing opportunities to receive supportive remediation in areas of reading, writing, mathematical computation, note taking, organization, social interaction, problem solving, and study skills as determined by student need. Students also work to improve appropriate communication skills, which could lead to becoming a better self-advocate.

Grading: Grades are based on the appropriate maintenance of an assignment docket, effort shown on assigned tasks, and completion of life/study skills.

Student Objectives:

1. To maximize school performance through the implementation of the student's IEP.
2. To strengthen appropriate communication and social interaction skills.
3. To use basic study skills in the completion of class expectations.
4. To strengthen skills in areas of academic deficiency.
5. To strengthen organizational skills that promote school success.

CADET TEACHING EXPERIENCE #0502

Spring semester, 2 class periods, 1 credit.

Prerequisites: Must have senior status and approval from counselor, parent, cooperating teacher, and principal or designee.

Grade Level: 12

- Experience involves placement in classroom K-6.
- Counts as an Elective for all diplomas.

Cadet teaching provides a supervised experience for a high school senior to observe and aid a teacher within the corporation, while learning about classroom procedures. The course provides a balance of class work relating to: classroom observations, classroom management, the curriculum and instructional process, observations of teaching, and instructional experiences. This course is not meant to be a one-on-one tutoring program for an elementary student, nor are its participants to provide mere clerical work for the elementary classroom.

Cadet teachers must be supervised by a licensed teacher.

Cadet teachers must follow dress guidelines and attendance policies as described in course requirements.

In cooperation with the Cadet Teaching supervisor, a participating teacher will (1) meet with the student to establish written performance guidelines, (2) meet with the student regularly to assess progress, (3) supervise the student's performance and (4) provide input on which the Cadet Teaching Supervisor determines the cadet teacher's grade.

PEER TUTORING #0520

1 semester, 1 credit, maximum of 2 credits – but may continue for no credit if student is making adequate progress toward earning credits for graduation

Grade Level: 10-12

Prerequisite: None

- Counts as an Elective for all diplomas.

Peer tutoring provides high school students with a hands-on teaching experience assisting students in grades 7-12, through building and maintaining relationships, functional academics, self-care skills, and daily living training. This class is designed to develop an awareness and advocacy for students with disabilities. High school students will gain a basic understanding of individual differences, domains of learning, how to implement accommodations and assistive strategies, as well as, alternative learning styles and techniques. Grades will be determined by participation, implementing a small group lesson, a reflection paper, and hands-on participation during class time.

APPLIED ADULT ROLES AND RESPONSIBILITIES #5330A

Applied Units: 2 units maximum

Recommended Grade Level: 9, 10, 11, 12

- Counts as an Elective or Employability Requirement for the Certificate of Completion and Alternate Diploma.

Applied Adult Roles and Responsibilities is recommended for all students as life foundations and academic enrichment 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 or community-based approach that utilizes problem solving skills, communication, leadership, self-determination skills, management processes, and fundamentals to college, career and community membership success. Service learning and other authentic applications are strongly recommended.

APPLIED ALGEBRA I #2520A

Applied Units: 4 units maximum

Recommended Grade Level: 9, 10, 11, 12

- Counts as a Math Requirement for the Certificate of Completion and Alternate Diploma.

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

APPLIED BASIC SKILLS DEVELOPMENT #0500A

Applied Units: 8 units maximum

Recommended Grade Level: 11, 12

- Counts as an Employability Requirement for the Certificate of Completion and Alternate Diploma.

Applied Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: 1) reading, 2) writing, 3) listening, 4) speaking, 5) mathematical computation, 6) note taking, 7) study organizational skills, and 8) problem-solving skills, 9) employability skills, which are essential for high school achievement and post-secondary outcomes. Determination of the skills to be emphasized in this course is based on Indiana's standards and Content Connectors, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations and may be applied using instructional practices related to community-based instruction.

APPLIED BIOLOGY I #3024A

Applied Units: 4 units maximum

Recommended Grade Level: 9, 10, 11, 12

- Counts as a Science Requirement for the Certificate of Completion and Alternate Diploma.

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

APPLIED BUSINESS MATH #4512A

Applied Units: 4 units maximum

Recommended Grade Level: 10, 11, 12

- Counts as an Elective for the Certificate of Completion and Alternate Diploma.
- Fulfills a Mathematics requirement for the Certificate of Completion.
- Qualifies as an applied math course for the Certificate of Completion.

Applied 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 application of money management skills, navigating industry specific technology and apps, establishing and managing budgets, and maintaining inventory for products and other necessary skills that provides the foundation for students interested in careers in business related fields and everyday life. The content includes basic mathematical operations related to accounting, banking and finance, marketing, management, and retail.

APPLIED CITIZENSHIP AND CIVICS #1508A

Applied Units: 2 units maximum

Recommended Grade Level: 11, 12

- Counts as an Elective, Employability or Social Studies Requirement for the Certificate of Completion and Alternate Diploma.

Applied Citizenship and Civics is an overview of citizenship roles and responsibilities designed to help students become independent thinkers and conscientious citizens. This course deals with political trends and behavior which citizens consider to be relevant to the most pressing issues of the day. The course provides students experiences that will develop attitudes of citizenship within a democratic society.

Topics include: 1) the policymaking process, 2) public participation and policymaking, 3) citizenship rights and responsibilities in a changing society, and 4) the relationship between modern society and government.

APPLIED CURRENT PROBLEMS, ISSUES AND EVENTS #1512

Applied Units: 2 units maximum

Recommended Grade Level: none

- Counts as an Elective, Employability or Social Studies Requirement for the Certificate of Completion and Alternate Diploma.

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

APPLIED EARTH AND SPACE SCIENCE I #3044A

Applied Units: 4 units maximum

Recommended Grade Level: 9, 10, 11, 12

- Counts as a Science Requirement for the Certificate of Completion and Alternate Diploma.

Applied Earth and Space Science I is a course focused on the 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 and experimentation by conducting investigations and evaluating and communicating the results of those investigations.

APPLIED ECONOMICS #1504A

Applied Units: 2 units maximum

Recommended Grade Level: 11, 12

- Counts as an Elective, Employability or Social Studies Requirement for the Certificate of Completion and Alternate Diploma.

Applied Economics investigates the specific economic effect of market forces in the economy on business and labor. Special attention is given to economic concepts and principles used by consumers, producers, and voters. Learning experiences, such as projects, field trips, and computer applications, are strongly encouraged as ways to demonstrate practical applications of economic concepts. This course may include design and implementation of school-based businesses.

APPLIED ENGLISH 9 #1002A, APPLIED ENGLISH 10 #1004A

Applied Units: 4 units maximum (each course)

Recommended Grade Level: 9, 10

- Counts as an English/Language Arts Requirement for the Certificate of Completion and Alternate Diploma.

Applied English 9 and Applied English 10 is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

APPLIED ENGLISH 11 #1006A, APPLIED ENGLISH 12 #1008A

Applied Units: 4 units maximum (each course)

Recommended Grade Level: 11, 12

- Counts as an English/Language Arts Requirement for the Certificate of Completion and Alternate Diploma.

Applied English 11 and Applied English 12 is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access online information.

APPLIED GEOMETRY #2532A

Credits: 2 semester course, 1 credit per semester

Recommended Grade Level: 9, 10, 11, 12

- Counts as a Math Requirement for the Certificate of Completion and Alternate Diploma.

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

APPLIED HEALTH & WELLNESS #3506A

Applied Units: 2 units maximum

Recommended Grade Level: 9, 10, 11, 12

- Counts as an Elective or Health & Wellness requirement for the Certificate of Completion and Alternate Diploma.

Applied Health and Wellness provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health.

APPLIED INTERDISCIPLINARY COOPERATIVE EDUCATION #5902A

Applied Units: 6 units maximum

Recommended Grade Level: 11, 12

- Counts as an Employability Requirement or Elective for the Certificate of Completion and Alternate Diploma.

Applied ICE spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations vary by student needs, interests and goals, but include a combination of work-based learning and school-based instruction. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. The following two components must be included as part of the ICE course.

Related Instruction, that is classroom-or site-based, shall be organized and planned around the activities associated with the student's individual job and career objectives; and shall be taught during the same semesters as the student is receiving on-the-job training. Student performance should be monitored to determine progress in (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies.

On-the-job Training is the actual work experience or volunteer position within the classroom, the school building, or community site. On-the-job, the student shall have the opportunity to apply the concepts, skills, and attitudes learned during Related Instruction, as well as the skills and knowledge that have been learned in other courses. The student shall be placed on-the-job under the direct supervision of experienced staff who assist in evaluating the student's job performance.

APPLIED NUTRITION AND WELLNESS #5342A

Applied Units: 2 units maximum

Recommended Grade Level: 9, 10, 11, 12

- Counts as an Employability Requirement or Elective for the Certificate of Completion and Alternate Diploma.

Applied Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment. This is a nutrition class that introduces students to only the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and following a recipe.

APPLIED PHYSICAL EDUCATION I #3560A

Applied Units: 2 units maximum

Recommended Grade Level: 9, 10, 11, 12

- Counts as the Health & Wellness Requirement for the Certificate of Completion and Alternate Diploma.

Applied Physical Education focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in the following: team sports; dual sport activities; individual physical activities; outdoor

pursuits; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.

APPLIED UNITED STATES HISTORY #1542A

Applied Units: 4 units maximum

Recommended Grade Level: none

- Counts as a Social Studies Requirement or Elective for the Certificate of Completion and Alternate Diploma.

