



SHERIDAN HIGH SCHOOL

CURRICULUM

GUIDE

2020 - 2021

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CIVIL RIGHTS COMPLIANCE STATEMENT

Sheridan High School has a policy of providing equal opportunity. All courses are open to all students regardless of age, race, color, sex, handicapping condition, or national origin, including limited English proficiency. Educational services, program, instruction, and facilities will not be denied to anyone at Sheridan High School as a result of his or her age, race, color, sex, handicapping condition, or national origin, including limited English proficiency. For further information, clarification, or complaint, please contact Kim DeVaney, Sheridan, Indiana 46069, (317) 758-4172.

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COURSE CREDITS

Class status is equivalent to the number of years in school.

BELOW ARE THE RECOMMENDED NUMBER OF MINIMUM CREDITS TO STAY ON TRACK FOR GRADUATION

9 th Grade	10 th Grade	11 th Grade	12 th Grade
10 Credits	14 Credits	28 Credits	42 Credits

Every student must be enrolled in at least SIX credits per semester. Courses will be offered based on student interest and staffing. In the event that a class is closed or cancelled, the next alternative course will be selected. All credits required for graduation must be satisfactorily completed by the seniors' last day of regular attendance in order to participate in the graduation ceremony.

SCHEDULING

Graduation progress review, course selection, and one on one conferences typically occur in January and February. It is important for students and parents to give serious thought to their class selections and commit to completing these classes. The type and number of courses offered at Sheridan High School are based upon student enrollment and course selections made by students during this time. After course request forms have been turned in, including once the school year has started, students should not expect to change their schedule.

Course verification sheets will be mailed home in June with registration materials. It is in everyone's best interest, the student, the teacher, and the counselor, to have schedules finalized before the start of school, in order to have a smooth, uninterrupted start to the school year. The Guidance Department will adjust the students' course selections based on courses failed in the second semester.

COURSE CHANGE REQUEST

Changes to students' schedules will be accommodated for the following reasons:

- extenuating circumstances such as a medical condition,
- teacher recommendation,
- or a request to increase the academic rigor of their schedule.

Students must have completed a Request for Course Change Form turned in to the Guidance Department within the first three days of the first semester and by the advertised date for the second semester (usually before finals week in December). All requests will be handled on a case by case basis by guidance and administration.

Please note: Sheridan High School does not accept teacher requests by parents or students. However, a parent may request to not have a teacher based upon legitimate stated reasons. These reasons could include but are not limited to prior negative experience, working relationships, and personal situations or issues. Any such requests must be presented in writing to the administration by July 1st (December for second semester courses in the high school). There is no guarantee such requests will be honored as factors such as teacher availability, course/class availability, course/class enrollment will be primary factors in making the final determination.

GRADUATION REQUIREMENTS

Sheridan High School Diploma Requirements

Curriculum Area	Core 40	Core 40 with Academic Honors	Core 40 with Technical Honors
English	8 credits	9 credits ● 1 credit Speech	8 credits
Math	6 credits (in grades 9-12) ● 2 credits Algebra I ● 2 credits Geometry ● 2 credits Algebra II In addition, students must take a math or quantitative reasoning course each year in high school	8 credits (6 must be in grades 9-12) ● 2 credits Algebra I ● 2 credits Geometry ● 2 credits Algebra II ● 2 credits Pre-Calculus or CCR Bridge: Math Ready In addition, students must take a math or quantitative reasoning course each year in high school	6 credits (in grades 9-12) ● 2 credits Algebra I ● 2 credits Geometry ● 2 credits Algebra II In addition, students must take a math or quantitative reasoning course each year in high school
Science	6 credits ● 2 credits Biology I ● 2 credits Chemistry I or Physics I or Integrated Chemistry-Physics ● 2 credits any Core 40 science course	6 credits ● 2 credits Biology I ● 2 credits Chemistry I or Physics I or Integrated Chemistry-Physics ● 2 credits any Core 40 science course	6 credits ● 2 credits Biology I ● 2 credits Chemistry I or Physics I 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 US History ● 1 credit US Government ● 1 credit Economics	6 credits ● 2 credits World History/Civilization or Geography/History of the World ● 2 credits US History ● 1 credit US Government ● 1 credit Economics	6 credits ● 2 credits World History/Civilization or Geography/History of the World ● 2 credits US History ● 1 credit US Government ● 1 credit Economics
PE	2 credits	2 credits	2 credits
Health	1 credit	1 credit	1 credit
World Languages	Recommended	6-8 Core 40 world language credits (6 credits in one language OR 4 credits each in two different languages)	Recommended
Fine Arts		2 Fine Arts Credits	

Curriculum Area	Core 40	Core 40 with Academic Honors	Core 40 with Technical Honors
Career-Technical			Earn 6 credits from college & career prep courses in a state-approved College & Career Pathway & one of the following: <ol style="list-style-type: none"> 1. Pathway designated industry-based certification or credential, or 2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
Additional Requirements		Complete <u>one</u> of the following: <ol style="list-style-type: none"> A. 4 credits in 2 or more AP courses and take corresponding AP exams B. Earn 6 verifiable, transcribed college credits from the approved dual credit list, C. Earn the following: <ul style="list-style-type: none"> • A minimum of 3 verifiable transcribed college credits from the approved dual credit list • 2 credits in AP courses and corresponding AP exams D. Earn a combined score of 1250 or higher on the SAT with a minimum of 560 in Math and 590 in EBRW, E. Earn an ACT composite score of 26 or higher and complete writing section 	Complete <u>one</u> of the following: <ol style="list-style-type: none"> A. Any of the options (A- E) of the Core 40 with Academic Honors B. Earn the following scores or higher on WorkKeys; <ul style="list-style-type: none"> • Level 6 on Workplace Documents, • Level 6 on Applied Mathematics , • Level 5 on Graphic Literacy C. Earn the following minimum score(s) on Accuplacer: <ul style="list-style-type: none"> • Writing 80, • Reading 90, • Math 75 D. Earn the following score(s) on Compass; <ul style="list-style-type: none"> • Algebra 66, • Writing 70, • Reading 80
Directed Electives	5 credits in any combination from World Languages, Fine Arts, and/or Career & Technical Ed	5 credits in any combination from World Languages, Fine Arts, and/or Career & Technical Ed	5 credits in any combination from World Languages, Fine Arts, and/or Career & Technical Ed
Electives	8 credits College and Career Pathway courses recommended	6 credits College and Career Pathway courses recommended	6 credits College and Career Pathway courses recommended
GPA Requirements	Minimum of a 2.5 for financial aid purposes only	No individual grades below a C- that count towards the diploma and overall GPA of 3.0 or higher	No individual grades below a C- that count towards the diploma and overall GPA of 3.0 or higher
Total	42 credits	47 credits	47 credits

* Entrance into some college programs may require additional courses. For example, many engineering programs require four years of high school math. Some colleges now require 2 years of foreign language to meet entrance requirements. While many advanced courses are not absolutely necessary for college entrance, they may be helpful in preparing you for college work.

