

MULTIDISCIPLINARY COURSES

Multidisciplinary courses are not necessarily categorized into any one discipline. These courses integrate two or more disciplines into one course of study. The courses count as elective credits toward graduation but more importantly these courses can provide study which will expand an individual's educational background.

0500 ** BASIC SKILLS DEVELOPMENT (9, 10, 11, 12) This course is designed for students who have an active IEP and who have demonstrated a need for ongoing instruction in academic skills, social skills, coping skills, and emotional management. Throughout the semester students will establish behaviors and demonstrate knowledge of the following: a) Creating a supportive learning community; b) Developing self-awareness and self-management; c) Building academic strengths and purpose; d) Resolving conflicts and making decisions. **Requirement: Students must have an active IEP.**

0500 ** BASIC SKILLS DEVELOPMENT/READING AND WRITING STRATEGIES (10, 11, 12) This class is designed for students who need support in reading skills and writing. Students will develop skills and strategies to address needs for general education curriculum and graduation exams. **Requirement: Students must have an active IEP**

0500 ** BASIC SKILLS DEVELOPMENT/MATH (10, 11, 12) This class is designed for students who need support in Geometry and Algebra 2 foundational math skills. Students will learn and use specific strategies to enrich their math knowledge in order to apply to general education classes and graduation exams. **Requirement: Students must have an active IEP.**

0520 * PEER TUTORING I / SPECIAL NEEDS (10, 11, 12) Students learn to interact with and tutor students with disabilities allowing them to learn teaching and behavior management techniques and terminology. Throughout the semester, students demonstrate knowledge of the following: a) causes of disabilities; b) values and issues related to the integration of students with disabilities in the school and community; c) career options in the field of special education; d) teaching and behavior management techniques and terminology. **Requirement: Completion of application. The application can be found at <http://goo.gl/forms/Doxp7a4q4S>. A student may earn a maximum of 2 credits in Peer Tutoring I and II.**

0520 * PEER TUTORING II / SPECIAL NEEDS (11, 12) Students learn to interact with and tutor students w/ disabilities allowing them to learn teaching and behavior management techniques and terminology. Throughout the semester, students demonstrate knowledge of the following: a) causes of disabilities; b) values and issues related to the integration of students with disabilities in the school and community; c) career options in the field of special education; d) teaching and behavior management techniques and terminology. **Requirement: Completion of application. The application can be found at <http://goo.gl/forms/Doxp7a4q4S>. A student may earn a maximum of 2 credits in Peer Tutoring I and II.**

0520 ** PEER TUTORING I / ENL (10, 11, 12) Students learn to interact with and tutor students who are English Language Learners, supporting them in their academic studies and acclimatization to American schools. **Requirement: Interested students must get approval from Jim Ziino. A student can earn a maximum of 2 credits in Peer Tutoring.**

0502 ** CADET TEACHING I & II (12) The objective of Cadet Teaching is to interest and encourage college-bound students to enter the teaching profession. This first semester course offers five weeks of in-class preparation and thirteen weeks of field experience. The course gives students information about a career in education as well as providing actual teaching experience in an elementary or intermediate school classroom. Students will be selected on the basis of an application and an interview. Students who have a desire to choose a career working with youth should apply. **Requirement: Completed application and interview; students need their own transportation; students may not take the second semester without successfully completing the first semester. Students are strongly encouraged to take a study hall for travel and extended instructional time with the elementary or intermediate classroom. (Not taking a study hall may limit options for classroom placements.)**

0560 ## * THEORY OF KNOWLEDGE I, IB, SPRING SEMESTER (11,12) Theory of Knowledge (TOK) is a fun, thought-provoking course open to all students. TOK asks them to consider *how* they know what they know about themselves and the world around them. We explore 35 questions like, *are some types of knowledge more useful than others*, and *what role does imagination play in producing knowledge about the world?* Highly conversational, we will use the 35 questions to discuss a wide variety of curious topics like; lunar-landing conspiracies, canceled art, and false memories. Part current events, part critical thinking, and part choose your own adventure, this class asks you to reflect upon how you arrive at your personal conclusions. Our goal is to better understand ourselves, so that we might better respect others in our community, both local and global. **This course is open to all juniors and seniors as a weighted elective and is a requirement for junior IB DIPLOMA candidates. In addition to class discussion, students will participate in share out-group projects and our primary form of assessment is a student journal in the form of a blog.**

0560 ## * THEORY OF KNOWLEDGE II, IB, FALL SEMESTER (12) This follow-up course is the second semester of a year-long course that is the center of the IB Program. This part of the course will continue the conversations started in the previous spring semester but is specifically designed to prepare students for the official IB assessments, the externally assessed TOK essay. A unique feature of this course is that it meets in the fall only. **This course is required for all IB DIPLOMA candidates. Requirement: Successful completion of the first semester of Theory of Knowledge.**

0530 CAREER EXPLORATION – INTERNSHIP (12) The Career Exploration Internship course is a **paid or unpaid work experience** in the public or private sector that provides for workplace learning in an area of student career interest. This could be an experience in which students gain expertise in a specific occupation, or it could be an experience that is designed to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of worksites or departments. In addition to their workplace learning activities, students participate in (1) regularly scheduled meetings with their classroom teacher, or (2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties.

- Recommended Grade Level: 12
- 1-credit class, semester course
- Students can take 1-3 credits per semester, and it may be taken for multiple semesters
- The course may be taken for additional semesters to allow students to explore additional career areas.
- A minimum of 85 hours of workplace and classroom activities are required for each credit. Students must spend one hour a week on classroom activities
- Counts as a Directed Elective or Elective for all diplomas

5974 WORK BASED LEARNING CAPSTONE – INTERNSHIP (Multiple Pathways) (12) Work Based Learning is designed to provide opportunities for students to explore careers that require additional degrees or certification following high school. The emphasis of the experience is on applying skills developed through instruction and on learning new career competencies at the internship site. The internship is tailored to the unique needs and interests of the student and is considered a high school capstone experience toward fulfillment of the student's future plans. A training agreement will outline the expectations of all parties: the intern, parent/guardian, site supervisor/mentor, internship supervisors, and the school. **This course is for paid internships only** and will include meetings with the internship coordinator.

- Grade Level: 12
- Required Prerequisites: a minimum of 2 courses of introductory and advanced courses related to a student's pathway and to the work site placement
- Credits: 2 semester course, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

5902 INTERDISCIPLINARY COOPERATIVE EDUCATION (12) Interdisciplinary Cooperative Education (ICE) spans all career and technical education program areas through an interdisciplinary approach to training for employment. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of 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 course:

1. Related Instruction, that is classroom based, shall be organized and planned around the activities associated with the student's individual job and career objectives in a career cluster area/pathway; and shall be taught during the same semesters as the student is receiving on-the-job training. For a student to become occupationally competent and therefore employable, the related instruction should cover in varying proportions: (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies.
2. On-the-Job Training is the actual work experience in an occupation in any one of the Indiana College and Career Pathways that relates directly to the student's career objectives. 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 employees who serve as on-the-job trainers/supervisors in accordance with predetermined training plans and agreements and who assist in evaluating the student's job performance. Students in an ICE placement must be paid in accordance with federal and state student employment and cooperative education laws.
 - Recommended Grade Level: 12
 - Required Prerequisite: Preparing for College and Careers and a minimum of 4 credits in a logical sequence of courses related to the student's pathway and the work site placement
 - Credits: 2 semester course, 2 semesters required, 3 credits per semester, 6 credits maximum
 - Counts as a Directed Elective or Elective for all diplomas