Applied United State History is a course that builds upon concepts 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 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 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 specific topics or the cause for changes in the nation over time.

Junior High Multidisciplinary Course Descriptions

BSD LANGUAGE ARTS 7 and 8 #5114, #5115

2 semesters

Grade Level: 7 and 8

Enrollment in BSD Language Arts is determined during a case conference with parents and school representatives after a student has been identified as receiving Special Education Services.

Course content is based on Indiana's Academic Standards for English/Language Arts through integrated instruction emphasizing reading, writing, speaking and listening in interest-and age-appropriate content as well as remedial instruction based on student need and an Individual Education Plan (IEP). Students enrolled in this class will participate in state assessments and receive grades based upon homework, quizzes, tests, and class participation.

BSD MATH 7 and 8 #5113

2 semesters

Grade Level: 7 and 8

Enrollment in BSD Math is determined during a case conference with parents and school representatives after a student has been identified as receiving Special Education Services.

Course content is based on Indiana's Academic Standards for Mathematics. Math 7 and 8 standards focus on 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. Remedial instruction is incorporated into this course based on student need and an Individual Education Plan (IEP). Students enrolled in this class will participate in state assessments and receive grades based upon homework, quizzes, tests, and class participation.

BASIC SKILLS DEVELOPMENT #0500

2 semesters

Grade Level: 7 and 8

Enrollment in the Resource Room is determined during a case conference with parents and school personnel after a student has been identified as receiving Special Education Services.

BSD (Basic Skills Development) is a multidisciplinary course that provides students continuing opportunities to receive supportive remediation in areas of reading, writing, mathematical computation, note taking, organization, social interaction, problem solving, and study skills as determined by student need. Students also work to improve appropriate communication skills, which could lead to becoming a better self-advocate.

Grades are based on the appropriate maintenance of an assignment docket, effort shown on assigned tasks, and completion of life/study skills.

Student Objectives:

To maximize school performance through the implementation of the student's IEP.

To strengthen appropriate communication and social interaction skills.

To use basic study skills in the completion of class expectations.

To strengthen organizational skills that promote school success.

LIFE AND STUDY SKILLS (Practical Arts Rotation) #0493

9 Weeks

Grade Level: 7

Text: N/A

This course is designed to allow students the opportunity to develop good study and life skills. Throughout the nine weeks, students will acquire and use many practical skills that will help them explore a wide range of topics such as organization and note-taking, business fundamentals, and character education. Community volunteers work with students to demonstrate and teach skills in finance such as financial risk, budgeting, and credit. Students will demonstrate learning through group work, hands on activities, and product creation with a goal to integrate and apply problem solving skills.

PHYSICAL EDUCATION

(L) Indicates laboratory classes

NOT ALL COURSES ARE OFFERED EACH YEAR

P.E. Classroom Make-Up/Long-Term Injury Policy

A student who is unable to participate in or attend his/her Physical Education class on any given day due to reasons including illness, minor injury, non-dressing, etc., will be given the opportunity to recover participation points or make up missed lessons by attending early morning P.E. Make-Up Sessions under the direction of a P.E. teacher. Minor or temporary injuries that last less than **7 school days** will be dealt with according to this established department procedure.

All ongoing, long-term injuries must be reported immediately to the student's P.E. teacher, the school nurse, and, if appropriate, to the athletic trainer and the student's coach. If the injury makes it impossible for the student to continue with full P.E. activities, then, upon the submission of medical documentation or a Certificate of Incapacity, one of the following procedures will be followed:

- If a student has an injury that makes it difficult or impossible to participate in P.E. activities for **longer than 7 school days and less than 6 weeks**, he/she may be given alternate lessons which will enable the student to continue to remain enrolled in the class and earn credit.
 - These lessons could include modified workouts or other alternate physical activities and/or written projects or research assignments that apply to unit material. In some cases, the student may be temporarily reassigned to a study hall.
 - The student will work with their original teacher that is listed on their schedule (not other P.E. teachers).
- If a student has an injury that makes it impossible to participate in any P.E. activities for **6 weeks or longer**, he/she will be removed from class and placed in a study hall for the remainder of the quarter.
 - If the student has already completed at least 9 weeks of course work, then he/she will be allowed to preserve that quarter's work with a placeholder grade. The student will only need to complete the remaining 9 weeks at a later time and will then qualify for full credit.

NOTE: Every injury is different, so each case will be assessed individually to ensure that credit expectations are met to the satisfaction of the classroom teacher.

ELECTIVE PHYSICAL EDUCATION: AQUATICS (L) #3560

1 semester, 1 credit (Offered 2nd semester)

Prerequisite: Successful completion of two semesters Physical Education I & II (L)

Grade level: 10-12

Students must be 15 years old before the course ends. Course provides certification through the American Red Cross.

- Counts as an Elective for all diplomas.
- [Course will be offered as demand dictates.](#)

The focus of the class will be first aid and water safety. Units will include: CPR for the professional rescuer, First-Aid, and Lifeguard Training, Conditioning (speed swimming, endurance swimming). 50% will be classroom instruction, 50% practical first aid and water skills. Basis for grades will be quizzes, tests, papers, and skill performance.

ELECTIVE PHYSICAL EDUCATION: Health Related Fitness Activities (L) #3560

1 semester, 1 credit. (Offered 1st and 2nd semester) Maximum of 7 credits may be earned grades 9-12.

Prerequisite: Successful completion of Physical Education I (L)

Grade Level: 9.5-12

- Counts as an Elective for all diplomas.

The course is designed to be above and beyond the normal P.E. experience and focuses on strength training, flexibility, and explosiveness. This course is geared for people from the beginning lifter to the more advanced athletes already involved in weight training through their respective sports teams. Activities will range from basic to complex and everywhere in between. The goal of this course is improvement. Grades will be based on effort, participation, and written assignments.

Students are encouraged to assume individual responsibility for developing and maintaining a healthy lifestyle. A variety of instructional strategies such as lectures, discussions, skits, and review games are used to accommodate for all types of learners. Grades are based on homework assignments, class projects, quizzes, and tests.

PHYSICAL EDUCATION I (L) #3542

1 semester required, 1 credit (Offered 1st semester)

Grade Level: 9

- Fulfills part of the PE requirement for the General, Core 40, Academic and Technical Honors diplomas.

This is an activity-oriented program that teaches sport skills, physical fitness, and activities that provide the student with leisure time and fitness activities. Activities include flag football, ultimate Frisbee, swimming, volleyball, basketball, and fitness. Physical fitness, skill tests, and written tests are included.

Students are required to dress appropriately for class each day. Shoes, socks, PE uniform, swim-suit and towel are to be provided by the student. Students may also provide a lock for their PE locker. Grades are based on effort, participation, skill, and written tests.

PHYSICAL EDUCATION II (L) #3544

1 semester required, 1 credit (Offered 2nd semester)

Grade Level: 9

- Fulfills part of the PE requirement for the General, Core 40, Academic and Technical Honors diplomas.

This is an activity-oriented program that teaches sport skills, physical fitness, and activities that provide the student with leisure time and fitness activities. Activities include racquet sports, softball, swimming, soccer, and fitness. Physical fitness, skill tests, and written tests are included.

Students are required to dress appropriately for class each day. Shoes, socks, PE uniform, swim-suit, and towel are to be provided by the student. Students may also provide a lock for their PE locker. Grades are based on effort, participation, skill, and written tests.

Junior High Physical Education Course Descriptions

PHYSICAL EDUCATION/HEALTH 7 #04507

1 semester, 9 weeks PE and 9 weeks Health

Grade Level: 7

The focused content areas will be: Understanding Health and Wellness, Decision Making and Stress Management skills, Fitness and Physical Activity, Sleep and Personal Hygiene, Communication and Assertiveness. Also included in this course is an education unit (D.A.R.E.) with a local police officer educating on the risks of alcohol, tobacco, and other drugs.

Physical Education Course Objectives: The aim of physical education is to develop optimum physical, mental, emotional and social growth of the student. This is achieved through the use of diverse, progressive activities and experiences that emphasize the acquisition of fitness skills, knowledge and attitudes leading to the enjoyment of lifetime leisure activities.

Course Content: Activities that will be used for physical education classes will include the following categories: 1. Conditioning and Fitness 2. Ultimate Frisbee 3. Individual and Dual Activities 4. Team Games. Grading will be based on participation, use of skill checklists, and written tests.

PHYSICAL EDUCATION 8 #04508

1 semester

Grade Level: 8

The aim of physical education is to develop optimum physical, mental, emotional and social growth of the student. This is achieved through the use of diverse, progressive activities and experiences that emphasize the acquisition of fitness skills, knowledge and attitudes leading to the enjoyment of lifetime leisure activities. Course Content: Activities that will be used for physical education classes will include the following categories: 1. Conditioning and Fitness 2. Softball 3. Soccer 4. Individual and Dual Activities 5. Team Games. Grading will be based on participation, use of skill checklists, and written tests.