Sheridan High School General Diploma

Indiana General High School Diploma

The completion of Core 40 is an Indiana graduation requirement. Indiana’s Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student’s parent/guardian, and the student’s counselor (or another staff member who assists students in course selection) must meet to discuss the student’s progress.
- The student’s Graduation Plan (including four year course plan) is reviewed.
- The student’s parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

Course and Credit Requirements (Class of 2016 & Beyond)

English/Language Arts	8 credits
	Credits must include literature, composition and speech
Mathematics	4 credits
	2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course <i>General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</i>
Science	4 credits
	2 credits: Biology I 2 credits: Any science course <i>At least one credit must be from a Physical Science or Earth and Space Science course</i>
Social Studies	4 credits
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Financial Responsibility	1 credit
	Economics or Personal Finance
Physical Education	2 credits
Health and Wellness	1 credit
College and Career Pathway Courses	6 credits
	<ul style="list-style-type: none"> • Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities
Flex Credit	5 credits
	Flex Credits must come from one of the following: <ul style="list-style-type: none"> • Additional elective courses in a College and Career Pathway • Courses involving workplace learning • High school/college dual credit courses • Additional courses in Required content areas, Fine Arts, W. Languages
Electives	7 credits
	Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.

42 Total Credits Required

GRADUATION REQUIREMENTS

ISTEP+ GRADUATION QUALIFYING EXAM – Classes of 2021 and 2022

What if a student earns enough credits to graduate, but does not pass the ISTEP+ English and Math?

The assessment requirement for graduation can be met by fulfilling the following components of the Evidence-Based Waiver OR opting into a Graduation Pathway. The following are the components of an Evidence-Based Waiver:

- Take the graduation exam in each subject area in which you did not achieve a passing score at least one time every school year after the school year in which you first took the examination.
- Complete help sessions offered each year by the school to prepare for the graduation examination retests.
- Maintain a school attendance rate of 95 percent or better over the course of his/her high school experience (excused absences are not counted against the attendance rate).
- Have at least a C-average (a 1.67 GPA) in the courses required for graduation.
- Satisfy any other state and local* graduation requirements.
- Get a written recommendation from the teacher(s) in the subject area(s) not passed, as well as one from the school principal, and show proof that the academic standards have been met through other tests or class work.

* Students with an IEP are not required to meet local requirements beyond state requirements (effective 2016)

GRADUATION PATHWAYS REQUIREMENTS - Classes of 2023 and 2024

With the passage of Graduation Pathways, students are now able to individualize their graduation requirements to align to their postsecondary goal. No longer must all students fit into the same academic mold, but rather, they can choose the options that best meet their postsecondary needs and aspirations. Students can create pathways that serve their educational interests and prepares them for postsecondary educational and career opportunities.

High School Diploma	Meet the State of Indiana course/credit requirements for a high school diploma.
Learn and Demonstrate Employability Skills (Students must complete at least one of the following & have completed the verification forms:)	<p style="text-align: center;">Project -Based Learning: <i>Working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.</i></p> <p style="text-align: center;">Service- Based Learning: <i>Integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility, and strengthen communities</i></p> <p style="text-align: center;">Work -Based Learning: <i>Reinforces academic, technical, and social skills learned in the classroom through collaborative activities with employer partners, allowing students to apply classroom theories to practical problems, explore career options, and pursue personal and professional goals.</i></p>
Postsecondary- Ready Competencies (Students must complete at least one of the following:)	<ul style="list-style-type: none"> • Academic or Technical Honors Diploma • ACT College Ready Benchmarks (18 in Eng or 22 in Rdg and 22 in Math or 23 in Science) • SAT College Ready Benchmarks (480 in EBRW, 530 in Math) • ASVAB (minimum score of 31) • State and Industry Recognized Credential or Certification • CTE Concentrator (earn “C” average in at least 6 high school credits in career sequence) • AP/Dual Credit (earn “C” average in at least three course -at least one in core)

AUDIT POLICY

- Students must repeat a failed course that is required for graduation.
- Students may choose to repeat any course in which they have received a D+, D, D-, F, or WF.
- When retaking a class, the original grade will remain on the student's transcript with the credit removed. This class will not be factored into the student's GPA. The replacement grade earned when the class is retaken will be used in the calculation of the student's GPA and have the credit earned. Should the grade for the repeated course be lower than the initial grade, the credit will be removed for the repeated course and remain with the original grade. All courses taken will appear on the student's transcript in order to provide an accurate course history.
- It is not advisable to rely on this as a means to earn an Academic Honors diploma.

GRADE POINT AVERAGE

Grade Point Averages (GPAs) are calculated at the end of each semester and are based on the semester grade. A student's cumulative GPA is the average of all high school credit earning semester grades completed by the student. To calculate the GPA, each semester grade is assigned a point value. The total points are then added together and divided by the number of credits attempted (A grade of F or WF is considered a credit attempted). Each grade receives the following points:

A 93-100% 4.0	B 83-86% 3.0	C 73-76% 2.0	D 63-66% 1.0
A- 90-92% 3.67	B- 80-82% 2.67	C- 70-72% 1.67	D- 60-62% 0.67
B+ 87-89% 3.33	C+ 77-79% 2.33	D+ 67-69% 1.33	F 59-0% 0.0

WEIGHTED GRADES POLICY

Students enrolled earning a D- or higher in AP or dual credit courses will earn one full GPA point. This includes classes taken at Sheridan High School, J. Everett Light Career Center, Ivy Tech, or other colleges/universities. All other courses follow a 4-point weighting scale.

CLASS RANK CALCULATION

The cumulative weighted GPA is used to determine class ranking. Updates to class rank occur at the end of each semester. The cumulative GPA includes all courses and credits earned in grades 9 through 12, and also includes high school courses and credits that were earned while in middle school. Students will obtain a weighted GPA by taking more rigorous courses that include AP and/or dual credit courses. If a student receives a D- or above at semester in a weighted course, they will then receive the additional weighted points. It is the weighted GPA that is used to determine class rank. The senior with the highest weighted GPA at the end of their 8th semester will be designated as the class Valedictorian. The senior with the second highest weighted GPA at the end of their 8th semester will be designated as the class Salutatorian. Inclusion of the student in graduation honors such as Valedictorian or Salutatorian shall occur if the student has been enrolled for six (6) consecutive semesters and at least seventy-five percent (75%) of the credits required for graduation have been earned at Sheridan High School.

GUIDELINES FOR COLLEGE BOUND STUDENTS

Students are encouraged to check with each individual college of interest when planning high school courses due to variations in college entrance requirements. This can include contacting a college's admissions office and/or visiting the college on campus or talking to a college representative. College course/major requirements can be found on most college websites. Most colleges require at least 28 of the credits earned for high school graduation to be devoted to academic courses. College entrance requirements can change, so be sure to check each college's website often. To prepare for college, students should do the following:

- Take recommended college preparatory courses. The preferred curriculum for the best preparation for college is the Indiana Academic Honors or Technical Honors Diploma. Indiana Core 40 is the minimum standard to be followed. Please note, college entrance requirements differ from high school diploma requirements.
- Take a rigorous course load appropriate to the student.
- Maintain the best possible grade point average (GPA).
- Take the PSAT in the fall of the sophomore and junior year. Take the SAT and/or ACT in the winter/spring of the junior year and fall of the senior year. Be sure to send your SAT and ACT scores to colleges for free from the testing agency. This is a step of registration. **SAT and ACT scores are not on your transcript.**
- College applications open August 1, so seniors are encouraged to apply early during the senior year. Some colleges and some highly competitive programs have earlier application deadlines. It is suggested that students have all applications completed by November 1.
- Complete the FAFSA online after October 1 and submit by April 15 of the senior year to be considered for state and federal financial aid. Visit www.fafsa.ed.gov for more information on the FAFSA. Check with each college for their FAFSA deadline.

ADVANCED PLACEMENT & DUAL CREDIT

The **Advanced Placement (AP) Program** is a cooperative educational endeavor of secondary schools, colleges and the College Board. Research shows that students enrolling in challenging academic courses are far better prepared for serious academic work when entering college. Most colleges and universities grant credit and/or advanced placement to students who perform satisfactorily on AP examinations. Each May the College Board AP examinations are offered at Sheridan High School. All students enrolled in AP courses are expected to take the corresponding AP exam, which is approximately \$85. Exams are ordered in November. There is a \$40 cancellation fee for exams not taken. Students should visit <https://transferin.net/transfer-resources/transfer-databases/ap-courses/> to see how AP exam scores can transfer into college credits at Indiana colleges and universities.

- AP courses offered at SHS
 - AP Calculus AB
 - AP Chemistry
 - AP Environmental Science
 - AP Modern World History
 - AP Psychology
 - AP Spanish Literature & Culture
 - AP Studio Art- Drawing, 2D, 3D
 - AP US Government
 - AP US History

Dual Credit Courses are courses that can be taken for SHS credit only, or for high school AND college credit. There is no minimum GPA requirement to take the courses for SHS credit only. The following additional requirements are only for students wishing to earn college credit as well. Students who enroll in a dual credit course are starting their college transcript and will need to request that it be sent to any institution they enroll in after graduation. Be sure to check with the college or university to confirm they will award transfer credit.

- **The Advance College Project (ACP)** is a national program offered through Indiana University. IU has a minimum GPA requirement of 2.7 to register for college credit. Tuition is \$25 per credit hour and paid directly to IU. Fees vary for textbooks. ACP courses offered at SHS:
 - Elementary Composition (W131)
 - Literary Interpretation (L202)
 - Public Speaking (P155)
- **Ivy Tech Dual Credit Courses** -Students must meet the standardized exam cut off score or minimum GPA in order to take the courses for Ivy Tech credit. Students enrolling for dual credit Spanish will also have a Spanish placement score to determine eligibility. Spanish students will enroll with Ivy Tech the spring before taking the course. Students at J. Everett Light Career Center will enroll with Ivy Tech after beginning coursework at JEL. All courses are free. Ivy Tech courses offered at SHS:
 - Spanish 201/202 (HS Spanish IV)

QUANTITATIVE REASONING COURSES

All students earning a Core 40, Academic Honors Diploma, or Technical Honors Diploma must take a mathematics or a Quantitative Reasoning course each year they are enrolled in high school. The Indiana Department of Education defines a Quantitative Reasoning course as a class that advances a student's ability to apply mathematics in real world situations and contexts and that deepens a student's understanding of high school mathematical standards. Listed below are the SHS courses that will fulfill the Quantitative Reasoning requirements:

Advanced Placement

AP Calculus AB
 AP Chemistry
 AP Environmental Science

Agriculture

Advanced Life Science, Animals
 Agribusiness Management
 Landscape Management

Business

Business Math
 Economics
 Personal Financial Responsibility

Mathematics

Algebra I
 Algebra II
 AP Calculus AB
 CCR Bridge: Math Ready
 Geometry
 PreCalculus- Trigonometry

Science

Advanced Life Science, Animals
 AP Chemistry
 AP Environmental Science
 Chemistry
 Integrated Chemistry- Physics
 Physics

INDIANA HIGH SCHOOL ATHLETIC ASSOCIATION ACADEMIC REGULATIONS

The Indiana High School Athletic Association regulations determine the minimum standards that a student must meet in order to participate in athletic contests with students of other schools. These regulations require a student, at the time of participating in such a contest, to have received passing grades at the end of their last grading period in a minimum of five (5) full credit courses or 70% of their enrolled credits. This includes courses taken offsite at JEL or Ivy Tech.

NAIA & NCAA DIVISION I/II ELIGIBILITY

The eligibility of Sheridan student-athletes for competition in collegiate athletics is a joint effort of the student-athletes, their families, coaches, Athletic Department, and Guidance Department. In order to be eligible to play Division I or II college sports, students must meet certain academic standards in core course completion, GPA in core classes, and SAT/ACT scores. Students need to find the best academic and athletic fit. Prospective student-athletes should contact his/her coach first to assist in the process.

REMOVAL FROM A COURSE

In the event that a student is removed from a course due to attendance, discipline, or any other reason determined by an administrator, the student will lose credit for the course with a “WF” indicated on the transcript that factors into the GPA.

STUDY HALLS

Students may elect to take one (1) study hall per semester as one of their fourteen classes during the year. Assignments to study hall will be based upon available space and must fit into the student’s year-long schedule. Students are expected to follow the rules and guidelines set forth by the study hall instructor. This scheduled time is to be used for homework, reading assignments, test preparation, etc. in order to help the student be successful in his/her remaining classes.

CAREER/TECHNICAL PROGRAMS

Career/Technical education is available through J. Everett Light Career Center for interested junior and senior students. A student enrolling in these programs is strongly encouraged to complete the entire two years of the program. The majority of the programs at JEL are designed as two-year programs. Students may earn two or three credits per course per semester based on the career center’s semester. Many of the programs at JEL also offer dual college credit with colleges such as Ivy Tech and Vincennes University. Students enrolled in this program spend half of their school day at JEL (or another designated site) and half of their day at Sheridan High School. Course descriptions of the various career programs offered at the JEL can be found at jelcc.com. Students wishing to enroll must be on track to graduate, in good academic and disciplinary standing, and complete all necessary paperwork. Courses at JEL fill up quickly, so it is important to meet set deadlines.

AGRICULTURE

AGRICULTURE POWER, STRUCTURE & TECHNOLOGY I, II & III

9-10-11-12 **2 CREDITS**

This course is available to those who wish to become more proficient in the use of tools and welding for Ag Power. It is designed only to increase the knowledge of the student to prepare him for further practice and study of agricultural mechanics. Power mechanics and welding are the two types of mechanics that are stressed. Project work is essential to complete the course.

ADVANCED LIFE SCIENCE, ANIMALS

10-11-12 **2 CREDITS**

Prerequisite: Biology

This course is offered to students interested in a career in farming or related agri-business occupations. The course focuses on taxonomy and classification, molecules and cells and formulating, designing, and carrying out animal-based laboratory and field investigations. Students investigate key concepts that enable them to understand animal growth, development and physiology as it pertains to agricultural science. This course includes the areas of animal diseases, housing, nutrition, and effective management techniques. Once a student finishes this course, they have a thorough knowledge of agricultural animals, their needs, and their ability to produce profits.

AGRIBUSINESS MANAGEMENT

10-11-12 **2 CREDITS**

A course which presents the concepts necessary for managing an agriculture-related business. Concepts covered include: identification of careers in agribusiness, safety management, entrepreneurship, the planning, organizing, controlling and directing of an agribusiness, effects of government organization on agribusiness, economic principles, credit, record keeping, budgeting, fundamentals of cash flow, taxation and the tax system, insurance, marketing, cooperatives, purchasing, the role of technology in agribusiness, human resource management, and employer-employee relations and responsibilities. Students will be part of the Blackhawk Metal Design business and includes developing skills in design and fabrication.