SCIENCE

(L) Indicates laboratory classes

NOT ALL COURSES ARE OFFERED EACH YEAR

SEQUENCES OF COURSES IN SCIENCE

	A	B	C	D	E
7	Science 7	Science 7	Science 7	Science 7	Science 7
8	Science 8	Science 8	Science 8	Science 8	Science 8
9	Integrated Chem-Physics (9)	Biology I	Biology I	Biology I	Biology I Honors
10	Biology I (intro)	Integrated Chem-Physics	Chemistry I	Chemistry I or Chemistry H	Chemistry I Honors
11	Earth/Space Sci i	Earth/Space Sci or Physics I or Chemistry I	Physics I and/or Earth/Space Sci and/or Elective	Physics I Honors and/or Elective	Physics I Honors and/or Elective
12	Elective Optional	Elective Optional	Elective Recommended	Elective Recommended	Elective Recommended

A minimum of four semesters of science are required for graduation from West Lafayette High School. Two of the credits must be in the life sciences, and the other two must be in the physical sciences. Students are encouraged to experience many of the sciences before specializing in any one. In addition to a general science laboratory fee, some courses charge class fees. All fees are collected at the time of registration. Continuation into second semester of a science class may be determined by first semester grade and performance.

- All science classes are Laboratory classes
- Core 40 and Academic Honors requirements include 6 credits: 2 in Biology, 2 in Chemistry **or** Physics or Integrated Chemistry-Physics, and 2 in another college prep science.

As of April 2019, the following WL courses count as the third year of science*:

- *AP Computer Science A 1&2
- *AP Computer Science Principles 1&2
- *Principles of Engineering 1&2
- *Computer Science III 1&2

***NOTE:** While these classes will satisfy science graduation requirements, colleges still require three years of lab science (typically one year of biology, one year of chemistry or physics, and one additional science-department course).

(Rev. 12/2019)

ANATOMY & PHYSIOLOGY #5276

2 semesters, 1 credit each semester

Grade Level: 11, 12

Prerequisites: Biology I (#3024) or Biology I Honors (#3024H) and Chemistry I (#3064) or Chemistry I Honors (#3064H)

Text: **Human Anatomy & Physiology Tenth Edition**

Publisher: Marieb and Hoehn

- Counts as a Science Course for the General, Core 40, Academic Honors and Technical Honors diplomas.

In Anatomy and Physiology students will investigate and apply concepts associated with human anatomy and physiology. Topics covered will include the process of homeostasis and the essentials of human function at the level of cells, tissues, and organ systems. Organ systems include integumentary, skeletal, muscular, nervous, sensory, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary and reproductive. Students will understand the structure, organization, and function of various components of the human body in order to apply this knowledge in health-related fields. Students will have to learn a number of new terms; however, this course is more than an inventory of body parts. The goal is to understand bodily processes by connecting structure and function. Students will complete several labs each unit in addition to conducting an extensive dissection experience including a rat, brain, spinal cord, eye, heart, kidney, lungs and a fetal pig.

The level of difficulty and pace of the course are equivalent to that of a standard college course in anatomy and physiology. A strong work ethic and preparation outside of class are essential for success. Students are expected to learn content outside of class and then demonstrate what they have learned through informed conversation during class. Grades will be based mostly on tests with some labs and activities.

BIOLOGY I (i) #30249 (L)

2 semesters, 1 credit each semester.

Text: **Miller & Lavine Biology (Foundation Edition)**

Publisher: Pearson 2017

Prerequisite: Recommendation by science teachers. Course offered every other year.

Grade Level: 10

- Fulfills the life science requirement for the General diploma, fulfills Biology credit for Core 40, Academic Honors and Technical Honors diplomas.

Biology I provides through regular laboratory and field investigations, a study of the structures and functions of living organisms and their environment. This study explores the functions and processes of cells within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students will have opportunities to gain an understanding of the history of the development of biological knowledge, examine the uses of biology in various careers, and explore biological problems related to societal issues. The units studied in Biology I include: 1) ecology, 2) biochemistry, 3) cell structure and function, 4) energy, 5) genetics, and 6) evolution. Basis for grades: examinations, laboratory work and homework with individual student accommodations.

BIOLOGY I #3024 (L)

2 semesters, 1 credit each semester.

Text: **Miller & Levine Biology**

Publisher: Pearson 2017

Prerequisite: None

Grade Level: 9, 10

- Fulfills the life science requirement for the General diploma, fulfills Biology credit for Core 40, Academic Honors and Technical Honors diplomas.

Biology I provides through regular laboratory and field investigations, a study of the structures and functions of living organisms and their environment. This study explores the functions and processes of cells within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students will have opportunities to gain an understanding of the history of the development of biological knowledge, examine the uses of biology in various careers, and explore biological problems related to societal issues. The units studied in Biology I include: 1) ecology, 2) biochemistry, 3) cell structure and function, 4) energy, 5) genetics, and 6) evolution. Basis for grades: quizzes and/or exams, laboratory work, homework, and projects.

BIOLOGY I: HONORS #3024H (L)

2 semesters, 1 credit each semester.

Text: **Biology: Concepts & Connections**

Publisher: Pearson 2017

Prerequisite: Recommendation by 8th grade science teacher

Grade Level: 9

- Fulfills the life science requirement for the General diploma, fulfills Biology credit for Core 40, Academic Honors and Technical Honors diplomas.

Honors Biology I provides a more in-depth look at modern biological fields of biochemistry, cytology, molecular biology and genetics, and evolution. The course material is challenging. The laboratories are more complex and students will conduct their own investigations several times. The text used for this course is a 2nd year biology text. Exams will cover multiple chapters of information and be more demanding as students will be expected to make connections among multiple concepts. Students will have opportunities to gain an understanding of the historical development of biological knowledge, examine the uses of biology in various careers, and explore biological problems related to societal issues. Students will read scientific literature and write a referenced literature review of a biology topic. Basis for grades: quizzes and exams, laboratory reports, independent projects, homework, and reading/writing assignments.

CHEMISTRY I #3064 (L)

2 semesters, 1 credit each semester.

Text: **Introductory Chemistry (ISBN 978-0-13-455737-3)**

Author: Nivaldo J. Tro

Prerequisites: Algebra I w/ Critical Thinking (#2520), Biology I (#3024) and student should have completed or should be taking Geometry w/ Proofs (#2532).

Grade Level: 10-12

- Fulfills the requirement for physical science for the General diploma. Fulfills Chemistry credit for Core 40, Academic Honors and Technical Honors diplomas.

- A student who earns a failing grade the fall semester may not continue for the second semester. The student may enroll in a lower level science course the second semester.

This college preparatory course covers the major laws and theories that govern the chemistry of elements and compounds. Mathematical treatments are presented whenever it is appropriate.

Topics include chemical and physical properties, chemical calculations, thermo-chemistry, states of matter, atomic structure, chemical bonding, solution chemistry, chemical equilibrium, oxidation-reduction and acids and bases. Laboratory investigations are used to illustrate some of the principles, which are presented. Students are required to have a scientific calculator. Included in course will be exploration of careers and history of the science. Basis for grades: examinations, quizzes, laboratory investigations, and homework.

CHEMISTRY I: HONORS #3064H (L)

2 semesters, 1 credit each semester

Text: **Introductory Chemistry by Nivaldo J. Tro (0 321 68793 0)**

Publisher: Prentice Hall 1998

Prerequisites: Algebra I w/ Critical Thinking (#2520), Biology I (#3024)

Corequisite: Geometry w/ Proofs (#2532) or Geometry Honors (#2532H)

Grade Level: 10

- Fulfills the requirement for physical science for the General diploma. Fulfills Chemistry credit for Core 40, Academic Honors and Technical Honors diplomas.
- This course requires writing a scientific paper over a Chemistry related topic in the first semester that leads into an independent project in the second semester.
- A student who earns a failing grade the fall semester may not continue for the second semester. The student may enroll in Chemistry I the second semester.

This college preparatory course covers the major laws and theories that govern the chemistry of elements and compounds. Mathematical treatments are presented in detail whenever appropriate.

Topics include chemical and physical properties, chemical calculations, thermo-chemistry, states of matter, atomic structure, chemical bonding, solution chemistry, chemical equilibrium, oxidation-reduction and acids and bases. Structured as well as independent laboratory investigations are used to illustrate some of the principles, which are presented.

Students are required to have a scientific calculator. Included in course will be exploration of careers and history of the science. Basis for grades: examinations, quizzes, laboratory investigations, and homework.

EARTH & SPACE SCIENCE I #3044 (L)

2 semesters, 1 credit each semester

Text: **Earth Science**

Publisher: Pearson

Prerequisite: ICP 9 #31089, Bio I (i) #30249

Grade Level: 11

- Fulfills the earth and space science requirement for the General Diploma. Fulfills Core 40 science credit for Core 40, Academic Honors and Technical Honors diplomas.

Earth and Space Science I is an elective survey course in Geology, Astronomy, Meteorology, and Oceanography. Students who are not planning a science major may consider this course because it places great emphasis on relating Earth and Space Science to everyday life.

The course employs a mastery approach to learning through lab exercises, reading and/or short problem assignments, which are given several times per chapter. Students will have opportunities to create presentations. The course is designed to be “user-friendly” and relevant.

Each student is expected to have a calculator and a 3-ring notebook. Basis for grades: labs, homework, quizzes, notebook, exams, and class participation.

EARTH & SPACE SCIENCE II #3046 (L)

2 semesters, 1 credit each semester

Texts: **Essentials of Geology (Pearson) and Meteorology Today (Cengage)**

Publishers: Pearson and Cengage

Prerequisites: Biology I (#3024), Algebra II (#25229, completed or currently registered) and one of the following science courses: Chemistry I (#3064) or ICP (#3108) or Physics I (#3084) or Biology AP (#3020).