LANDSCAPE MANAGEMENT I

10-11-12 **2 CREDITS**

Landscape Management provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures of landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscape operations and the care and use of equipment utilized by landscapers.

SUPERVISED AGRICULTURAL EXPERIENCE

11-12 **1-2 CREDITS**

Requirements: Permission of instructor

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students should experience

and apply what is learned in the classroom, laboratory and training site to real-life situations. Students work closely with their agricultural science and agribusiness teacher(s), parents and/or employers to get the most out of their SAE program. This course may be done on an independent basis during the school day and, depending on the student, may have a heavy lab component. Project work is essential to complete the course.

BUSINESS & TECHNOLOGY

1 credit required for Graduation

DIGITAL APPLICATIONS & RESPONSIBILITY

9-10-11-12 **1 CREDIT**

This course was formerly titled Computer Applications. Students will learn skills that will last a lifetime. Digital Citizenship uses an integrated software program to teach word processing, spreadsheet, database, and graph skills in addition to using some presentation and internet skills. Practical application will be made of these computer skills in a way that can be adapted to everyday life skills or used for entry-level company positions.

INTRODUCTION TO BUSINESS

9-10 **1 CREDIT**

Foundational course for all business courses.

Introduction to Business introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the 21st century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

INTRODUCTION TO COMPUTER SCIENCE

9-10 **1 CREDIT**

Introduction to Computer Science allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

INTRODUCTION TO ENTREPRENEURSHIP

9-10 **1 CREDIT**

Introduction to Entrepreneurship provides an overview of what it means to be an entrepreneur. Students will learn about starting and operating a business, marketing products and services, and how to find resources to help in the development of a new venture. This course is ideal for students interested in starting their own art gallery, salon, restaurant, etc.

INTRODUCTION TO ACCOUNTING

10-11 **2 CREDITS**

Prerequisite: Introduction to Business beginning Class of 2024

If you would like good paying jobs and working conditions that are pleasant and desirable, learn the basic skills of keeping financial records or plan to major in business in college. Double entry accounting system will be taught to journalize and post transactions, complete a worksheet, and analyze the result in

financial statements to see where your money is coming from and going. Practice sets with simulated business papers for a sole proprietorship and merchandising business will be used.

BUSINESS MATH

10-11-12

2 CREDITS

Fulfills a math credit for General Diploma only

Prerequisite: Algebra I

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

PERSONAL FINANCIAL RESPONSIBILITY

10-11-12

1 CREDIT

Foundational course for all career pathways.

All students should take for HS credit.

Personal Finance is a business course that focuses on personal financial planning. This course will focus on personal finance issues such as financial planning, income and asset protection, income and money management, and spending and credit management. This course will cover a unit on banking and learn how open and manage a checking account by completing a checkbook packet simulation. This entire course will prepare students for the roles and responsibilities of consumers, producers, entrepreneurs, and citizens.

BUSINESS LAW & ETHICS

11-12

1 CREDIT

Prerequisite: Introduction to Business beginning Class of 2024

Business Law & Ethics is a business course that provides an overview of the legal system. Topics include: Basics of the Law, Contract Law, Employment Law, Personal Law and Property Law. We will cover both criminal and trial procedures. Activities are introduced to help the student achieve an understanding of legal principles which will be useful throughout life. Among the activities, that students will participate in, will be mock trials and a field trip to the court house. Students will be better equipped to recognize legal problems and to utilize professional counsel

COMPUTER ILLUSTRATION & GRAPHICS

11-12

2 CREDITS

Computer Illustration and Graphics introduces students to the computer's use in visual communication. The focus of the course is on basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. These skills are then developed by creating work with imaging, drawing, interactive, and page layout software. The course includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. This course also covers advertising theory and preparation of copy, lettering, posters, vector

illustrations, graphics and logos, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design products that impart information and ideas.

ECONOMICS

11-12

1 CREDIT

CORE 40, AHD & THD Graduation Requirement

This course examines concepts necessary for a basic understanding of our economic system. Points of study include scarcity, supply and demand, inflation and deflation, unemployment, taxation, and a look at our Federal Reserve System. Emphasis is also placed on individual financial planning.

INTERACTIVE MEDIA (VIDEO EDITING)

11-12

2 CREDITS

The class size is limited due to the amount of equipment available. This is a one semester course that gives students the opportunity to create, edit, and prepare short video productions. Students learn the significance of using story boards, assign tasks, set deadlines, and plan in advance in addition to properly using the equipment. Students prepare videos ranging from one to three minutes. The class is taught using I-Movie Software.

PRINCIPLES OF MARKETING

11-12

2 CREDITS

Prerequisite: Introduction to Business beginning Class of 2024

Principles of Marketing provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem-solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management.

WEB DESIGN

11-12

1 CREDIT

Prerequisite: Digital Applications with a C

Web Design is a skill rapidly becoming a skill needed for a four-year college education. Areas of instruction include audience analysis, hierarchy of layout and design techniques, software integration, and publishing. Learn basic HTML language to create a page from scratch in addition to using various software to manipulate graphics and create a variety of Web pages for different purposes.

INTERACTIVE MEDIA (ADVANCED VIDEO-EDITING)

12

2 CREDITS

Prerequisite: Interactive Media with a C and permission of instructor.

The class size is limited. Seniors have first priority. Students must enter video-editing contests such as Project XL. Videos created in this class use more special effects, are longer in length, and use more advanced equipment than in the regular video-editing class. This class is taught on a MacIntosh G4 and uses Final Cut Pro Software.

ENGLISH/LANGUAGE ARTS

8 credits required for Graduation, 9 for an Academic Honors Diploma

ACCELERATED ENGLISH 9

9 **2 CREDITS**

Prerequisites: Students are selected on the basis of achievement test scores, grades, aptitude, and teacher recommendations.

This college-preparatory course covers the following: applying grammar to writing (parts of speech, run-ons, sentence combining), writing, speech, vocabulary (antonyms, synonyms, analogies), as well as 21st century skills such as digital literacy and collaboration. Students will read *The Odyssey* and *Romeo and Juliet* as well as short stories, poetry and non-fiction selections. Students will complete a formal MLA-style research paper focusing on a career choice. In order to enter Accelerated English, students are required to complete a summer reading project as outlined by the instructor.

ENGLISH 9

9 **2 CREDITS**

English 9 students continue developing written and oral communication skills through reading and response to a variety of fiction and nonfiction works. Digital literacy, collaboration, and writing skills are developed through numerous projects, and students are expected to complete a formal research paper and presentation. Areas of language study include vocabulary, sentence structure, and grammatical conventions.

ACCELERATED ENGLISH 10

10 **2 CREDITS**

Prerequisites: Students are selected on the basis of achievement test scores, grades, aptitude, and teacher recommendations.

This college-preparatory course reviews basic writing fundamentals as well as introduces the study of SAT-level vocabulary based on Greek and Latin roots. Students develop their writing for the college level by responding to literature, using MLA and APA formats, and using higher level thinking skills. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. A biography research paper and poetry study are major components. In preparation for ISTEP10, students analyze previous test scores and focus on the areas of non-fiction and fiction reading comprehension and structured writing. Students will be required to complete summer reading as outlined by the instructor.

ENGLISH 10

10 **2 CREDITS**

This course reviews basic writing fundamentals as well as introduces the study of SAT-level vocabulary based on Greek and Latin roots. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. A biography research paper and poetry study are major components. In preparation for ISTEP10, students

analyze previous test scores and focus on the areas of non-fiction and fiction reading comprehension and structured writing.

AP ENGLISH LANGUAGE & COMPOSITION

11 **2 CREDITS**

Recommended Prerequisite: Accelerated English 9-10

Students who have not taken Accelerated English 10 may be admitted to the course based on grades in prior English classes, standardized test scores, and teacher recommendation.

Advanced Placement Language and Composition students develop critical thinking skills while analyzing prose from different historical contexts and writing for various purposes. Students will identify the intended audiences for texts, determine how textual organization and syntax impact effective communication, and explore wide ranging perspectives, biases, and rhetorical approaches. In response to the selected works, students will write sufficiently complex prose to communicate with mature readers. Students enrolling in Advanced Placement Language and Composition are also expected to take the corresponding AP exam given in mid-May.

ENGLISH 11

11 **2 CREDITS**

This course is a study of American Literature plus traditional elements of English including grammar, vocabulary, and writing. There will be heavy emphasis on academic writing and literary analysis skills, as well as the development of comparative literature skills. Students will produce a variety of works including persuasive writings, synthesis and analysis of information, and presentations utilizing technology. Additionally, students will complete a formal research paper.

ENGLISH 12

12 **2 CREDITS**

English 12 includes a survey of British literature and the continued development of literacies for college, career, and engaged citizenship. Selected non-British works are also read and responded to, and students are expected to complete a multistage research project. Students also choose and read a variety of works throughout the year to continue developing an appreciation for self-directed reading.

ACP ELEMENTARY COMPOSITION (W131)

12 **1 HS CREDIT**
3 COLLEGE CREDITS

Recommended Prerequisite: Accelerated English 9- 11

This class is available for dual credit through Indiana University pending accepted GPA.

This course prepares students for writing in a variety of college courses. The focus of the course is on writing from multiple sources to analyze an issue and argue a position. Skills include evaluating sources of information, summarizing sources, adopting a thoughtful position, advancing a clear thesis, and supporting one's views with evidence.

ACP LITERARY INTERPRETATION (L202)

12 **1 HS CREDIT**
3 COLLEGE CREDITS

Recommended Prerequisite: Accelerated English 9- 11

Required Prerequisite: Completion of W131 with a C

This class is available for dual credit through Indiana University pending accepted GPA.

This course develops critical skills essential to participation in the interpretive process. Through class discussion and focused writing assignments, introduces the premises and motives of literary analysis and critical methods associated with historical, generic, and/or cultural concerns.

LANGUAGE ARTS LAB

9-10-11-12

2 CREDITS

Language Arts Lab is a supplemental course for students who need additional support in all the language arts (reading, writing, speaking and listening), especially in writing. It provides students with individualized or small group instruction designed to support success in completing language arts course work and/or ISTEP10.

STUDENT MEDIA

9-10-11-12

2 CREDITS

Counts as a Fine Arts credit for Ac. Honors diploma

This elective is for students who are interested in the areas of writing, art, photography, and design. The single goal of this class is to produce a quality yearbook for the student, faculty, and community of Sheridan. Students will learn techniques for layout design, copywriting, photography, advertising sales, and promotional campaigns. Those enrolled in this course are required to meet deadlines, sell advertising, help with distribution and sales campaigns, and learn all facets of yearbook production. All instruction will be computer-based. All students will learn basic desktop publishing. Extra-curricular time is necessary to complete assignments and meet deadlines.

SPEECH

10-11-12

1 CREDIT

Required for an Academic Honors Diploma

Speech class is a performance-oriented course of study. Students will be evaluated on their ability to research, outline, and extemporaneously deliver assigned speeches. As a minimum, students will deliver a personal introduction information speech, an information process/demonstration speech, an information exposition speech, a PowerPoint presentation, and a persuasive speech. For some of the speeches, students will be required to dress appropriately for the speaking occasion.

ACP PUBLIC SPEAKING (P155)

11-12

1 HS CREDIT

3 COLLEGE CREDITS

Prerequisite: Must take Speech and earn a B only if planning to take P155 in grade 11

This class is available for dual credit through Indiana University pending accepted GPA.

The theory and practice of public speaking: training in thought processes necessary to organize speech content; analysis of components of effective delivery and language are taught in this course. It is not required to take Speech before Public Speaking, though students are welcome to do so.

FILM LITERATURE

11-12

1 CREDIT

Film Literature is a study of how literature is adapted for film or media. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present.

FAMILY & CONSUMER SCIENCE

INTERPERSONAL RELATIONSHIPS

9-10-11-12

1 CREDIT

Interpersonal relationships is designed to assist young adults in achieving personal growth and satisfaction through relationships with other people. This course will help students develop an understanding and acceptance of responsibility for growing up, getting along with self and others, how to formulate acceptable values and goals, and learn communication skills and problem solving.

INTRODUCTION TO FASHION & TEXTILES

9-10-11-12

1-2 CREDITS

Counts as a Fine Arts credit for Ac. Honors diploma

With understanding of textiles, the student will gain fashion knowledge and new basic techniques of garment construction. Basic needlecraft and creative stitchery skills such as cross-stitch, needlepoint, knitting, crocheting, and fabric stenciling will be learned.

INTRODUCTION TO CULINARY ARTS & HOSPITALITY

9-10-11-12

1 CREDIT

Prerequisite: Nutrition & Wellness

This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. Students will take a closer look into food, serving techniques, health, advanced cooking techniques, and regional foods.

INTRODUCTION TO HOUSING & INTERIOR DESIGN

9-10-11-12

2 CREDITS

Counts as Fine Arts credits for Ac. Honors diploma

This course addresses the selection and planning of designed spaces to meet the needs, wants, values and lifestyles of individuals, families, clients, and communities. Housing decisions, resources and options will be explored including factors affecting housing choices and the types of housing available. Developmental influences on housing and interior environments will also be considered. Basic historical architectural styling and basic furniture styles will be explored as well as basic identification of the elements and principles of design. Design and space planning involves evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces. Presentation techniques will be practiced to thoroughly communicate design ideas. Visual arts concepts including

aesthetics, criticism, history and production, are addressed. Direct, concrete mathematics proficiencies will be applied. A project based approach will be utilized requiring higher-order thinking, communication, leadership and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria.

NUTRITION & WELLNESS

9-10-11-12

1 CREDIT

This course will introduce the knowledge of how culture backgrounds and resources influence food choices. Knowledge of nutritional needs of the body and how they are affected by the handling and preparations of the foods in the four food groups, as well as the types of meal service and knowledge of basic food preparations.