Grade Level: 11, 12

- Fulfills the earth and space science requirement for the General Diploma. Fulfills Core 40 science credit for Core 40, Academic Honors and Technical Honors diplomas.

Earth and Space Science II is an elective course for juniors and seniors who are interested in an interdisciplinary science course which takes a systems approach.

The discerning student will enjoy the challenging, introspective look at the connectedness among the three primary areas of study (astronomy, meteorology, and geology) and with other realms of natural science (biology, chemistry, mathematics, and physics). Included in course will be exploration of careers and history of the science.

This course builds upon previous science and mathematics courses, and appeals to both science and non-science majors. Basis for grades: labs, homework, projects, presentations, and quizzes/tests. Each student is expected to have a scientific calculator and a 3-ring notebook.

A popular part of this course is the cave and Karst field trip to Southern Indiana.

INTEGRATED CHEMISTRY-PHYSICS 9 #31089 (L)

2 semesters, 1 credit each semester

Text: **Foundations of Physical Science**

Publisher: CPO Science

Prerequisites: Recommendation by Science Teacher

Grade Level: 9

- Fulfills the physical science requirement for the General diploma. Fulfills the 2-credit requirement towards the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

This course is focused on the following core topics: forces and interactions; energy, waves and electromagnetic radiation; structure and properties of matter; and chemical reactions. The course will

concentrate on the student's everyday application of concept. Students will improve math and reading comprehension skills, investigate concepts through inquiry, and apply knowledge to choices made outside of the classroom.

INTEGRATED CHEMISTRY-PHYSICS #3108 (L)

2 semesters, 1 credit each semester

Text: **Physical Science Concepts in Action**

Publisher: Pearson

Prerequisites: Algebra I w/ Critical Thinking (#2520) and Biology I (#3024)

Grade Level: 10-12

- Fulfills the physical science requirement for the General diploma. Fulfills the 2-credit requirement towards the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.
- Full year course, you must complete first semester before moving on to second semester.

This course is focused on the following core topics: motion, forces and interactions; energy, waves and electromagnetic radiation; structure and properties of matter; and chemical reactions. The course will concentrate on the student's everyday application of concepts. Students will use the process and attitudes of science to investigate concepts through inquiry, apply knowledge to choices made outside of the classroom. Students will use math, communication and design along with traditional assessment methods to demonstrate learning.

PHYSICS I #3084 (L)

2 semesters, 1 credit each semester.

Text: **Conceptual Physics 12e (2015)**

Publisher: Pearson

Prerequisites: Algebra I w/ Critical Thinking (#2520) and Biology I (#3024)

Grade Level: 10-12

- Fulfills the physical science requirement for the General diploma. Fulfills the 2-credit requirement towards the Core 40, Academic Honors and Technical Honors diplomas.
- Please note that either one of the first year Physics courses (#3084 or #3084H) can be used to meet the requirement for AP Biology.

This course is an introduction to classical physics, including force, motion, energy, and momentum. Additional topics in waves, light, optics, electric and magnetic fields and electrical circuits will be studied as time allows. The course will concentrate on conceptual understanding through short answers, diagrams, and graphs and requires an understanding of algebra. Students will develop the ability to a) determine relevant measurements describing a physical system, b) plan and carry out experiments, c) analyze data graphically and mathematically, and d) apply the laboratory results to a broad range of situations including applications to technology and everyday life.

Supplies for this course include a protractor, a metric ruler, triangles, colored pencils, graph paper, a notebook, and a scientific calculator. Basis for grades: tests, quizzes, homework, written assignments, laboratory work, and class participation.

PHYSICS I: HONORS #3084H (L)

2 semesters, 1 credit each semester.

Text: **College Physics OpenSTAX**

Publisher: OpenStax Rice University 2016

Prerequisites: Chemistry I (#3064) and Algebra II w/ Trig (#2522); may be taking Algebra II Honors (#2522H) concurrently.

Grade Level: 11, 12 Available to 10 **if** the student is taking Algebra II Honors or Calculus.

- Fulfills the physical science requirement for the General diploma. Fulfills the 2-credit requirement towards the Core 40, Academic Honors and Technical Honors diplomas.
- Please note that either one of the first year Physics courses (#3084 or #3084H) can be used to meet the requirement for AP Biology.
- Counts as a quantitative reasoning course.

This fast-paced introductory physics course is designed to prepare students for the AP Physics C course they will be eligible to take the following year(s) and potentially a career in science and/or engineering. Honors Physics students will test approximately every two weeks (eight tests per semester) and these tests often coincide with Honors Chemistry and Mathematics tests. This course is algebra-based with much attention given to critical thinking and problem solving. Approximately 20% of class time will be spent on laboratory activities. Reading and/or problem assignments will be made several nights each week.

The topics covered include kinematics, vectors, dynamics, circular motion, gravitation, work, energy, momentum, rotational motion, equilibrium, vibrations, waves, sound, electric charge, electric field, electric energy, electric currents, DC circuits, magnetism, electromagnetic induction, Faraday's laws, light, geometric optics, wave nature of light, selected topics from relativity, quantum mechanics, nuclear energy, astrophysics, fluids, temperature, kinetic theory, heat, and thermodynamics. Each student is expected to have a scientific calculator and a 3-ring notebook. Included in course will be exploration of careers and history of the science. Basis for grades: labs, homework, quizzes, exams, and class participation.

ZOOLOGY #3092 (L)

2 semesters, 1 credit each semester

Text: **Integrated Principles of Zoology**

Publisher: 14th edition Hickman et al 2008

Prerequisites: One of the following courses with a "C" or better: Biology 1 & 2 or successful completion of any Physical Science course (Instructor and Counseling Office approval for special circumstances)

Grade Level: 11, 12

- Fulfills a science requirement for all diplomas

This course discusses the branch of biology that deals with animals and animal life, including the study of the structure, physiology, development, and classification of animals. Some of the topics discussed include the classification of animals, invertebrates, including sponges, flatworms, mollusks, insects, arthropods, and echinoderms, non-vertebrate chordates, and vertebrates, including fishes, amphibians, reptiles, birds, and mammals. This course is designed for the student that desires more lab experience and a deeper understanding of the structure and function of the invertebrate and vertebrate animals within the Animal Kingdom. Students should expect daily homework as well as projects, quizzes, tests, and frequent dissections. This course will offer students another opportunity to fulfill graduation requirements as a science elective. This course compliments the Human Anatomy and Physiology course.

Junior High Science Course Descriptions

SCIENCE 7 (L) #04607

2 semesters

Grade Level: 7

Text: Interactive Science Series: Cells and Heredity, Earth's Structure, Water and Atmosphere

Objectives: To practice the processes of science in an interactive format. To learn the fundamental concepts of Life and Earth Science.

Course Content: The student studies the general topics of cells, heredity, the classification of living things, plate tectonics, Earth's waters and Environmental Science, and Climate/Weather.

Class Procedures: Class discovery, reading for information, class discussions, demonstrations and homework assignments are integral parts of the course.

Grades: Student grades are based on the following: Tests and quizzes; in class activities, homework, and laboratories; projects, and an organizational binder.

SCIENCE 8 (L) #04608

2 semesters

Grade Level: 8

Text: Interactive Science Series: Introduction to Chemistry, Forces and Energy

Objectives: To practice the processes of science in an interactive format and learn the fundamental concepts of Physical Science.

Course Content: The student studies the general topics of matter, periodic table, atoms, bonding, electricity, motion, forces, and energy.

Class Procedures: Class discovery, reading for information, class discussions, demonstrations and homework assignments are integral parts of the course.

Grades: Student grades are based on the following: Tests and quizzes; in class activities, homework, and laboratories; projects, and an organizational binder.

WEST LAFAYETTE SOCIAL STUDIES HONORS PROGRAM

The West Lafayette Social Studies Honors Program recognizes students who have achieved academic success in their West Lafayette High School social studies coursework. Students will receive a special designation on their transcript and be recognized for their accomplishment during the graduation ceremony.

To be eligible, a student must:

- Have taken all social studies courses at WLHS while enrolled at WLHS (intro level and online courses not accepted)
- Earned a B- or better in all high school social studies courses
- Successfully completed a minimum of one social studies elective and/or social studies AP level course in addition to required courses (earning a B- or better)

Students expecting to receive recognition must notify the Social Studies Department Chairperson, as well as the counseling office, by April 1 in the year of their graduation to allow time for transcript verification. The student's transcript will be duly noted, and the graduate will receive a recognition cord to be worn during the graduation ceremony.

SOCIAL STUDIES
NOT ALL COURSES ARE OFFERED EACH YEAR

ECONOMICS #1514

1 semester, 1 credit

Grade Level: 12

- Fulfills the Economics requirement for the Core 40, Academic Honors, and Technical Honors diplomas. A Social Studies elective for the General Diploma.
- Qualifies as a Quantitative Reasoning course for all diplomas.

This is a survey course that covers microeconomics and macroeconomics. Topics include the basic principles of economics and the economic way of thinking, supply and demand, product markets, the labor market, investing and personal finance, fiscal policy and monetary policy.

Students will be required to:

- Actively engage in class discussion and group activities
- Participate in simulations

Complete assignments related to economics concepts

UNITED STATES GOVERNMENT #1540

1 semester, 1 credit

Grade level: 12

- Fulfills the Government requirement for all diplomas.