ADVANCED CHILD DEVELOPMENT & PARENTING

10-11-12

1 CREDIT

Prerequisite: Child Development

This course addresses issues of child development from age 4 through age 8 (grade 3). Advanced Child Development includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

CHILD DEVELOPMENT & PARENTING

10-11-12

1 CREDIT

Child Development is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

FINE ARTS

2 credits required for an Academic Honors Diploma

CONCERT BAND

9-10-11-12

2 CREDITS

Students are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying

historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day will be scheduled for dress rehearsals prior to performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in these performance opportunities, which are scheduled outside of the school day. These experiences support and extend learning in the classroom.

CONCERT CHOIR

9-10-11-12

2 CREDITS

Students develop musicianship and specific performance skills through ensemble and solo singing. Activities create the development of quality repertoire in diverse styles of choral literature appropriate in difficulty and range for the students. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Emphasis is placed on sight-reading, critical listening skills and vocal techniques. Time will be scheduled outside the school day for rehearsals and performances as a culmination of daily rehearsal and music goals. Time outside of the school day will be scheduled for dress rehearsals prior to performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in these performance opportunities, which are scheduled outside of the school day. These experiences support and extend learning in the classroom.

DRAWING & PAINTING

9-10-11-12

1-2 CREDITS

This course is designed to promote the development of skill in form and techniques of drawing. Students will explore the use of materials, composition, historical connections as well as discussing the outcome of their experiences. This course also offers an introduction of the techniques of painting. Students will learn how to create abstract and realistic paintings from a still life using various techniques.

MUSIC HISTORY & APPRECIATION

9-10-11-12

1 CREDIT

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.

MUSIC THEORY & COMPOSITION

9-10-11-12

1 CREDIT

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.

SCULPTURE & CERAMICS

9-10-11-12

1-2 CREDITS

Basic consideration of three-dimensional form will be studied. Students will be exposed to various materials, techniques, and processes. Instruction to all techniques will be given in hand building, wheel throwing, and glazing. Students will learn how to create abstract and traditional forms using various methods and techniques. Students will also reflect upon their experiences through discussion and writing.

ADVANCED ART

10-11-12

2 CREDITS

Prerequisite: 2 credits from drawing/painting and/or sculpture/ceramics

This course will provide opportunities for students to explore their abilities to transmit forceful and meaningful ideas in a variety of media. Students will discover the possibilities and uses of a wide range of media used by contemporary and professional artists. The development of original ideas and communicating those ideas visually will be emphasized. **Students who are interested in pursuing AP Studio Art are recommended to take this course in Grade 11.**

AP STUDIO ART- 2D, 3D or DRAWING

11-12

2 CREDITS

Prerequisite: Advanced Art

The Advanced Placement Studio Art course provides students with a learning experience equivalent to that of an introductory college course in studio art foundation. This College Board program is based on the premise that college-level work can be successfully developed by high achieving secondary school students. Students will create a portfolio of work in one of three areas of study: Drawing, 2D Design, or 3D Design. This body of work can be used to meet college admission portfolio requirements and will be assessed by the College Board for Advanced Placement credit in lieu of an examination.

CHAMBER CHOIR

10-11-12

2 CREDITS

Prerequisite: An audition to be scheduled with the choir director.

Participation in Concert Choir is recommended.

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.

PREPARING FOR COLLEGE & CAREERS

9

1 CREDIT

Foundational course for all career pathways.

All students should take for HS credit.

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

BASIC SKILLS DEVELOPMENT

9-10-11-12

2 CREDITS

Students must have an Individualized Education Plan (IEP) to take this course or administrator recommendation.

Basic Skills class is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: reading, writing, listening, speaking, mathematical computation, note taking, study and organizational skills, and problem-solving skills, which are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and the student's 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.

HUMANITIES

9-10-11-12

1-2 CREDITS

A course in humanities provides for the study of content drawn from history, philosophy, literature, languages, and the arts. The emphasis of the course work is on developing an understanding of the content of the course and how to apply it. Students will learn skills to make their lives better and more fulfilling. Through mindfulness techniques, meditation, and discussion, the course will aim to reduce stress and anxiety, learn to cope with difficult situations, and better understand the mind-body connection. **The course can be repeated for a second credit the following academic year.**

TEACHING ASSISTANT

10-11-12

1-2 CREDITS

INTERDISCIPLINARY COURSES

Teaching Assistant provides high school students with an opportunity to work with our LifeSkills class. Activities may include helping students on fieldtrips, exercise and daily responsibilities throughout the building. This is a great class for students interested in special education or health related careers.

SAT PREP

11 **1 CREDIT**

Prerequisite: Must be enrolled in or completed Geometry

This is a one-semester course **ONLY FOR THOSE PLANNING ON TAKING THE SAT**. The junior year is the best year to take this course. Seniors that wish to improve their SAT score could benefit from this class first semester. The first nine weeks is used to exclusively cover SAT testing tips. Students also use computer and teacher-based work to practice on SAT test improvement materials. The second nine weeks provides students an opportunity to take career assessment tests, search for college scholarships, research majors and universities. Students will prepare a resume and letter of introduction. Students will also cover job interview techniques.

JOBS FOR AMERICA'S GRADUATES (JAG)

11-12 **2 CREDITS**

Prerequisite: See instructor for qualification criteria

JAG is intended for students to take their junior and senior years.

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

PEER TUTORING

11-12 **2 CREDITS**

Prerequisites: Application & Teacher approval

The PEER program is designed for juniors and seniors who would like to make a difference in their school community. High school peers are matched with third grade students ranking in the bottom 10% of their classes. PEERs are trained on expectations, reading and math strategies and procedures, given a tour of the elementary, and begin working with their 3rd grade student(s) directly after training. PEERs will provide their own transportation and go to the elementary five days a week. PEER candidates are expected to have great attendance, be sound in reading and mathematical ability, and should be role model caliber students. Students having discipline or attendance problems on the high school level need not apply; an application is required for admittance into PEER program.

MATHEMATICS

6 credits in gr. 9-12 required for Graduation

ALGEBRA I

9-10-11-12 **2 CREDITS**

Graduation Requirement

The content of this course consists of a study of the fundamental definitions and basic properties of real numbers. Algebraic expressions, factoring, solving equations and inequalities, systems of equations, algebraic fractions, powers, roots, functions, and polynomials are also covered. Emphasis will be placed on the understanding of the concepts and on the proficiency of performing the various operations.

GEOMETRY

9-10-11-12 **2 CREDITS**

Prerequisite: Algebra I

This course is designed to cover the fundamentals of geometry which include the principles of logic employed in a deductive proof, and their use in non-mathematical situations. Angle relationships, perpendicular and parallel line, congruence, similarity, polygons, and circles are studied. This course helps provide the mathematical framework that will be useful for future courses such as Physics, Analytical Geometry, Trigonometry, Chemistry, and Advanced Math.

ALGEBRA II

10-11-12 **2 CREDITS**

Prerequisites: Algebra I and Geometry.

Algebra II and Geometry may be taken concurrently with teacher recommendation. The content of this course is a review of Algebra I with emphasis on more complicated expressions of a higher degree of discussion. This course also covers systems of inequalities, complex numbers, logarithms, sequences and series, and probability.

MATHEMATICS LAB

11-12 **2 CREDITS**

Math Lab is a course designed to be taken with Algebra I to provide extra daily support and "re-teaching" of the concepts being taught in Algebra I. The extra support is designed to prepare students for the ISTEP10 and success in Algebra I. Math Lab is not intended to provide extra homework, but students may expect to do work in class with limited time to work on homework from other math courses. Upperclassmen that have passed Algebra I but not ISTEP10 may find Math Lab helpful in preparing for re-taking ISTEP10.

PRECALCULUS/TRIGONOMETRY

11-12 **2 CREDITS**

Option for Academic Honors Diploma, Purdue and Indiana Universities

Prerequisites: Algebra I, Geometry, and Algebra II.

This is an advanced math course dealing with functions, systems of equations and inequalities, linear programming, graph symmetries, circular functions, trigonometric functions of acute angles, and solving of right triangles and oblique triangles. Other topics studied include circles, parabolas, ellipses, hyperbolas, polar coordinates, polar graphs, and exponential functions.

PRIME Math

11-12 **2 CREDITS**

Option for Academic Honors Diploma

Prerequisite: Algebra I, Geometry, and Algebra II

This course could qualify for direct admission into a Quantitative Reasoning class at the collegiate level pending a C in semester 1, a B in semester 2, and a 60% or higher on the comprehensive final assessment.

PRIME math is not designed to prepare students for college-level math in STEM majors.

The PRIME Math course utilizes curriculum developed by the Southern Regional Education Board that includes and reinforces the Algebra I, Geometry, Algebra II, and Statistics skills necessary for postsecondary success. This course emphasizes understanding of math concepts rather than just memorizing procedures. PRIME math emphasizes students' reasoning and sense making about procedures. 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 at the secondary level, but need additional experiences to enhance their mathematical knowledge before pursuing credit-bearing courses at a postsecondary institution.

AP CALCULUS AB

12 **2 CREDITS**

Prerequisite: Algebra I, Geometry, and Algebra II, Pre-Calculus.

This course is designed for the accelerated math student planning to pursue a college career in mathematics, engineering, physics, chemistry, biology, or business and economics. Topics covered include functions, derivatives, and integrals. Each topic is presented geometrically, numerically, and algebraically. Formal definitions and procedures evolve through practical understanding of real-world applications. An emphasis on technology is supported by the use of graphing calculators.

PHYSICAL EDUCATION & HEALTH

2 credits PE & 1 credit Health required for Graduation

PHYSICAL EDUCATION I & II

9 **2 CREDITS**

Graduation Requirement

This course is concerned with teaching the rules, developing skills, and attitudes in activities involving primarily body movements. Activities include: team, individual, and recreational sports. The emphasis will be on correct techniques in fundamental skills and selection of proper clothing and equipment. A physical fitness test will be given. Written tests and skills tests make up the evaluation process along with attitude and participation grades.

ELECTIVE PE-STRENGTH TRAINING

10-11-12 **1-6 CREDITS**

Prerequisites: Physical Education I & II with a grade of "B" average or better and Teacher approval.

This course identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.

HEALTH & WELLNESS EDUCATION

9-10-11-12

1 CREDIT

Graduation Requirement

Health & Wellness provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

SCIENCE

6 credits required for Graduation

BIOLOGY I

9 **2 CREDITS**

Graduation Requirement

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 communicating the results of those investigations according to accepted procedures.

HONORS BIOLOGY

9 **2 CREDITS**

Prerequisite: Above average ISTEP 7 scores & Teacher recommendation
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. Additionally, Honor's Biology will include advanced laboratory, field, and literature investigations. Students enrolled in Honor's Biology examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology.

CHEMISTRY I

10-11-12 **2 CREDITS**

Prerequisites: Biology I and Algebra I. It is recommended that students taking Chemistry have at least a C average in each of these courses. Sophomores who have taken Geometry as a freshman are encouraged to take this course.

The course is designed for any student interested in science and for those students planning to go to college. The class deals with the fundamental concepts of chemistry. These include: Properties of Matter, The Nature of a Chemical Change, The Structure of Matter, The Nature of Energy and Change, Some Historical Perspectives of Chemistry. Lab work is a very important part of the course, with approximately 20% of class time devoted to lab experiments done by the students.

ENVIRONMENTAL SCIENCE

10-11-12 **2 CREDITS**

Prerequisite: Biology

Environmental Science provides opportunities for the use of scientific procedures in carrying out first-hand, on-site investigations of conditions which affect the local environment. Students explore and evaluate alternatives to the existing environmental conditions in terms of scientific or technological feasibility, cost, the effect on the economy, and the quality of life in the community. In cases in which environmental improvement is desirable, students develop and evaluate one or more proposals for achieving desired improvement. The environmental conditions studied may involve natural resource use, waste disposal, or pollution (air, water, land, visual or sound) issues.

INTEGRATED CHEMISTRY-PHYSICS

10-11-12 **2 CREDITS**

Prerequisites: Biology I and Algebra I

Integrated Chemistry-Physics is a laboratory-based course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom.

ADVANCED LIFE SCIENCE, ANIMALS

10-11-12 **2 CREDITS**

Prerequisite: Biology

This course is offered to students interested in a career in farming or related agri-business occupations. The course focuses on taxonomy and classification, molecules and cells and formulating, designing, and carrying out animal-based laboratory and field investigations. Students investigate key concepts that enable them to understand animal growth, development and physiology as it pertains to agricultural science. This course includes the areas of animal diseases, housing, nutrition, and effective management techniques. Once a student finishes this course, they have a thorough knowledge of agricultural animals, their needs, and their ability to produce profits.

AP ENVIRONMENTAL SCIENCE

10-11-12 **2 CREDITS**

APES may alternate years with A & P.

Prerequisite: Chemistry I and Geometry with a C or concurrent enrollment in Chemistry if a sophomore.

Environmental Science, Advanced Placement is a course based on content established by the College Board. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

ANATOMY & PHYSIOLOGY

11-12 **2 CREDITS**

A & P may alternate years with APES.

Prerequisites: Biology with a B and completion of or enrollment in Chemistry

Anatomy & Physiology is a course in which students investigate and apply concepts associated with human anatomy and physiology. Concepts covered include the process of homeostasis and the essentials of human function at the level of genes, cells, tissues, and organ systems. Students will understand the structure, organization, and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields.

AP CHEMISTRY

11-12 **2 CREDITS**

Prerequisite: Chemistry I. It is recommended that students taking AP Chemistry have at least a B average in Chemistry I or the permission of the instructor.

The AP Chemistry course is designed to be the equivalent of a general first year college Inorganic Chemistry course. A college textbook is used and the pace of material presented is similar to the pace in a college class. There are a limited number of tests, as is typical of a college class. Some topics from first year chemistry are presented with a more detailed explanation, and many additional topics are introduced. Lab work is very important, taking about 30% of class time.

PHYSICS

11-12 **2 CREDITS**

Prerequisites: Algebra I, Geometry, and Chemistry with a C

The Physics course is designed to show students how physics describes the natural world, using quantities such as velocity, acceleration, force, energy, momentum and charge. Doing hands on experiments, students develop skills that enable them to better understand the world around them. Students will learn to make predictions using physical laws and calculate or estimate these quantities. Students will also receive information about historical events and their impact on physics and how developments in physics have affected the world we live in.

SOCIAL STUDIES

5 credits required for Graduation

CURRENT PROBLEMS, ISSUES & EVENTS

9-11-12 **1-2 CREDITS**

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

ETHNIC STUDIES

9-10-11-12 **1 CREDIT**

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

9-10-11-12 **1 CREDIT**

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.