This course primarily covers national government with lesser emphasis on state and local institutions. There is particular emphasis on the elective process and practical politics. In addition, there are units on lobbying; interest groups; the media; structure and function of the legislative, executive, and judicial branches of the national government.

Each government student will be expected to do the following:

-Take an active part in all classroom discussions whether in small groups or in discussions led by the teacher.

-Produce oral and written reports on various subjects.

Quizzes will be mostly objective (generally based on the textbook) and tests will be essay. Note taking is encouraged.

UNITED STATES HISTORY #1542

2 semesters, 1 credit each semester

Grade Level: 11

- Fulfills the US History requirement for all diplomas.

First semester of United States History study includes a review of pre-Civil War America and begins an in-depth study of America as it moves into the 20th century up to the 1930's. 2nd semester focus is World War II to present day.

Instruction will be based on a narrative text with accompanying handouts, which emphasize critical thinking, document analysis, map work, and inquiry activities resulting in analysis of American History

since Reconstruction. Tests will include objective questions and essays, and a departmental final exam consisting of objective questions, and essays.

Student will be expected to take an active part in discussion, cooperative learning experiences, and other assigned activities, and will also be expected to complete written projects.

WORLD HISTORY & CIVILIZATION #1548

2 semesters, 1 credit each semester

Grade Level: 9-12 (Usually taken in grade 9 or 10.)

- Fulfills a Social Studies requirement for all diplomas.

This course surveys ancient, classical, and World civilizations with particular emphasis on political, economic, and cultural developments. Students work individually and in groups on projects, both written and oral. In addition to objective and essay exams based on the textbook and related classroom material, students will be expected to complete short writing assignments designed to aid in the development of written expression.

The second semester emphasizes nationalism, imperialism, industrialism, and various challenges to world peace. The last nine weeks will deal predominantly with 20th century topics.

Each World Civilization student will be expected to do the following: Read the text regularly, take notes, do outside reading, complete all written assignments and write several research papers. There will be library work in this class and students will be expected to know how to work efficiently, properly, and considerately in the library and small groups while completing research papers and assignments.

WORLD HISTORY & CIVILIZATION HONORS #1548H

2 semesters, 1 credit each semester

Grade Level: 9-12 (Usually taken in grade 9-10.)

- Fulfills the World History requirement for all diplomas.

In addition to content covered in World History & Civilization #1548, students will be introduced to a greater scope of historical skills. Basic historical thinking skills will be introduced. Techniques for using original documents will be addressed as well as research using original documents and scholarly articles. Writing skills used for essays and research papers will be fostered. Upon completion of this course, students will be better prepared for future success in Social Studies AP coursework.

WORLD HISTORY & CIVILIZATION (i) #15489

2 semesters, 1 credit each semester

Grade Level: 9-12 (Usually taken in grade 9 or 10.)

- Fulfills the World History requirement for all diplomas.
- Offered every other year when the fall semester begins in an odd-numbered year.

This course is an introductory level of World History & Civilization. The course is designed for students who have difficulties in reading, writing, and basic study skills that are used in social studies. The course parallels World History but allows for greater flexibility in the presentation of materials, number and type of assignments, and classroom activities. Great emphasis will be made on meeting individual needs of each student. The course will emphasize the acquisition of the basic skills that will be needed in future Social Studies courses. There will be use of the media center and other resources, which will add variety to the course. Students are recommended to the course by the Social Studies teachers.

ELECTIVE COURSES

ETHNIC STUDIES #1516

1 semester, 1 credit

Grade level: 9-12

- Counts as an Elective for all diplomas.
- Taught when demand dictates.

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.

INDIANA STUDIES #1518

1 semester, 1 credit

Grade level: 9-12

- Counts as an Elective for all diplomas.
- Taught when demand dictates.

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.

INTERNATIONAL RELATIONS #1520

1 semester, 1 credit (Course may not be taken more than one semester)

Grade Level: 10, 11, 12

- Counts as an Elective for the all diplomas.

International Relations is a seminar in which students are involved in research round table discussions, conflict resolution and diplomacy. Topics vary from year to year but recent coverage has included: Problems in the Middle East, Asia, Africa, Latin American, and the environment. Important geographic and strategic areas of the world; possible future conflicts; world politics and current events make this an on-going, often changing course.

PHILOSOPHY #1550

1 semester, 1 credit

Grade Level: 10-12. Preference to 11 - 12

Prerequisite: Completion of World History

- Counts as an Elective for all diplomas.
- Offered every-other year when the fall semester begins in an odd-numbered year.

This course is an introduction to philosophy for the college-bound student that examines several important philosophical texts and philosophers. It will introduce students to the nature of philosophical thinking and address fundamental problems of philosophy. The class will not be reduced to ideas and opinions – instead we will re-think our perceptions in terms of philosophical discourse.

Questions regarding relationships between individuals and society, human existence, and who we are as human beings will be answered using the following fields of philosophy: metaphysics, epistemology, logic, ethics, axiology, and social/ political. We will also work with different approaches in the discipline of thought, such as: masculine, feminine, eastern and western as we discuss various topics as: the nature of self, questions of reality and theories of truth and knowledge.

PSYCHOLOGY #1532

1 semester, 1 credit

Grade Level: 11, 12

- Counts as an Elective for all diplomas.

This course is designed as a survey of the major theories, methods, and findings of various branches of psychology. Psychological research is explored in areas such as human and animal behavior, cognitive and creative development, motivation, emotion, personality, altered states of consciousness and abnormality. Grades are based on participation, written assignments, tests, a research paper or project, and the final examination.

SOCIOLOGY #1534

1 semester, 1 credit

Grade level: 10-12. Preference to 11-12

- Counts as an Elective for all diplomas.
- Offered every-other year when the fall semester begins in an odd-numbered year.

This course consists of the study of the relationships among people and the social conditions in which those relationships occur. The sociological concepts of culture, socialization, social structure and social inequality are the primary areas of study. Included within these general areas of study are the topics of deviance, social control, organizations, stratification, social institutions and the family. Grades are based on participation, written assignments, tests, research papers, projects and/or a final examination.

20th CENTURY CONFLICTS #1538

1 semester, 1 credit

Grade Level: 10–12

Prerequisite: Successfully completed World History

- Counts as an Elective for all diplomas.
- Offered every-other year when the fall semester begins in an even-numbered year.

This is an in-depth course of the military history of the United States from World War I through present. Major topics will include the origins of the wars, US involvement, major military campaigns, war on the home front, and the roots of the Cold War including the Korean War and Vietnam War. Students will also discuss and research the Gulf Wars and the Global War on Terrorism. Instruction will include textbook readings, the use of primary source documents, required reading of at least one non-fiction book and participation in oral history activities. Students will be expected to take an active part in discussion, research, cooperative learning experiences, and other assigned activities.

WORLD GEOGRAPHY #1546

1 semester, 1 credit

Grade Level: 9-12

- Counts as an Elective for all diplomas.
- Offered every-other year when the fall semester begins in an even-numbered year.

World Geography provides an opportunity to study the information of humans and their environment in space and time. This course helps students understand global patterns of physical and cultural characteristics including: (1) Earth-sun relationships, (2) land forms, (3) climate, (4) population, (5) transportation, (6) communication, (7) economic linkages, and (8) cultural diffusion. The study of cultural settings should also include political structures, ways of life, customs, and past events that have influenced or have been influenced by the environment. World Geography provides the opportunity to study the five basic geographic themes of: (1) location, (2) place, (3) relationships within places, (4) movement, and (5) regions as they apply to selected areas of the world. Regions selected for study will vary but should include examples from each continent. These studies focus upon the relationships among regions and exemplify important geographic concepts and problems.

Junior High Social Studies Course Descriptions

CURRENT ISSUES #0470CI

1 semester

Grade Level: 8

- Elective

Current issues is a one semester classroom experience in reviewing, discussing and anticipating developments in local, state, national and global news. Student generated projects and ideas will be encouraged. Students may expect to work individually and in small groups on various assignments such as debates or persuasive essays/speeches. Grades will be based on short in-class projects and oral participation.

SOCIAL STUDIES 7 #04707

2 semesters

Grade Level: 7

Text: World Cultures and Geography

Publisher: McDougal Littell

The world cultures course is devoted to the study of Eastern Hemisphere cultures. The first part of the course is spent examining the five themes of geography and the seven elements of culture. Then these themes become the basis for studying the cultures of (1) Africa, (2) Asia, (3) the Middle East, (4) Australia and Oceania. Current events concerning these areas are discussed throughout the year.

During seventh grade, students will be making the transition from concrete examples to abstract ideas and concepts. Opportunities to develop thinking skills, research skills, decision-making skills, and problem-solving skills are provided through map, graph and chart interpretation; problem identification; questioning; information gathering; and the evaluating of alternative solutions to problems.

The course grade is determined by the quality of student performance on reading assignments, map assignments, projects, in-class activities, quizzes, and tests.

SOCIAL STUDIES 8 #04708

2 semesters

Grade Level: 8

Text: Creating America

Publisher: McDougal Littell

This survey course is designed to introduce students to the early history of the United States from the time of European discovery and colonization through the late 19th century. Course Objectives: Students will be expected to:

- a. Develop an understanding of topics in American History up to the late 19th century.
- b. Recognize and use various themes that comprise the social studies i.e. geography, economics, cultures and conflict.
- c. Develop an appreciation for the personalities and events which make up American History
- d. Practice writing and speaking skills necessary to articulate their thoughts.

e. Make use of available technology to complete research and make presentations on historical topics.
This survey course is designed to introduce students to the early history of the United States from the time of European discovery and colonization through the late 19th century.

TECHNOLOGY

NOT ALL COURSES ARE OFFERED EACH YEAR

AEROSPACE ENGINEERING #5518

Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Text: PLTW Online Curriculum Inkdoc

Grade level: 10-12

Prerequisite: Introduction to Engineering Design (Principles of Engineering recommended)

- This course is a third option for completing the engineering pathway needed for graduation.
- Counts as a Directed Elective or Elective for all diplomas.
- Counts as a Quantitative Reasoning course for all diplomas.
- Counts as a science credit.

Aerospace Engineering ignites students' learning in the fundamentals of atmospheric and space flight. Aerospace Engineering is one of the specialization courses in the PLTW Engineering program. The course deepens the skills and knowledge of an engineering student within the context of atmospheric and space flight. Students explore the fundamentals of flight in air and space as they bring the concepts to life by designing and testing components related to flight such as an airfoil, propulsion system, and a rocket. They learn orbital mechanics concepts and apply these by creating models using industry-standard software. They also apply aerospace concepts to alternative applications such as a wind turbine and parachute. Students simulate a progression of operations to explore a planet, including creating a map of the terrain with a model satellite and using the map to execute a mission using an autonomous robot.

CIVIL ENGINEERING & ARCHITECTURE #5650

Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Text: None/online curriculum

Publisher: PLTW

Grade level: 10-12

Prerequisites: None / IED & POE (recommended and required for Dual Credit)

- Counts as a Directed Elective or Elective all diplomas.
- Qualifies as a Quantitative Reasoning course for all diplomas.
- This course is aligned for Dual Credit with Ivy Tech

Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design.

COMMUNICATION SYSTEMS #4780

1 credit, 1 semester

Text: **Communication Systems**; by Charles Johnson

Publisher: Goodheart-Willcox Company, INC.; 2000

Grade Level: 9-12

Prerequisite: None

- Counts as a Directed Elective or Elective for the all diplomas.

- No longer offered after 2022/23

Communication Systems is a course that specializes in how people use modern communication systems to exchange information and ideas. These systems allow people to grow intellectually, express feelings, and better understand diverse cultures. This course explores the application of the tools, materials, and techniques used to design, produce, use, and assess systems of communication. Instructional strategies introduce students to the world of communication technology through a variety of means including: presentations, discussions, and laboratory activities. Students will produce graphic and electronic media as they apply communication technologies. Most activities are designed for small group work since communication takes place between two parties or machines.

COMPUTERS IN DESIGN & PRODUCTION #4800

Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Text: **AutoCAD and its Applications**; by Shumaker, Madsen, Madsen

Publisher: Goodheart-Willcox Company, INC.; 2012

Grade Level: 9-12

Prerequisite: None

- Counts as a Directed Elective or Elective for all diplomas.

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. The course provides students with a basic understanding of the features and considerations associated with the operation of a computer-aided design (CAD) system. They will be expected to complete several projects (increasing in difficulty) relating to command topics covered on a weekly basis. Students will also explore coding computer numerically controlled mills and routers using G and M code and CAM software. Projects may vary from year to year. Some possible projects are acrylic CNC cut-lit signs, CNC milled name plates, and CNC milled signs.

ENGINEERING DESIGN & DEVELOPMENT #5698

2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Text: None/online curriculum

Publisher: PLTW

Grade level: 11-12

Prerequisites: None/Introduction to Engineering and Design and Principles of Engineering and Civil Engineering & Architecture (recommended and required for Dual Credit)

- Counts as a Directed Elective or Elective for all diplomas.
- This course is aligned for Dual Credit with Ivy Tech
- Qualifies as a Quantitative Reasoning course for all diplomas.

Engineering Design and Development (EDD) is the capstone course in PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process.

Students will perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts

and will continually hone their organizational, communication and interpersonal skills, their creative and problem-solving abilities, and their understanding of the design process.

INTRODUCTION TO COMMUNICATIONS #4790

2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Text: **Software FL Studio, Magix Movie Studio**

Publisher: Imageline, Magix

Grade Level: 9-12

Prerequisite: None

- Counts as a Directed Elective or Elective for all diplomas.

Introduction to Communications is a course that specializes in identifying and using modern communication to exchange messages and information. This course explores the application of the tools, materials, and techniques used to design, produce, use, and assess systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Major goals of this course including an overview of communication technology; the way it has evolved, how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems. Using the base knowledge student will use the design process to solve design projects in each communication area. Lab activities change from year to year but some that have been done are posters, brochures, stop action video/Claymation, electronic labs, and audio engineering. The bulk of the activities will revolve around learning all the necessary components of audio engineering. Students will learn to multi-track audio, mix and master tracks to a professional level. You will also learn engineering aspects of video production through various lab activities.

INTRODUCTION TO CONSTRUCTION #4792

2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Text: **Exploring Construction**; by Richard Henak

Publisher: Goodheart-Willcox Company, INC.; 2000

Grade Level: 9-12

Prerequisite: None

- Counts as a Directed Elective or Elective for all diplomas.

This is a broad course that explores the application of tools, materials, and energy in designing, producing, using and assessing constructed works. Students will explore techniques used to apply technology in producing architecture (residential and commercial) drawings and models, industrial buildings and a variety of civil structures. The major elements of the structure are designing, producing, using, and assessing structures. The activities in the course are designed to introduce students to:

- Designing the structure – includes all the practices that take place to convert a person's idea into a project.
- Producing a building - includes both managing the project and doing the actual work. Typical framing methods are used to construct a shed.
- Constructing civil structures – includes construction of roads, dams, bridges, etc.
- Using structures – begins after the project ownership has been transferred

INTRODUCTION TO DESIGN PROCESSES #4794

2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Text: **Introduction to Design and Technology**; by Todd, Todd, and McCrory

Publisher: Thompson Learning Tools; 1996

Grade Level: 9-12

Prerequisite: None

- Counts as a Directed Elective or Elective for all diplomas.

This is a specialized course that explores the technological processes and employs creative problem solving in developing, engineering, testing, and communicating designs for products, structures, and systems. This course is designed for lab activities in solving engineering problems with computer graphics, tools and machines. Possible projects include making a box guitar, designing personal projects, and projects that solve local problems.

INTRODUCTION TO ENGINEERING DESIGN #4802

2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Text: **Engineering Design: an Introduction**; Karsnitz, O'Brien, Hutchinson

Publisher: Delmar-Cengage Learning, 2013

Grade Level: 8-12

Prerequisite: For 8th graders, you must have earned a B- in both semesters of Math 7 CT and be concurrently enrolled in Algebra I as an 8th grader.

- Counts as a Directed Elective or Elective for all diplomas.
- This course is aligned for Dual Credit with Ivy Tech.

Introduction to Engineering Design is an introductory course which develops student problem solving skills using the design process. Students document their progress of solutions as they move through the design process. Students develop solutions using elements of design and manufacturability concepts. They develop hand sketches using 2D and 3D drawing techniques. Computer Aided Design (CAD) using Inventor 3D modeling software is used.

INTRODUCTION TO MANUFACTURING #4784

Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Text: **Manufacturing Systems**; by R. Thomas Wright

Publisher: Goodheart-Willcox Company, INC.; 2000

Grade Level: 9-12

Prerequisite: None

- No longer offered after 2022/2023 school year
- Counts as a Directed Elective or Elective for all diplomas.

This is an introductory level course that explores the technological processes used to obtain resources and change them into industrial materials and finished industrial and consumer products. The students will investigate the properties of materials. After gaining a working knowledge of the materials, students will study six major types of material processes:

•Casting and Molding •Forming •Separating •Conditioning •Finishing •Assembling

Mass production of student designed and produced products through lab activities will be a major focus. Projects are centered on the shop and the six major types of processes. During the second semester students will study 3D modeling, Computer Aided Manufacturing, and Computer Numerical Control.

Projects will include 3D printing, Computer Numerically Controlled Mills and Lathes, and automation. Students will get a first-hand knowledge of how technology makes manufacturing more efficient.

PRINCIPLES OF ENGINEERING-PLTW #5644

2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum

Text: Principles of Engineering, 1st Edition

Publisher: Delmar-Cengage Learning

Grade level: 10-12, 9 if student successfully completed IED in grade 8

Prerequisite: None / Introduction to Engineering and Design (recommended and required for Dual Credit).

- Counts as a Directed Elective or Elective for all diplomas.
- This course is aligned for Dual Credit with Ivy Tech.
- Qualifies as a Quantitative Reasoning course for all diplomas.
- Counts as the third year of science for all diplomas.

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

TRANSPORTATION SYSTEMS #4786

1 credit, 1 semester

Text: **Exploring Transportation**; by Johnson, Farrar-Hunter

Publisher: Goodheart-Willcox Company, INC.; 2000

Grade Level: 9-12

Prerequisite: None

- Counts as a Directed Elective or Elective for all diplomas.
- No longer offered after 2022/23

This is a broad course that explores the application of tools, materials, and energy in designing, producing, using and assessing transportation systems. Students will explore systems and techniques used to apply technology to move people and cargo in vehicles and by other means on land and in water, air, and space. Small engine dis-assemble and assemble, designing alternative vehicles and computer simulation are some of the lab activities covered in this course.

Junior High Technology Education Course Descriptions

TECHNOLOGY EDUCATION 7 (Practical Arts Rotation) #0493

9 weeks

Grade Level: 7

Text: Technology; by R. Thomas Wright, Publisher: Goodheart-Wilcox Co., Inc.; 2000

Students use shop tools, design processes, technology and creativity to make projects. Instruction and applications are typically hands-on and in the shop setting. Topics covered include the design process, measurement, and shop safety. Projects have included a portable tic-tac-toe game, gumball machine, and a paper clip dispenser.

TECHNOLOGY EDUCATION 8 #04908

1 semester

Grade Level: 8

Text: Technology; by R. Thomas Wright Publisher: Goodheart-Wilcox Company, Inc.; 2000

Students will learn about the four areas of Technology Education. Construction, Manufacturing, Communication, and Transportation; as well as, the use of mechanisms, tools, and processes for each area. The course is designed to introduce students to a variety of careers and the technology related to each one. It is also designed to introduce students to classes offered at the high school level in Engineering and Technology Education that might further their career goals in related fields.

Most of the instruction and application is hands on. Some projects have been 3D modeling, 3D printing, scale model building of a residential structure, Rube Goldberg machine build, balsa wood bridge construction, maglev vehicles, CO2 car, etc.

WORLD LANGUAGES

General High School Diploma	Core 40 Diploma	Core 40 w/Academic Honors Diploma
<p>The State of Indiana does not require ANY world language for this diploma.</p>	<p>The State of Indiana does not require ANY world language for completion of the Core 40 diploma or the Core 40 with Technical Honors. Several college and university programs require at least 2 years of a world language taken during high school.</p>	<p>Three years of one language or Two years of two languages.</p> <p style="text-align: center;">Ex: Three years of Spanish OR Two years of Spanish and two years of French.</p> <p>Currently available at this school:</p> <p style="text-align: center;">French I French II French III AP French</p> <p style="text-align: center;">German I German II German III AP German</p> <p style="text-align: center;">Spanish I Spanish II Spanish III AP Spanish</p>

Students planning to attend college are encouraged to complete at least two years of high school world language.

Grade prerequisites: As all World Language courses are cumulative in content and proficiency, students must earn a grade of C- or better each semester in order to be eligible for enrollment in the subsequent semester of that language.

Policy: (Credit by Proficiency procedures) In order to receive credit for one level (year-long course) of a world language, a student must meet the criteria below, following these procedures:

- a. The student shall take and pass with a grade of B (80%) the first and second semester proficiency tests for the level for which the student desires credit. These proficiency tests shall include an oral component. A member of World Language Department teaching the language in question must administer the tests. Students currently enrolled in the West Lafayette Community School Corporation shall notify a teacher of the language in question and the counseling office about his/her plans to pursue this option not later than the end of the spring semester of the year preceding that in which the student desires to begin the next course in the sequence.

- b. These tests shall be administered not later than the end of the first week of classes at the beginning of the school year. These tests shall be administered at a mutually agreeable time in a suitable location.
- c. The grade earned on the proficiency tests will be the final grade assigned for each respective semester of the course and will be recorded on the student's transcript.
- d. Eighth-grade students must have achieved a grade of B or better in all seventh-grade courses to be eligible for Credit by Proficiency in a World Language course, since this is also a requirement to enroll in the course itself.
- e. All students must enroll in and complete the subsequent course in the relevant World Language in the year in which proficiency tests were successfully completed in order to complete the Credit by Proficiency procedure.
- f. Seventh-grade students shall not be enrolled in a high-school credit World Language course.

The Indiana Certificate of Multilingual Proficiency

“The Indiana Certificate of Multilingual Proficiency is an award made by a participating school corporation designating on a student’s transcript that the student has attained a high level of proficiency, sufficient for meaningful use in college and a career, in one or more languages in addition to English.” (Indiana Department of Education—Guidelines for Implementing the Indiana Certificate of Multilingual Proficiency).

In compliance with Indiana Department of Education guidelines, all of the following are required to be eligible to receive the Certificate of Multilingual Proficiency through West Lafayette Jr. / Sr. High School:

1. Students must earn at least 8 eligible credits in English/Language Arts
2. Students must pass the English/Language Arts Grade 10 qualifying exam
3. Students must earn 6 credits in a single World Language*
4. Students must score at the Intermediate High level on the ACTFL scale on an approved external assessment in the world language. Students who score a 4 or 5 on the Advanced Placement exam in French, German, or Spanish satisfy this requirement.

*Students who believe they have at least Intermediate-High level proficiency on the ACTFL scale in a language not taught at West Lafayette Jr./Sr. High School may earn the Certificate of Multilingual Proficiency provided they satisfy criteria 1, 2 AND 4 by arranging for and completing an approved test on their own, scoring at the minimum level. West Lafayette Jr. /Sr. High School will not arrange for nor proctor such tests.

Students who wish to earn the Certificate in this way must provide a copy of the qualifying score to the World Language Department Chairperson and to the Counseling Office to assure eligibility and processing of the Certificate. Such scores must be reported by July 10 in the year of Graduation to qualify.

Students intending to receive the Certificate of Multilingual Proficiency must notify the World Language Department Chairperson as well as their Counselor by April 1 in the year of Graduation to allow time for transcript verification.

The Certificate of Multilingual Proficiency will be mailed to the address on file for the student in July following Graduation, once all Advanced Placement scores have been received. The student’s transcript will be duly noted.

More information on qualifying exams in various world languages is available at:
<http://www.doe.in.gov/sites/default/files/ccr/assessment-list-sboe-final.pdf>

More information on the ACTFL Proficiency guidelines is available at:
https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

FRENCH I #2020

2 semesters, 1 credit each semester

Grade Level: 8-12

Text: **D'accord! Level 1**

Publisher: Vista Higher Learning

Prerequisite: Grades 9-12: None; Grade 8: No grade below "B" in grade 7

- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma.
- Counts as a Directed Elective for Elective for all diplomas.

The Level I French course 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 cultures. Within this context, 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;
- ◆ understand and use appropriate forms of address and registers of language
- ◆ describe people and the environment around them
- ◆ tell about daily routines and events in the present tense
- ◆ discuss their basic needs and interests
- ◆ agree and disagree; ask for and give opinions
- ◆ read words and phrases in a situation context, such as signs, menus, and schedules
- ◆ comprehend and give basic directions from point A to point B
- ◆ read short narrative texts
- ◆ respond in writing and orally to various auditory and visual stimuli
- ◆ make plans and discuss the near future and past
- ◆ make basic purchases

Additionally, students learn:

- ◆ about nonverbal communication, such as gestures and body language
- ◆ awareness of current events in Francophone cultures
- ◆ awareness of the diversity in the Francophone world
- ◆ cultural distinctions in etiquette, courtesy, and cuisine in the various cultures

FRENCH II #2022

2 semesters, 1 credit each semester

Grade Level: 9-12

Text: **D'accord! Level 2**

Publisher: Vista Higher Learning

Prerequisite: Successful completion of French Level I with C- or better each semester

- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma.
- Counts as a Directed Elective for Elective for all diplomas.

The Level II French course enables students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. Students are able to:

- ◆ talk about and ask questions regarding routine activities;
- ◆ participate in conversations on a variety of topics;
- ◆ relate a simple narrative about a personal experience or event in the present, past and future;
- ◆ interact in a variety of situations to meet personal needs, such as asking for information or permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life;
- ◆ understand main ideas and facts from simple texts over familiar topics;
- ◆ read aloud with appropriate intonation and pronunciation; and
- ◆ write briefly in response to given situations, for example postcards, personal notes, phone messages, and directions, as well as write text messages using culturally appropriate format and style.

Additionally, students become:

- ◆ familiar with major geographical features and historical events of the countries being studied;
- ◆ familiar with different aspects of the cultures, including holidays, the visual arts, architecture, literature and music, using the world language where appropriate;
- ◆ able to extend and respond to hospitality as a host or guest; and

FRENCH III #2024

2 semesters, 1 credit each semester

Grade Level: 10-12

Text: **D'accord! Level 3**

Publisher: Vista Higher Learning

Prerequisite: Successful completion of French Level II with a C- or better each semester

- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma.
- Counts as a Directed Elective for Elective for all diplomas.

This course includes additional readings, plays, and films that form the basis for in-class discussions and extended writing activities. The course strives to provide an online electronic exchange with a classroom in a Francophone country in order to give students an opportunity to explore and compare ideas with cohorts in the culture and with whom to discuss current events from a unique perspective. The Level III French course provides instruction enabling students to understand and appreciate other cultures by comparing social behaviors and values of people using the languages being learned. Students are increasing using more complex structures to express themselves in both concrete and hypothetical situations. Throughout the course, students will learn:

- ◆ to respond to factual and interpretive questions and interact in a variety of social situations and to express their opinions and hypotheses using such tenses as the *passé composé*, the *imparfait*, the conditional, the past conditional, the future, the future perfect, and the subjunctive. Students will learn to use conditional sentences (with *si*) to talk extensively about hypothetical questions.
- ◆ vocabulary necessary to talk about their future study and career plans, to discuss intermediate-level literature such as fairy tales, to explore various periods in French and Francophone history, and to discuss interpersonal relationships, art, and music.
- ◆ to apply personal preferences and desires to their own language learning. Students will be encouraged to pursue independent use of French to correspond with others and to build relationships outside of the classroom environment.
- ◆ To read increasing difficult texts and to summarize, paraphrase and react to them in written and spoken French.

NOTE: Due to limited space, a student who wishes to take German must enroll in German I before the junior year.

GERMAN I #2040

2 semesters, 1 credit each semester

Grade Level: 8-10

Text: **Portfolio Deutsch and other sources**

Publisher: Langenscheidt

Prerequisite: Grades 9-12: None; Grade 8: No grade below “B” in grade 7

- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma.
- Counts as a Directed Elective for Elective for all diplomas.

The Level I German course 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 cultures. Within this context, 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;
- ◆ understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events;
- ◆ ask and answer simple questions and participate in brief guided conversations related to their needs and interests;
- ◆ read isolated words and phrases in a situational context, such as menus, signs and schedules
- ◆ comprehend brief written directions and information;
- ◆ read short narrative texts on simple topics; and
- ◆ write familiar words and phrases in appropriate contexts and respond in writing to various stimuli. (Goals 1-4)

Additionally, students learn:

- ◆ about nonverbal communication, such as gestures and body language;
- ◆ about awareness of current events in the cultures;
- ◆ 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. (Goals 5 and 6)

GERMAN II #2042

2 semesters, 1 credit each semester

Grade Level: 9-11

Text: **Portfolio Deutsch and other sources**

Publisher: Langenscheidt

Prerequisite: Successful completion of German Level I with a C- or better each semester

- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma.
- Counts as a Directed Elective for Elective for all diplomas.

The Level II German course enables students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. Students are able to:

- ◆ ask questions regarding routine activities;
- ◆ participate in conversations on a variety of topics;
- ◆ relate a simple narrative about a personal experience or event;
- ◆ interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life;
- ◆ understand main ideas and facts from simple texts over familiar topics;
- ◆ read aloud with appropriate intonation and pronunciation; and
- ◆ write briefly in response to given situations, for example postcards, personal notes, phone messages, and directions, as well as write letters using appropriate format and style (Goals 1-4)

Additionally, students become:

- ◆ familiar with major geographical features, historical events and political structures of the countries being studied;
- ◆ familiar with different aspects of the cultures, including the visual arts, architecture, literature and music, using the world language where appropriate;
- ◆ able to extend and respond to hospitality as a host or guest; and
- ◆ aware of time expectations, such as arriving for appointments and social engagements. (Goals 5 and 6)

GERMAN III #2044

2 semesters, 1 credit each semester

Grade Level: 10-12

Text: **Komm mit! Level 3 and numerous other materials**

Publisher: Holt, Rinehart, and Winston

Prerequisite: Successful completion of German Level II with a C- or better each semester

- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma.
- Counts as a Directed Elective for Elective for all diplomas.

The Level III German course provides instruction enabling students to understand and appreciate other cultures by comparing social behaviors and values of people using the languages being learned. Students are willing to initiate and participate in discussions concerning these cultures. In addition, students are able to:

- ◆ respond to factual and interpretive questions and interact in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases;
- ◆ read for comprehension from a variety of authentic materials, such as advertisements in newspapers and magazines and cartoons and personal correspondence;
- ◆ read short literary selections of poetry, plays and short stories;
- ◆ complete authentic forms and documents and take notes that require familiar vocabulary and structures;
- ◆ write paraphrases, summaries and brief compositions;

- ◆ describe different aspects of the culture, using the world language where appropriate, including: (1) major historical events, (2) political structures, (3) value systems, (4) visual arts, (5) architecture, (6) literature, and (7) music; and
- ◆ seek help in a crisis situation and participate appropriately at special family occasions, such as birthdays, weddings, funerals and anniversaries. (Goals 1-6)

SPANISH I #2120

2 semesters, 1 credit each semester

Grade Level: 8-12

Text: **Avancemos Level 1**

Publisher: Houghton, Mifflin, Harcourt

Prerequisite: Grade 9-12: None; Grade 8: No grade below “B” in grade 7

- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma.
- Counts as a Directed Elective for Elective for all diplomas.

The Level I Spanish course 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 cultures. Within this context, 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;
- ◆ understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events;
- ◆ ask and answer simple questions and participate in brief guided conversations related to their needs and interests;
- ◆ read isolated words and phrases in a situational context, such as menus, signs and schedules
- ◆ comprehend brief written directions and information;
- ◆ read short narrative texts on simple topics; and
- ◆ write familiar words and phrases in appropriate contexts and respond in writing to various stimuli. (Goals 1-4)

Additionally, students learn:

- ◆ about nonverbal communication, such as gestures and body language;
- ◆ about awareness of current events in the cultures;
- ◆ 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. (Goals 5 and 6)

They will study the culture of the Hispanics living in the United States and multiple countries in Latin America as well as the Geography of Latin America. They will also compare their own culture with those of the Spanish speaking countries. Emphasis is on the integration of the four communicative skills: reading, listening, writing and speaking--within the context of the cultures of the Spanish-speaking world. Classroom instructions are given in Spanish and Spanish is used increasingly throughout the year.

SPANISH II #2122

2 semesters, 1 credit each semester

Grade Level: 9-12

Text: **Avancemos, Level 2**

Publisher:

Prerequisite: Successful completion of Spanish Level I with a C- or better each semester

- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma.
- Counts as a Directed Elective for Elective for all diplomas.

The Level II Spanish course enables students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. Students are able to:

- ◆ ask questions about routine activities, clothes, food, sports, vacations;
- ◆ participate in conversations on a variety of topics;
- ◆ relate a simple narrative about a personal experience or event;
- ◆ interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life;
- ◆ understand main ideas and facts from simple texts over familiar topics;
- ◆ read aloud with appropriate intonation and pronunciation;
- ◆ and write briefly in response to given situations, for example postcards, personal notes, phone messages, and directions, as well as write letters using culturally appropriate format and style. (Goals 1-4)

Additionally, students become:

- ◆ familiar with major geographical features, historical events and political structures of the countries being studied;
- ◆ familiar with different aspects of the cultures, including the visual arts, architecture, literature and music, using the world language where appropriate;
- ◆ able to extend and respond to hospitality as a host or guest; and
- ◆ aware of time expectations, such as arriving for appointments and social engagements. (Goals 5 and 6)

The students will study everyday life and the culture of Spain and the Latin American Countries. Emphasis is on the integration of the four communicative skills: reading, listening, writing and speaking- within the context of the cultures of the Spanish-speaking world. Spanish will become the language of communication in the classroom during this year.

SPANISH III #21249

2 semesters, 1 credit each semester

Grade Level: 10-12

Text: **Avancemos Level 3**

Publisher: Houghton, Mifflin, Harcourt

Prerequisite: Successful completion of Spanish Level II with a C- or better each semester.

- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma.
- Counts as a Directed Elective for Elective for all diplomas.

This course builds upon knowledge gained in Spanish 1 & 2. The course is a continuation and recycling of knowledge acquired in Spanish 1 and Spanish 2, as well as an introduction to new vocabulary,

structures and expressions. Students will be expected to expand their vocabulary range to include more sophisticated terms, use advanced language expressions, verb tenses and grammatical concepts such as the pluperfect and the subjunctive mood.

Emphasizing the use of Spanish for active communication, in Spanish III students will develop their aural and oral abilities, reading comprehension, grammar, and composition skills. Vocabulary and grammar concepts introduced in Spanish I and II will be reviewed and expanded on throughout the year. Topics covered include narrating in the past tenses, expressing and supporting opinions, talking about health and nutrition, discussing relationships, describing work and one's community, conversing about the future, understanding and sharing myths and legends, and comparing and contrasting diverse cultures. By the end of the course, students will demonstrate better pronunciation of the Spanish language; incorporate more advanced grammatical concepts, vocabulary, and colloquial expressions into their spoken and written language skills; better understand and respond to Spanish; and develop a deeper understanding of and appreciation of the Hispanic culture.

SPANISH III PRE-AP#2124

2 semesters, 1 credit each semester

Grade Level: 10- 12

Text: **Avancomos Level 3**

Publisher: Houghton, Mifflin, Harcourt

Prerequisite: Minimum 3.35 combined GPA in Spanish I & II

- Fulfills a World Language requirement for the Core 40 with Academic Honors diploma.
- Counts as a Directed Elective for Elective for all diplomas.

The emphasis in Spanish III Pre-AP is on understanding and developing the ability to use previously learned grammatical concepts correctly, along with new grammar concepts, so as to attain proficiency in Spanish. Students will therefore be required to express themselves both orally and in writing at a more advanced level. Through listening, speaking, reading and writing in the target language, students will build additional vocabulary and grow their knowledge of the culture, history, arts, traditions and peoples of the Spanish speaking world. The course is intended to adequately prepare students for the AP level.

The class is conducted primarily in Spanish.

Junior High World Language Course Description

WORLD LANGUAGES 7 #2182

1 semester

Grade Level: 7

This is a one-semester course consisting of six weeks segments in each of the languages (French, German and Spanish) that are taught at WLHS. Teachers, certified in each language, will use exploratory and hands-on activities such as singing, cooking, preparing crafts, and dancing to involve all of the multiple intelligences to acquaint the students with the cultures and sound systems of each language. Students will not gain fluency in a six-week segment but will be able to compare the qualities and structures of the languages and their cultures. They will learn basic vocabulary and the cultural aspects of that vocabulary in the areas of names, greetings, numbers, colors, body parts, school items, food, eating, families, and geography. The goal is to acquaint students with the language and culture represented by the language to facilitate their choice of language to pursue in senior high school.

R
responsible

D
determined

P
present