AP WORLD HISTORY MODERN

10 **2 CREDITS**

The AP World History course focuses on developing students' understanding world history from approximately 8000 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion and interaction of economic systems; development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

GEOGRAPHY AND HISTORY OF THE WORLD

10 **2 CREDITS**

CORE 40, AHD & THD Graduation Requirement

This course is designed to enable students to use the geographic "way of looking at the world" to deepen their understanding of major themes that have manifested themselves over time- for example, the origin and spread of world religions; exploration; conquest; and imperialism; urbanization; and innovations and revolutions. Specific geographic and historical skills and concepts of historical geography are used to explore these global themes primarily but not exclusively for the period beginning in 1000 CE. The skills are grouped into five sets, each representing a fundamental step in a comprehensive investigative/inquiry procedure. They are: forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting finds orally and /or in writing.

AP U.S. HISTORY

11 **2 CREDITS**

The AP United States History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the issues and source materials of United States history. The program's intent is to prepare students for intermediate college courses by making demands upon them similar to those made by full-year introductory college courses. Students should learn to assess historical materials - their relevance to a given interpretative goal, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. The course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

U.S. HISTORY

11 **2 CREDITS**

Graduation Requirement

This course is designed to acquaint students with important knowledge of the American nation and the differing people and cultures that compose the United States. Special emphasis is placed on major events taking place in the successive eras of our nation's development.

AP PSYCHOLOGY

11-12 **1 CREDIT**

Prerequisite: Psychology

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

PSYCHOLOGY

11-12 **1 CREDIT**

Psychology is the scientific study of mental processes and behavior. The standards have divided the course into six content areas. Scientific Methods explore research methods and ethical consideration. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of the course focus on learning, memory, information processing, and language. Personality, Assessment, and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual. The Biological Basic focuses on the way the brain and nervous system function, including sensation, perception, motivation, and emotion.

AP U.S. GOVERNMENT & POLITICS

12 **1 CREDIT**

This course will give students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Students will become familiar with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Through the previously mentioned items, students will become prepared to take the national AP Exam administered in May.

U.S. GOVERNMENT

12 **1 CREDIT**

Graduation Requirement

The purpose of this class is to stimulate interest in understanding our government, its operation, activities, and problems. Students will examine a comparison of politics and economic systems, the American political parties and elections, legislative, executive, and judicial powers, foreign policy, taxation and the role of state and local government. These subjects are included among other topics necessary to be an informed and productive citizen of our modern society.

VOCATIONAL

J. EVERETT LIGHT CAREER CENTER

11-12 **4- 6 CREDITS**

Required for Technical Honors Diploma

Prerequisites: Completion of Algebra I and JEL Enrollment Form
Sheridan High School participates in the J. Everett Light Career Center. Students should expect to follow JEL academic calendar and rules. The Career Center provides vocational and technical training for students interested in preparing for a specific occupation as well as opportunities to earn college credit and industry certifications. See the Guidance Office or jelcc.com for more information. Enrollment form is required.

COOPERATIVE EDUCATION (Co-op)

12 **6 CREDITS**

Recommended prerequisite: Preparing for College & Careers
Cooperative Education is an approach to employment training that spans all career and technical education program areas through school- based instruction and on the job training. Time allocations are a minimum of fifteen hours per week of on the job

training and approximately five hours per week of school-based instruction, focused on employability skills development. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. Students are allowed to change positions one time per year with the teacher's permission.

IVY TECH NOBLESVILLE

11-12 **6 HS CREDITS**
12-13 COLLEGE CREDITS

This class is available for dual credit through Ivy Tech pending accepted placement scores and earning a C in the course.

Students will attend Ivy Tech Community College-Hamilton County. Enrollment is limited to 18 Hamilton County high school students in each program. Costs for students are limited to textbooks, supplies and assessment costs (voluntary) only. Two tracks of study are available: Computing & Informatics and Automotive Technology. Each track consists of four Ivy Tech courses to be taken from August to May. Enrollment form is required.

WORLD LANGUAGES

6-8 credits required for an Academic Honors Diploma

SPANISH I

9-10-11-12 **2 CREDITS**

Prerequisites: Student should score satisfactorily on the Language Expression and Mechanics sections of the ISTEP Plus exam and/or have a C English class. Discussion with and teacher approval may be necessary.

The first-year student is introduced to the vocabulary, basic grammatical structures, and pronunciation of Spanish, along with the customs and an increasing awareness of the "daily life" culture of Spanish-speaking countries. Communication skills are stressed, and the student acquires, by the end of the first year, a basic ability to participate in short conversations about daily activities in Spanish. Also, he/she is able to read and write about these activities. In addition, he/she acquires communication skills.

SPANISH II

9-10-11-12 **2 CREDITS**

Prerequisites: A grade of C or higher in Spanish I and/or teacher approval.

The second year builds on the foundation established during the first year of study and begins with review of this material. Students are expected to recall and add to the vocabulary and grammar structures gained in the first year. Proficiency in speaking, listening, reading and writing continue to be emphasized. By the end of the second year of study, the student is able to express himself/herself more freely and to converse more extensively in offering opinions, participating in discussions, interviewing, describing events, and requesting information. Culture studies are both integrated with language study and presented as separate focal points.

SPANISH III

10-11-12 **2 CREDITS**

Prerequisites: A grade of C or higher in Spanish II and/or teacher approval.

The skills attained in the first two years of Spanish are strengthened in the third year of Spanish through additional practice in speaking, reading, writing and listening. The student is expected to remember, use, build upon, and add to the knowledge gained from Spanish I and II in vocabulary, grammar structures and speaking skills. In addition, Spanish III introduces a large amount of new, in-depth vocabulary and structure. An intensive study of the simple verb tenses and some of the compound verb tenses is included. Cultural studies continue to be included with language study and classroom activities.

including exploration of various media (e.g., art, film, articles, literary criticism)

SPANISH IV (SPAN 201 & 202)

11-12

2 HS CREDITS

8 COLLEGE CREDITS

Prerequisites: A grade of C or higher in Spanish III and/or teacher approval

This class is available for dual credit through Ivy Tech pending accepted placement scores.

The fourth year of Spanish continues to stress the development of listening, speaking, reading and writing skills, while building on the knowledge gained in the first three years of study. The study of vocabulary and grammar continue to be an important aspect of the curriculum. Upon completion of this course, the student should have knowledge of all the seven simple verb tenses and seven compound verb tenses in Spanish. Additional emphasis is included in reading with the inclusion of short stories, a play and/or an abbreviated novel.

This course and its contents are tailored to the needs, interests, and strengths of the students enrolled; it may include creative writing, skits, teaching young learners, and other activities as suited to the abilities of the class. Continued emphasis is placed on the cultural study of the customs, history and sociology of Spanish -speaking peoples.

SPANISH V AP LITERATURE & CULTURE

12

2 HS

CREDITS

Prerequisites: A grade of C or higher in Spanish IV, and/or teacher approval.

AP Spanish Literature and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Spanish Literature and Culture. The course prepares students to be successful on the AP Spanish Literature and Culture exam. The course is not intended to be used as a dual credit course.

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons,