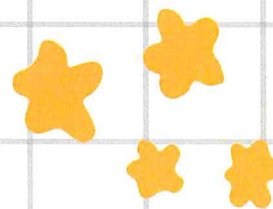
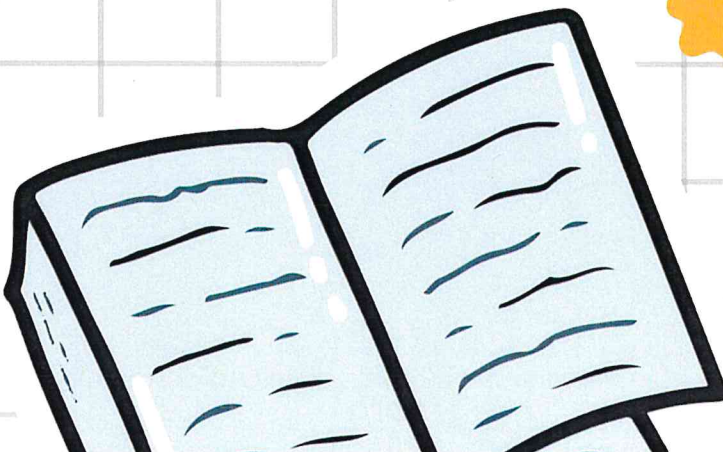
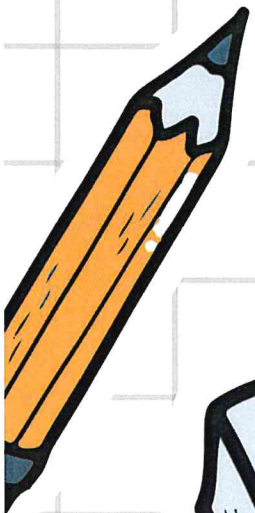


# HIGH SCHOOL ACADEMIC & CAREER PLANNING GUIDE

2024-2025

Northeast Dubois Jr/Sr High School



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# Course Titles and Descriptions

## Northeast Dubois Jr/Sr High School 2024-2025

### Career and Technical Education (CTE) Courses:

#### **Career Cluster: Advanced Manufacturing**

**ET211 Principles of Advanced Manufacturing - 1st year of JEM (Jeep Engineering & Manufacturing) 2 credits per year. Grades 10-12**

**7108 (PRIN ADV MFG) Recommended prerequisite: IED**

Jeep Engineering and Manufacturing (JEM) is a student-run enterprise that utilized student skills to create marketable products using automated machines. All student skill sets are needed to run this enterprise. JEM especially has a need for students interested in business, accounting, marketing, graphic design, hands-on application of machines, automated machines and entrepreneurship. An application and interview process may be required for class participation. Principles of Advanced Manufacturing standards are focused on industrial technology and manufacturing trends. Covered topics include safety and impact, manufacturing essentials, lean manufacturing, design principles, and careers in advanced manufacturing. Students participate in hands-on projects and team activities to learn necessary skills while using the latest industry technologies. Work-based learning experiences and industry partnerships are encouraged. This course counts as a directed elective or elective for all diplomas. It is part of the Industrial Automation and Robotics pathway and required for Adv Manufacturing: Special Topics.

**ET212 Advanced Manufacturing: Special Topics - 2nd and 3rd year of JEM (Jeep Engineering and Manufacturing) - Grades 11-12. 2 credits per semester, may be offered for successive semesters for up to 8 credits total.**

**4880 (ADV MFG ST) Required Prerequisite: Principles of Advanced Manufacturing**

Advanced Manufacturing: Special Topics is an extended-learning experience designed to address the advancement and specialization of careers within the Advanced Manufacturing Career Cluster through the provision of a specialized course for a specific workforce in the school's region. The learning experience takes place at a qualified site, and is designed to give the student the opportunity to learn and practice technical skills—while working under the direction of an appropriately-licensed professional. Throughout the course, students will focus on learning about employment opportunities and obtaining the knowledge, skills, and attitudes essential for success in specific occupations. This course counts as a directed elective or elective for all diplomas but it is not part of a career pathway.

**CTC 351,352,353 Industrial Automation and Robotics I (Principles of Advanced Manufacturing -7108, Advanced Manufacturing Technology -7103, Mechatronics-7106) - 8:10-10:05 at VUJC CTIM Building, 3 credits per semester Grade 11-12. Dual Credits through VU: MFNG 130, CMT 110, CMT 220.**

In Automation & Robotics I students will attend classes at VUJ 3 days/week and complete a paid internship 2 days/week. Internships will be assigned based on student interests and internship availability. The classroom experience will focus on an introduction to manufacturing, Industrial Maintenance, Fluid Powers and Pneumatics, Industrial Automation, and Robotics.

**CTC 355 Industrial Automation and Robotics II/Capstone - 1:00-3:00 at VUJC CTIM 5612 (AUTO ROB I) - Grade 12. 3 credits per semester. Dual Credits through VU: CMT 201 & 140, DRAF100. Required Prerequisite: Automation & Robotics I**

Students will interview with industry partners so that the internship will match student interest. Students will be compensated \$8 per hour during the internship. Coursework for this class will apply toward the VUJC CAP program.

**CTC 480,481,482 Precision Machining I (Principles of Machining -7109, Precision Machining Fundamentals-7105, Advanced Precision Machining-7107) - 3 credits per semester. Grade 11-12. VU Dual Credits PMTD 110/110L,105,115**

**Location Pike Central H.S. 8:45-11:15 am.**

Precision Machine Technology is a two-year program that meets three periods per day at Pike Central High School. This course is an introduction to manual machining using manual mills, lathes, surface grinders, drill presses, and saws. Blueprint reading, metallurgy, shop math, and safety are incorporated into curriculum. Students machine basic machinist tools. During the second year of study students will have an introduction of basic CNC manual programming and machine set up. Upon completion of Precision Machine I & II students will be prepared for an entry level machining position after high school, or continuing education at a post-secondary institution. Examples of current employers of former students include: Jasper Engines, Ridetech, Loughmiller Son-Flow Machine, Toyota, Onyett Fabrication. Precision Machine II/Capstone can be taken after Precision Machining I at 12:50.



**CTC 330, 331, 332 Welding Technology I (Principles of Welding -7110, Shielded Metal Arc Welding - 7111, and Gas Welding Processes -7101) - 3 credits per semester. Grade 11. Ivy Tech Dual Credits WELD 100, 108, 207 Location Pike Central 8:45-11:15**

Welding 1 is a one-year course for 11 th grade students. The class meets three hours per day. Students gain experience and knowledge in the following processes using the A.W.S. Entry-level Welder Training Program: 1. Shielded Metal Arc Welding (S.M.A.W.) 2. Gas Metal Arc Welding (G.M.A.W. or M.I.G.) 3. Flux Core Arc Welding (F.C.A.W.) 4. Gas Tungsten Arc Welding (G.T.A.W. or T.I.G.) 5. Oxy-Acetylene Welding and Cutting (O.A.W. and O.F.C.-A) 6. Brazing 7. Air Carbon Arc Cutting 8. Plasma Arc Cutting 9. Blueprint Reading and Weld Symbols. Dual Credit Ivy Tech: WELD 100 Welding Fundamentals, WELD 108 Shielded Metal Arc Welding, WELD 207 Gas Metal Arc (MIG) Welding. Occupations/Job Placements: Entry-level welder upon completion of high school or continuing education at a post-secondary institution. Examples of current employers of former students follow: Jasper Engines; Toyota; Onyett Fabrication; Four Star Fabricators; Peabody Coal; Highway Machine; Sisson Steel; and Apprenticeship Programs with Boilermakers, Pipe Fitters, and Ironworkers to become journeyman union craftsmen.

**CTC335 Welding Technology II /Capstone- 3 Credits per semester, 2 semesters. 5778 (WELD TECH II) Grade 12. 12:50-3:15 Ivy Tech - 21 Dual Credits**

**Location Pike Central H.S. Required Prerequisite: Welding I**

Welding 2 is a one-year course for 12 th grade students. The class meets three hours per day. Students gain additional experience and knowledge in the following processes using the A.W.S. Entry-level Welder Training Program: 1. Shielded Metal Arc Welding (S.M.A.W.) 2. Gas Metal Arc Welding (G.M.A.W. or M.I.G.) 3. Flux Core Arc Welding (F.C.A.W.) 4. Gas Tungsten Arc Welding (G.T.A.W. or T.I.G.) 5. Oxy-Acetylene Welding and Cutting (O.A.W. and O.F.C.-A) 6. Brazing 7. Air Carbon Arc Cutting 8. Plasma Arc Cutting 9. Blueprint Reading and Weld Symbols. Dual Credit Ivy Tech: 21 hours - WELD 100 Welding Fundamentals, WELD 108 Shielded Metal Arc Welding, WELD 207 Gas Metal Arc (MIG) Welding WELD 208 Gas Tungsten Arc (TIG) Welding, WELD 272 Advanced Gas Metal (MIG) Welding II, WELD 273 Advanced Gas Tungsten Arc Welding II, WELD 206 Advanced Shielded Metal Arc Welding II. Upon completion of the 21 hours of dual credit, the student will receive a Certificate of Structural Steel Welding from Ivy Tech. Occupations/Job Placements: Entry-level welder upon completion of high school or continue education at a post-secondary institution. Examples of current employers of former students follow: Jasper Engines; Toyota; Onyett Fabrication; Four Star Fabricators; Peabody Coal; Highway Machine; Sisson Steel; and Apprenticeship Programs with Boilermakers, Pipe Fitters, and Ironworkers to become journeyman union craftsmen.

## **Career Cluster: Agriculture, Food & Natural Resources**

**AE100 Supervised Agricultural Experience - 1 Credit - Grade 9-12**

**5228 (SAE) \*Summer ag elective**

The FFA is the student vocational organization, which is an integral part of the vocational program of instruction in agriculture education. Many activities of the FFA parallel the methodology of the instructional program and are directly related to occupational goals and objectives. The Supervised Agriculture Experience (SAE) is designed to provide the AG field(s) in which they are interested. Students experience and apply what is learned in the classroom with real life situations. Students work closely with the Ag Teacher, Parents, and or employer of get the most from the SAE program. Because of this close interrelationship between SAE, FFA, and Agriculture Education these will be considered an integral part of each course and appropriate time will be allocated for proper instruction. The SAE course is taken during a summer session and may be taken more than one year.

**AE115 PRINCIPLES OF AGRICULTURE - 2 Credits - Grade 9 -10**

**7117 (PRIN AG) - Dual credits available through Ivy Tech – AGRI 100**

*Principles of Agriculture is a two-semester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding and the role of agriculture in the United States and globally. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, as well as careers. This course counts as a directed elective for all diploma types.*

**AE 210 AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY (Grade 10-12)**

**5088 (AG POW) – 2 Credits. Dual credits available through Ivy Tech – AGRI 106**

**Required Prerequisite: Principles of Agriculture**

*Agriculture Power, Structure and Technology is a two semester, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance and management of agricultural equipment in concert while incorporating technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience and career opportunities in the area of agriculture power, structure and technology. This course counts as a directed elective for all diploma types.*

**AE211 AGRICULTURE STRUCTURES FABRICATION AND DESIGN - 2 Credits**

**7112 (AG ST FAB DES) Required Prerequisite: Agriculture Power, Structure and Technology (Grade 11-12) \*This course may be offered as an approved independent study.**

*Agricultural Structures Fabrication and Design focuses on metal work and agricultural structures. This course allows students to develop skills in welding and metalworking, construction, fabrication, machine components and design while incorporating the engineering design process. Students will also cover safety topics for each area while demonstrating appropriate health and safety standards. This course completes the Ag Mechanical and Engineering Pathway and counts as a quantitative reasoning course.*



## **AE220 ANIMAL SCIENCE - 2 Credits (Grade 10-12)**

**5008 (ANML SCI) - Dual credits available through Ivy Tech – AGRI 103**

### **Recommended Prerequisite: Principles of Agriculture**

*Animal Science* is a two semester program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science. This course fulfills a science course requirement for all diplomas.

## **AE230 PLANT AND SOIL SCIENCE - 2 Credits(Grade 10-12)**

**5170 (PLT SL SCI) Dual credits available through Ivy Tech – AGRI 105**

### **Recommended Prerequisite: Principles of Agriculture**

Plant and Soil Science a two semester course that provides students with opportunities to participate in a variety of activities including laboratory and field work. Coursework includes hands-on learning activities 80 Indiana Department of Education High School Course Titles and Descriptions that encourage students to investigate areas of plant and soil science. Students are introduced to the following areas of plant and soil science: plant growth, reproduction and propagation, photosynthesis and respiration, diseases and pests of plants and their management, biotechnology, the basic components and types of soil, soil tillage, and conservation. This course fulfills a science course requirement for all diplomas.

## **AE420 ADVANCED LIFE SCIENCE, ANIMALS(L) - 2 Credits (Grade 11-12)**

**5070 (ALS ANIML) - Dual credits available through Ivy Tech - AGRI 107**

### **Required Prerequisite: Animal Science; Recommend: Principles of Ag, Chemistry**

*Advanced Life Science: Animals* is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory, fieldwork, leadership development, supervised agricultural experience and the exploration of career opportunities, they will recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, and ecology, historical and current issues in animal agriculture in the area of advanced life science in animals. This course fulfills a Core 40 Science requirement or can count as a directed elective for any diploma type. It is aligned with postsecondary courses for dual credit and qualifies as a Quantitative Reasoning course. This course may only be offered every other year; alternating with ALS Plant & Soil.

## **AE425 ADVANCED LIFE SCIENCE, PLANTS AND SOIL (L) - 2 Credits (Gr. 11-12)**

**5074 (ALS PLT/SL) - Dual credits available through Ivy Tech**

### **Required Prerequisite: Plant & Soil; Recommend: Principles of Ag & Chemistry**

*Advanced Life Science: Plants and Soils* is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students study concepts, principles, and theories associated with plants and soils. Knowledge gained enables them to understand the workings of agricultural and horticultural practices. They recognize how plants are classified, grow, function, and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratories and fieldwork, how plants function and how soil influences plant life. This course fulfills a Core 40 Science requirement or can count as a directed elective for any diploma type. It is aligned with postsecondary courses for dual credit and qualifies as a Quantitative Reasoning course.

This course may only be offered every other year; alternating with ALS Animals.

## **Career Cluster: Architecture and Construction**

### **ET125 Introduction to Construction – 2 Credits (Grade 10-12)**

#### **4792 (INT CONST)**

Introduction to Construction is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers. This course counts as a Directed Elective or Elective for all diploma types. Additional fees (not included in book bill) may occur due to additional materials needed for individual projects.

**CTC340, 341, 342 Construction Trades I (Principles of Construction - 7130, General Carpentry - 7123, and Framing and Finishing - 7122) - 3 Credits per semester. Grades 11-12. Recommended Prerequisite: Intro to Engineering and Intro to Construction. 15 college credits through VU: CNST 120, 100, 105, 180, 160 Location: VUJ CTIM Building 8:10-10:05 a.m.**

In Construction Trades I students will meet at VUJC 5 days per week for instruction to earn a VU dual credit. Students will complete labs, visit construction sites, while completing various aspects of the building process. When practical, students will help to build the Habitat for Humanity house

**CTC345 Construction Trades II (Construction Capstone), 3 Credits per semester 7242 (CSTR TR CAP) Grade 12. Required Prerequisite: Construction Trades I 8 college credits through VU: CNST 155, 261, 272.**

**Location: VUJ CTIM Building 1:00 -3:00 p.m.**

In the Construction Capstone class students will meet at VUJC a minimum of 1 time per week for instruction. Students will be at the new home build site or their internships up to 4 days per week. Students will complete various aspects of the building process. Students will complete an internship with a local contractor and/or help build the Habitat for Humanity house.

**FC135 Introduction to Housing and Interior Design - 2 Credits- YR (Grade 9-12) 5350 (INT HSINT DES) No prerequisite.**

Introduction to Housing and Interior Design is an introductory course essential for those students interested in academic enrichment or a career within the housing, interior design, or furnishings industry. We will learn about construction and design, floor planning, interior design and decorating. We will be making interior designs to sell at multiple venues and if space is given we will remodel/redesign the space. This course counts as a Directed Elective or Elective for all diplomas and fulfills the Fine Arts requirements for the Academic Honors Diploma. It is not part of a CTE pathway.

## **Career Cluster: Arts, AV Tech, and Communication**

**The Civic Arts Locally Created Pathway allows you to take Intro to 2D & 3D and Adv 2D & 3D in addition to Intro to Business OR you can take Beginning, Intermediate, and Adv. Band in addition to Intro to Business.**

Course descriptions for the art and music classes can be found under Fine Arts heading. The Intro to Business course description is under the Business Management, Marketing, Finance, & Entrepreneurship heading.

**FI 260 Principles of Digital Design - 2 Credits, Grade 9, 10 7140 PRIN DIG DES**

Principles of Digital Design introduces students to fundamental design theory. Investigations into design theory and color dynamics will provide experiences in applying design theory, ideas and creative problem solving, critical peer evaluation, and presentation skills. Students will have the opportunity to apply the design theory through an understanding of basic photographic theory and technique. Topics will include image capture, processing, various output methods, and light. This course is recommended for students interested in working on the Yearbook in Student Media.

**CTC 455 Radio and Television – 2 Credits (Grade 12)**

**5986 (RAD TV I) VU Dual Credit MCOM 102 \*Located at Jasper H.S.**

RADIO AND TELEVISION I: meets one period of the day at Jasper High School. This course focuses on communication, media and production. Emphasis is placed on career opportunities, production, programming, promotions, sales, performance, and equipment operation. Students will also study the history of communication systems as well as communication ethics and law. Students will develop oral and written communication skills, acquire software and equipment operating abilities, and integrate teamwork skills. Instructional strategies may include a hand-on school-based enterprise, real and/or simulated occupational experiences, job shadowing, field trips, and internships.

## **Career Cluster: Business Management and Administration, Marketing, and Finance**

**BU222 Principles of Business Management – 2 Credits (Grades 9-12) 4562 (PRIN BUS )**

Principles of Business Management examines business ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of business enterprises. This course will also emphasize the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision making. Attention will be given to developing business communication, problem-solving, and decision-making skills using spreadsheets, word processing, data management, and presentation software. This course counts toward the business management and administration pathway.

**BU220 Accounting Fundamentals – 2 Credits (Grades 10-12)**

**4524 (INTO ACC) Required Prerequisite: Principles of Business Management**

Accounting Fundamentals introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making. This course counts toward the business management and administration pathway.

**BU223 Marketing Fundamentals– 2 Credits (Grades 10-12)**

**5914 (PRN MRKT) Required Prerequisite: Principles of Business Management**

Marketing Fundamentals provides a basic introduction to the scope and importance of marketing in the global economy. Course topics include the seven functions of marketing: promotion, channel management, pricing, product/service management, market planning, marketing information management, and professional selling skills. Emphasis is marketing content but will involve use of oral and written communications, mathematical applications, problem-solving, and critical thinking skills through the development of an integrated marketing plan and other projects. This course counts toward the business management and administration pathway.



## **BU120 Introduction to Business - 1 Credit (Grade 9)**

### **4518 (INTRO BUSI)**

Introduction to Business will give students exposure to the concepts, functions, characteristics and skills required for success when facing the challenges and opportunities they will be introduced to in the twenty-first century. This course will cover several different areas of career planning, leadership, communications, management, entrepreneurship, and other foundational concepts to assist students in developing an understanding of the role of business in our world. All freshmen will take this course opposite Personal Financial Responsibility. Intro to Business is part of the Civic Arts Pathway, but not part of the business management and administration pathway.

## **BU226 Principles of Entrepreneurship - 2 Credits (Grades 10-12)**

### **7154 (PRIN ENTR)**

Principles of Entrepreneurship focuses on students learning about their own strengths, character and skills and how their unique abilities can apply to entrepreneurship, as well as how an entrepreneurial mindset can serve them regardless of their career path. Students will learn about the local, regional and state resources and will begin to understand and apply the entrepreneurial process. The course helps students to identify and evaluate business ideas while learning the steps and competencies required to launch a successful new venture. The course helps students apply what they have learned from the content when they write a Personal Vision Statement, a Business Concept Statement, and an Elevator Pitch. This class counts as a directed elective or elective for all diplomas. It is NOT part of the business management career pathway.

## **CTC 432, 433, 434 Business Operations - (7153 Principles of Business Operations and Technology, 7144 Business Office Communications, 7146 Digital Data Applications) - 6 Credits (Grade 11-12) Recommended prereq: Princ of Busi Mgt. Location VUJC Habig Building Room #226. 1:00-3:00. Dual Credits thru VU.**

The Principles of Business Operations and Technology course will prepare students to plan, organize, direct, and control the functions and processes of a firm or organization and be successful in a work environment. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business, management, Microsoft office, and finance. Individual experiences will be based upon the student's career and educational goals. The Business Office Communications course emphasizes the analysis of communication to direct the choice of oral and written methods and techniques. It includes practice in writing a variety of messages used to communicate in business and industry with an emphasis on the potential impact of the message on the receiver as a basis for planning and delivering effective business communications. Through projects and the development of messages students will develop their knowledge and skills for the use of Microsoft Word and Microsoft PowerPoint. In Digital Data Applications students will use Microsoft Excel to sort and search records, combine files, produce reports, and to extract data from a file. This course is designed to include creating and formatting worksheets, using formulas and basic functions, creating charts, and printing professional-looking reports. Additionally students will use Microsoft Access to create a database and to manage a database through the creation and modification of a query. Students will also be expected to produce reports from the information.

## **Career Cluster: Education and Training**

### **FC226 Principles of Teaching - 2 Credits - Grades 9-12**

#### **7161 (PRIN TEACH) Dual Credits with Ivy Tech EDUC 101**

This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A minimum 20 hour classroom observation experience is required for successful completion of this course. Students will be at the elementary school 2nd semester so will need transportation. This course is required for future courses in the Education Professions pathway.

### **FC227 Child and Adolescent Development - 2 Credits, Grades 10-12**

#### **7157 (CHLD ADL DEV) Required Prerequisite: Principle of Teaching**

#### **Dual Credits with Ivy Tech EDUC121**

Child and Adolescent Development examines the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence with a focus on the middle years through adolescence. Basic theories of child development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of parents, peers, the school environment, culture and the media are discussed. An observation experience up to 20 hours may be required for completion of this course. This course has been approved to be offered for dual credit. Students pursuing this course for dual credit are still required to meet the minimum prerequisites for the course and pass the course with a C or better in order for dual credit to be awarded.

### **FC228 Teaching and Learning - 2 Credits, Grades 10-12**

#### **7162 (TEACH LRN) Required Prerequisite: Principles of Teaching**

#### **Dual Credit Ivy Tech EDUC 201**

Teaching and Learning provides students the opportunity to apply many of the concepts that they have learned throughout the Education Profession Pathway. In addition to a focus on best practices, this course will provide an introduction to the role that technology plays in the modern classroom. Through hands-on experience with educational software, utility packages, and commonly used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management.



## **FC495 Education Professions Capstone – 1-3 credits per semester, Grade 11-12 7267 (ED PROF) Required Prerequisites: Principles of Teaching, Child & Adolescent Dev, and Teaching & Learning**

The Education Professions Capstone provides an extended opportunity for field experience to further apply concepts that have been presented throughout the pathway. Students will also have the opportunity to explore the topics of the exceptional child and literacy development through children's literature. Students will gain a deeper understanding of inclusive teaching techniques along with policies, theories, and laws related to special education. Students interested in pursuing a career in Elementary Education are encouraged to also study the benefits of using children's literature in the classroom. This course may be further developed to include specific content for students interested in pursuing a career in secondary education. The course should include a significant classroom observation and assisting experience.

## **Career Cluster: Health Science**

### **HE110 Principles of Biomedical Sciences – 2 Credits - Grades 9-12**

#### **5218 (PRIN BIOMED)**

Principles of the Biomedical Sciences provides an introduction to this field through "hands-on" projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. This may fulfill a Core 40 Science requirement for all diplomas.

### **SC330 Anatomy and Physiology 2 Credits; Grade 10-12**

#### **5276 (A & P) Recommended Prerequisite: Principles of Biomed and Biology**

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integumentary, skeletal, muscular, and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

### **HE310 Medical Interventions - 2 Credit - Grade 11-12**

#### **5217 (MED INTERV) Required Prerequisites: Principles of Biomed and Anatomy**

Medical Interventions is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve the quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. NOTE: This course aligns with the PLTW Medical Interventions curriculum and fulfills a science requirement for all diploma types.

### **CTC419 Principles of Healthcare - 2 Credits - Dual credits through VU: HSGN 102 7168 (PRIN HLCR) Grade 12 Location: VUJC Classroom Building**

Principles of Healthcare content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, and an introduction to healthcare systems. Lab experiences are organized and planned around the activities associated with the student's career objectives. This course must be taken concurrently with HOSA, CNA, or EMT.

### **CTC420 Health Science II: Special Topics (HOSA) - 2 credits**

#### **5286 (HLTH ED II) Grade 12. Recommended Prerequisites: Biomed, Anatomy, AP Biology, Chemistry. VU Dual Credits-HSGN 102. Location VUJC Classroom Bldg Room 211. 8:00 - 9:30**

Didactic class partnered with clinical experiences (chosen by students) which is designed to build upon materials learned and gain the knowledge of the variety of career possibilities within the healthcare field. Students will gain a better understanding of the different types of healthcare systems and career opportunities (entry level to doctorate), disease prevention and treatments, human growth and development, workplace safety, health care teams/roles, and legal/ethical considerations pertaining to medicine. This class prepares students by allowing them to experience the information learned from their text, in a real life clinical setting. Their clinical experiences include, but are not limited to, observing how one records patient medical histories and symptoms, how one delivers different types of medicine and treatments, the practice of consulting with doctors and/or other healthcare professionals, observing one's operating and monitoring usage of medical equipment, witnessing the jobs/roles of each unique profession in the area selected. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from high school to advance in their technical school and/or collegiate futures. The main focus of this class is assisting students in the narrowing of their possible career choices and better preparation to reach their future goals. We promote individual self-analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and assistance in completion of the application processes for admission into post secondary programs. On-the-job observations may include areas in nursing, therapies, radiology, optometry, physicians, dentistry and/or medical records. Students must have a passing grade to participate in rotations. Students in this course will be required to also take Principles of Healthcare. Med Terms is optional.

**CTC 423 Healthcare Specialist: CNA – 2 credits. Dual credits: HSGN102,200, 106.  
7166 (HC SPEC CNA) Grade 11 or 12 Location VUJC Classroom Bldg. 8:00 - 9:30**

The certified nurse aide (CNA) program at Jasper High School, a partnership with Memorial Hospital and Healthcare Center, is a fall semester class and clinical rotation. A minimum of 30 hours in the classroom and 75 hours in the clinical setting must be done in the fall semester. After these requirements have been fulfilled with a passing grade, students will have the opportunity to set for the exam, becoming a certified nursing assistant, authorizing a student to work in this capacity in a healthcare facility. Becoming a CNA will provide great working experience for students desiring to pursue a career in healthcare and/or nursing. After completion of the CNA program and successful achievement of the certification exam, students have the opportunity to enter a work-based learning option, in the spring semester. Prerequisites/Requirements for application: keen interest in healthcare, and strong interpersonal skills/ criminal background check, health physical, PPD, and influenza vaccine. Students in this course will be required to also take Principles of Healthcare.

**CTC 422 Emergency Medical Tech – 2 credits**

**7165 (EMT) - Grade 12. Dual credits through VU: EMTB212, HSGN102, HIMT110  
Location: VUJC Classroom Building 8:10 - 10:05 am**

This course is designed for individuals desiring to perform emergency medical care. Students will learn to recognize the seriousness of the patient's condition, use the appropriate emergency care techniques and equipment to stabilize the patient, and transport to the hospital. Students meeting appropriate standards will be eligible for certification by the National Registry of EMTs and the State of Indiana as Emergency Medical Technicians. This class also provides an opportunity for a great variety of experiences into the healthcare world. There is a classroom, skills lab, computer lab and a clinical component required. Students must be 18 years of age in order to take the EMT certification exam. Students need to turn 18 within 3 months of completing the course. Students in this course will be required to take Med Terms and Principles of Healthcare.

**CTC 424 Medical Terminology – 2 Credits – Grade 12. Google Classroom  
5274 (MED TERMS) Dual Credits through VU: HIMT 110**

This course is offered online only for those with a strong desire to learn about the language of health care professionals. This course builds skills in pronouncing, spelling (with 100% accuracy), and defining new words encountered in verbal and/or written information. Medical terms and abbreviations, pathology, pharmacology, diagnosis and treatment options will be taught using a body systems approach. Students must have time management skills, a strong work ethic and strong study skills, be intrinsically motivated all while working in an independent learning environment. Time dedicated DAILY must be 1.5 hours minimum to achieve success. Students will be held to a college course standard. Grades will consist of exams and research projects only. Students taking Med-terms must also be enrolled to take a Health Science course since the Health Science instructor will serve as the online facilitator for this course. This course is required for EMT students, but optional for HOSA and CNA students.

## **Career Cluster: Hospitality and Tourism**

**FC126 Principles of Culinary and Hospitality – 2 Credits, Grade 9-12**

**7173 (PRIN HOSP) Dual Credits with Ivy Tech: HOSP 101 (fall) & 102 (spring)**

Principles of Culinary and Hospitality is designed to develop an understanding of the hospitality industry and career opportunities, and responsibilities in the food service and lodging industry. Introduces procedures for decision making which affects operation management, products, labor, and revenue. Additionally, students will learn the fundamentals of food preparation, basic principles of sanitation, service procedures, and safety practices in the food service industry including proper operation techniques for equipment. Students will be able to work towards ServSafe Certification and compete at ProStart competitions that provide scholarships towards Culinary Institutions.

**FC127 Nutrition - 2 Credits, Grade 10-12**

**7171 Required Prerequisites: Principles of Culinary and Hospitality**

Nutrition students will learn the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs throughout the life cycle and to apply those principles to menu planning and food preparation.

**FC128 Culinary Arts - 2 Credits, Dual Credits with Ivy Tech: HOSP 103 & 105**

**7169 (CUL ARTS) Grade 10-12, Required Prerequisite: Principles of Culinary & Hosp**

Culinary Arts teaches students how to prepare the four major stocks, the five mother sauces (in addition to smaller sauces) and various soups. Additional emphasis is placed on the further development of the classical cooking methods. This course will also present the fundamentals of baking science including terminology, ingredients, weights and measures, and proper use and care of equipment. Students will produce yeast goods, pies, cakes, cookies, and quick breads

**FC129 Baking and Pastry Capstone - 2- 6 Credits, Grade 11-12,**

**7235 Required Prerequisite: Princ. of Culinary & Hosp., Nutrition, Culinary Arts**

The objective of this course is to help students understand the science of baking and the different reactions that take place based on the ingredients, temperatures, and equipment in relation to the final product. The course requires students to produce and finish a variety of cakes. The course emphasizes application techniques, color coordination, and the flavor and texture of fillings. Students will practice the techniques of basic cake decorating. This course will also address classical French and European desserts, including the preparation of goods such as Napoleons, Gateau St. Honoré, petit fours and petit fours sec, ganaches, pastry creams and fillings, sauces, flans and tarts, and European sponges. The course also includes instruction in tempering of chocolates, molding, and chocolate plastique, preparation of truffles, pastillage and marzipan, short doughs, and meringues. The student will be instructed in the latest preparation methods, innovative ideas for impressive plate presentations, and techniques that utilize specialized equipment and tools to make high-tech, novel creations

## **FC131 Culinary Arts Capstone (CUL ARTS CAP) 2-6 credits, Grades 11-12**

### **7233 Required Prerequisite: Princ. of Culinary, Nutrition, Culinary Arts**

This course covers the techniques and skills needed in breakfast cookery as well as insight into the pantry department. Various methods of preparation of eggs, pancakes, waffles and cereals will be discussed. Students will receive instruction in salad preparation, salad dressing, hot and cold sandwich preparation, garnishes and appetizers. This course also covers the necessary skills for proper recruiting, staffing, training, and management of employees at various levels. The course will help prepare the student for the transition from employee to supervisor. Additionally, it will help the student evaluate styles of leadership, and develop skills in human relations and personnel management.

## **Career Cluster: Human and Social Services**

### **CTC 498, 499, 500 Human and Social Services I – (Principles of Human Services-7176, Understanding Diversity-7174, Relationships & Emotions-7177)**

**6 HS Credits and 12 Dual Credits through VU: SOCL 153, 164, 261, 260.**

#### **Grade 11-12. Location VUJC Administrative Building 1:00 - 3:00**

Principles of Human Services explores the history of human services, career opportunities, and the role of the human service worker. Focuses on target populations and community agencies designed to meet the needs of various populations. Understanding Diversity encourages cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States. Relationship & Emotions examines the key elements of healthy relationships. Explores the main problems that damage relationships. Presents research findings on successful and unsuccessful relationships, and emotional connections. Explores the impact of one's emotional and relationship history on current and future romantic relationships. Presents practical, scientific-based skills for improving relationships. Additionally, this course offers practical and useful information for people who have experienced loss. Students have the opportunity to evaluate their own experiences and attitudes toward loss and grief. Occupations/Job Placements: Social Worker, Psychology, counseling

## **Career Cluster: Information Technology**

### **ET131 Principles of Computing (previous title was Computer Science I)**

#### **7183 (PRIN COMP INFO) – 2 Credits (Grades 9-12)**

Principles of Computing provides students the opportunity to explore how computers can be used in a wide variety of settings. The course will begin by exploring trends of computing and the necessary skills to implement information systems. Topics include operating systems, database technology, cybersecurity, cloud implementations and other concepts associated with applying the principles of good information management to the organization. Students will also have the opportunity to utilize basic programming skills to develop scripts designed to solve problems. Students will learn about algorithms, logic development and flowcharting. • Counts as a directed elective or elective for all diplomas and is part of the IT career pathway • Counts as a quantitative reasoning course • Fulfills a science requirement for all diploma types

### **CTC 459 Principles of Computing - 2 credits, Dual credits through VU: COMP177**

#### **7183 PRIN COMP INFO Grade 11-12. Location: VUJC CTIM Building 8:10 - 10:05**

Principles of Computing provides students the opportunity to explore how computers can be used in a wide variety of settings. The course will begin by exploring trends of computing and the necessary skills to implement information systems. Topics include operating systems, database technology, cybersecurity, cloud implementations and other concepts associated with applying the principles of good information management to the organization. Students will also have the opportunity to utilize basic programming skills to develop scripts designed to solve problems. Students will learn about algorithms, logic development and flowcharting. This course is taken concurrently with IT Fundamentals and Networking Cybersecurity.

### **CTC460 Information Technology Fundamentals - 2 credits**

#### **7180 INFO TECH FUN VU Dual Credit –CMET 140,185,195. Grade 11-12;**

#### **Location at VUJC CTIM building 8:10-10:05**

Students will learn how to support and maintain many different technology devices and prepare students for a computer certification that will benefit them in multiple career choices. Technology is a part of our lives, and is embedded in almost every career path. This class will prepare students to be comfortable addressing technology issues that might arise in everyday use of technology. The students leave this course able to troubleshoot general technology issues and resolve many of those issues. Hands on activities, such as building computers, repairing printers, soldering, and using numerous testing tools, gives the students real experiences to carry them into future careers. CompTIA A+ Certification may be attained; fee associated for the certification; CMET 195(1credit) if the A+ test is taken. Information Technology Support II, Capstone is designed to for students to showcase the knowledge gained from the Information Technology Pathway. Through troubleshooting hardware, software, and networks, students solve problems through a variety of real-world IT problems. Throughout the course, students communicate with other team members and document progress to fix a variety of devices. Students will be placed at a business in the IT department utilizing skills developed in IT Support.

### **CTC466 Networking and Cybersecurity Operations periods – 2 Credits**

#### **7181 VU Dual Credit: CNET 151,236 Grade 11-12. Location at VUJC CTIM**

Advanced Information Technology will provide students with the fundamental concepts in networking and cybersecurity. Students are introduced to the principles and concepts of computer networking, covering the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. Students will be able to troubleshoot routers and switches and resolve common issues. The students will also explore the field of Cyber Security/Information Assurance focusing on the technical and managerial aspects of the discipline. Students will be introduced to the basic terminology, concepts, and best practices of computer/network security and the roles and responsibilities of management/security personnel. The students will learn the technologies used and techniques involved in creating a secure



computer networking environment including authentication and the types of attacks against an organization.

## **Career Cluster: Law, Public Safety, Corrections, and Security**

### **CTC439 Principles of Criminal Justice - 2 Credits, Grades 9-12**

#### **7193 (PRIN CR JUST)**

Principles of Criminal Justice covers the purposes, functions, and history of the three primary parts of the criminal justice system: law enforcement, courts, and corrections. This course further explores the interrelationships and responsibilities of these three primary elements of the criminal justice system. Principles of Criminal Justice is offered at NDJSHS and prepares students for pathway courses taught at VUJC.

### **CTC 440 & 441 Law Enforcement Fundamentals; Corrections & Cultural Awareness**

#### **7191 & 7188; 6 Credits - 3 per semester; Grades 11 or 12; Location: VUJC Habig Bldg from 8:10-10:05. Dual Credits: LAW 100, 101, 150, 145**

Principles of Criminal Justice can be taken prior to this program at NDJSHS or taken while at VUJC.

**Law Enforcement Fundamentals** critically examines the history and nature of the major theoretical perspectives in criminology, and the theories found within those perspectives. Analyzes the research support for such theories and perspectives, and the connections between theory and criminal justice system practice within all the major components of the criminal justice system. Demonstrates the application of specific theories to explain violent and non-violent criminal behavior on both the micro and macro levels of analysis. Additionally, this course will introduce fundamental law enforcement operations and organization. This includes the evolution of law enforcement at federal, state, and local levels.

**Corrections and Cultural Awareness** emphasizes the study of American criminal justice problems and systems in historical and cultural perspectives, as well as discussing social and public policy factors affecting crime. Multidisciplinary and multicultural perspectives are stressed. Additionally, this course takes a further examination of the American correctional system; the study of administration of local, state, and federal correctional agencies. The examination also includes the history and development of correctional policies and practices, criminal sentencing, jails, prisons, alternative sentencing, prisoner rights, rehabilitation, and community corrections including probation and parole. Current philosophies of corrections and the debates surrounding the roles and effectiveness of criminal sentences, institutional procedures, technological developments, and special populations are discussed.

### **CTC 446, 447, 448 Fire & Rescue I (Principles of Fire & Rescue -7195, Fire Fighting Fundamentals, 7189, Advanced Fire Fighting - 7186) 2 Credits in each class. Location: Pike Central- 12:45-3:10; Grade 11 -12** (This course is also offered at Springs Valley.)

**Principles of Fire and Rescue** introduces students to the various roles that firefighters and emergency services workers play to protect the public from the loss of life and property. They are frequently the first emergency personnel at the scene of a traffic accident or medical emergency and may be called upon to put out a fire, treat injuries or perform other vital functions. This course will introduce students to the history, terminology, and basic firefighting skills needed for a beginning firefighter. Additionally, students will develop a career plan for a career in public safety; including areas of Fire Science, Homeland Security, and Emergency Medical Services.

**Fire Fighting Fundamentals** is for those students who are seeking certification as a firefighter. This course will prepare students for the Hazardous Materials Awareness and Operations certifications and will introduce students to NFPA 1001 which serves as the standard of measurement for all firefighters in North America. Students will learn the knowledge and hands on practical skills for managing and controlling a hazardous materials incident required for the certifications. Furthermore, students will study how a fire behaves and will learn the basic firefighting skills needed to extinguish a fire while protecting themselves and other firefighters.

**Advanced Fire Fighting** expands upon the principles and techniques of firefighting learned in Fire Fighting Fundamentals. Students will study fire protection systems, firefighter safety and survival. Students will also learn what fire is, the chemical hazards of combustion, and related by-products of fire. Additionally, students will gain a better understanding of fire department organization, administration, operations, and basic strategies and tactics.

## **Career Cluster: STEM (Science, Technology, Engineering, & Mathematics)**

### **ET110 Introduction to Engineering Design – 2 Credits (Grade 9-12)**

#### **4802 (IED) (6 Dual credits available through Ivy Tech – DESN 101 & 113)**

Introduction to Engineering Design is a course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software (Autodesk Inventor 2018). Students who have done well in their math and science courses and who like to use computers will find this course intellectually stimulating and manageable. This course has something to offer all students because it is a daily hands-on experience in problem solving skills, computer aided drafting (CAD), electronics, robotics, and manufacturing processes. Two of the large projects that students will be creating an automata and a cardboard chair.

### **ET111 Principles of Engineering – 2 Credits (Grade 10-12)**

#### **5644 (POE) Required Prerequisite – Introduction to Engineering**

It is recommended that students take Introduction to Engineering (IED) before taking this course because students will need to use the Inventor program 10.0 that was taught in IED. POE is a course that involves working with Rube Goldberg activity, using simple machines, designing balsa wood bridge and testing for tension and compression strength, studying hydraulics and pneumatic systems and making a hydraulic model. Students will also learn how technicians use math, science and technology in an engineering problem-solving process to benefit people. One of the large

projects that students will build is a cardboard boat and test it in the pool.

## **ET113 Computer Integrated Manufacturing - 2 Credits (Grades 11-12)**

### **5534 (CIM) Required Prerequisite – IED and POE**

Students will be working with writing programs to operate machines. Also included will be computer modeling, CNC Machining, Robotics used in automated manufacturing, and applications of these programs. Students will evaluate their designs before producing their prototypes. (Notes: Course could involve travel to Jasper HS OR CIM credits could be earned in the Adv Manuf II - JEM course offered at Northeast Dubois.

## **Career Cluster: Transportation, Distribution, Logistics**

**CTC 320, 321, 322 Automotive Services Technology I (Principles of Automotive Services-7213, Brake Systems- 7205, Steering & Suspension- 7212) - 2 Credits per course. Grade 11. Ivy Tech Dual Credits: AUTI 100 & 111. Recommended Prereq: Ag Power; Location: Southridge H.S. 8:10-10:35**

The Automotive Services Technology course at Southridge High School is a two year program that meets for 3 hours each morning. Students receive six credits per year for Auto Services Technology. This course equips students with the training and skills needed to perform competently a broad range of motor vehicle services work specifically designed to meet Automotive Service Excellence (ASE) specifications. Areas of instruction covered during the two-year program are safety, brakes, electrical, steering & suspension, engine repair, and engine performance. Much of the program is used in the lab setting. Auto 1 will focus on general automotive services, steering and suspensions, and braking systems. Students can earn 12 credit hours from Ivy Tech at no cost. Articulation agreements are in place with United Technical Institute, University Northwestern Ohio, Lincoln College of Technology, and Nashville Auto Diesel College. Job placements include Ruxers, Sternbergs, Uebelhor and Sons.

**CTC325 Automotive Services II/Capstone - 3 Credits per semester. Grade 12**

**7375 (AUTO SRV CAP) Ivy Tech Dual Credits AUTI 131,122,145. Location:**

**Southridge H.S. 12:50-3:15. Required Prerequisite: Automotive Services Tech I**

This course further explores important skills and competencies within the Automotive Service Technology Pathway. Students will be exposed to an in-depth study of vehicle electrical systems. Students will study the fundamentals of electricity and automotive electronics in various automotive systems. Students will understand other topics such as Engine Repair, Climate Control, and Driveline Service. Additionally, co-op, and internship opportunities will be available for students. Much of the program is used in the lab setting. Auto 2 will focus on steering and suspension, engine performance, and driveline service.

**CTC360,361, 362 Aviation Management (Principles of Aviation -7214, Private Pilot Theory - 7217, Aviation Safety Operations - 7207). 2 credits per course.**

**Grade 11-12 Location Huntingburg Airport 1:00-3:00 Dual Credits: VU AMNT 100**

**Intro to Aviation, AFLT 210 - Aircraft Systems, Performance, and Aerodynamics, AFLT 225 - Human Factors and Safety, AFLT 285 - Aviation Weather**

This course provides the student the opportunity to develop an understanding of various aspects of the aviation industry to include general regulations and laws associated with the field. Included is an overview of the aviation field and all employment opportunities. The student will receive ground school knowledge required for certification as a private pilot with an airplane single engine land rating. Areas of study include aerodynamics, aircraft systems, performance, weight and balance, physiology, regulations, cross country planning, weather, and decision-making skills. This course is an overview of general aviation operations, including the operation and management of the Fixed Base Operation (FBO). It introduces the challenges and complexity of aviation security faced by aviation professionals across the industry and traces the evolution of current security approaches and explores technologies and processes targeting threat mitigation and improved operational efficiency. Students will be at the Huntingburg Airport 5 days per week earning VU credits in aviation. Students will fly or ride in a plane several times per semester. Occupations/Job Placements: Aircraft Pilot, Aviation Operations, Air Traffic Controller, Aircraft Dispatch, Aircraft Mechanic and Technician

**CTC 486, 487, 488 CDL Program (Principles of Transportation & Logistics, Commercial Drivers Operation Fundamentals, Advanced Commercial Drivers Operations) - 2 Credits per course (Grade 12)**

This new program at Southridge is designed to provide theory and the basics of driving a semi in the fall semester, and then the spring semester will prepare students to pass the CDL exam. Student Prerequisites: Students must turn 18 before January 1 of spring semester, students must have a driver's license for 1 year before turning 18, students are responsible for paying for the CDL learner's permit, CDL physical, and DOT drug screening. Course Information: Semester 1: Classroom instruction will focus on mainly theory. The CDL driver's manual will be used as a resource for instruction. Students can drive a truck and complete "hands on" training 1 or 2 days per week. Students can practice driving in a parking lot and complete skills tests. Semester 2: Once students turn 18, students will take the learners permit for CDL at the license branch. Students must pass a CDL physical and pass the DOT drug screen. After obtaining the permit, passing the physical, and passing the drug screen, students will start driving with the instructor on the road. The instructor must evaluate each student and document hours behind the wheel. Students may attend an embedded WBL experience. When the instructor feels like the student is ready to take the CDL Class A test, the student will find a vendor to take the CDL test. The instructor will drive with the student to take the Class A CDL test. After obtaining the CDL Class A license, the student can attend the embedded WBL daily. It is the expectation that the student will take the CDL before May 15th.

## **Career Cluster: CTE & Work-based Learning**

### **CTC310 Cooperative Education (*ICE and ICE Coop*) Grade 12**

#### **6162 (COOP EDU) 3 Credits per semester for a max of 6 (Typically periods 5-7)**

ICE is a senior level course designed to provide a valuable work-based learning experience in pathways offered to students at their school. The course consists of on the job work and a classroom portion. The ICE instructor teaches a variety of career success skills for the classroom portion. Much of the classroom instruction is delivered on-line thus students are not required to be in class every day. Students are required to work in a paid job a minimum of 15 hours per week; the course will be three periods per day. Work hours are typically during the school day, however other arrangements may be made depending on circumstances. Students will be required to complete an application prior to the beginning of class. The purpose of the application is to ensure that the student is in good standing in other classes required for graduation. Also the student must not have a record of discipline issues at school. A student currently working may have that job approved by the instructor if the job holds the rigor of the intent of this course. The job should provide new and relevant experiences helping to prepare the student for related careers following high school. Personal transportation and a work permit are required. Requirements for application: • High School Senior • 90% attendance rate (missed fewer than 18 days junior year) • Not have a history of behavior concerns that would make an employer question the student's character and/or ability to be a productive employee. (Examples include cases of excessive insubordination, fighting, written referrals by school personnel, etc.) • Have a reliable means of transportation. • Have a strong work ethic, strong communication skills, and a desire to learn. • Students should be on track for graduation.

### **CTC470 Work Based Learning Capstone (*Internship*), Grade 12**

#### **5974 (WBL MULT PATH) 4 Credits; Periods 1-2 or 6-7. Required Prerequisites:**

**Complete four credits or at least one advanced career and technical education course from a program or program of study. Student's worksite placement must align to the student pathway.**

The Work Based Learning Program is a course of work experience in which the student is provided an opportunity to experience a variety of job related activities that are associated within a specific career. Work Based Learning recognizes that classroom learning provides only part of the skills and knowledge students need to succeed in college or a career. By creating opportunities to learn in the workplace, students are provided work experiences that allow them to explore or ensure their college or career choice is the right one for them. As the student completes his or her job shadow, hands on, and work experiences they will be under the supervision of the internship coordinator. The internship coordinator will work closely with the professional or master craftsman to make sure that the school, the student, and internship provider is carrying out all responsibilities of the internship. Students will be required to complete an application prior to the beginning of class. The purpose of the application is to ensure that the student is in good standing in other classes required for graduation and that prior classes relate to the student's internship choice. Internships typically are not paid. Requirements for application: • High School Senior • 95% attendance rate (missed fewer than 9 days junior year) • Have a cumulative GPA of 2.5 on a 4.0 scale. Jasper students need at least a 3.0 or higher with the weighted scale. • Have a reliable means of transportation. • Have a strong work ethic, strong communication skills, and a desire to learn. • Students interested in taking Internship should have completed 1 advanced CTE Course in a pathway related to their requested internship discipline. Occupations/Job Placements: Varies \*Students interested in medical careers must take Health Science Education.

### **FC110 Preparing For College & Careers – 1 Credit – S1 (Grade 8 or 9)**

#### **5394 (PREP CC)**

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. All freshmen are required to complete this semester course. This credit may count toward CTE Concentrator Status for Perkins IV Pathways.

### **BU100 Personal Financial Responsibility– 1 Credit - S2 (Grade 9)**

#### **4540 (PRS FIN RSP)**

*Personal Financial Responsibility* is a half-year, single-period course required for freshmen. Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged. This course counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and meets Indiana's Financial Literacy requirement (IC 20-30-5-19)

### **BU130 Business Math – 1 Credit (Grades 10-11)**

#### **4512 (BUS MATH) Recommended 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. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences. This course fulfills a Mathematics requirement for the General Diploma only or counts as an Elective for other diplomas. It also qualifies as a Quantitative Reasoning course. It is NOT part of any business career pathway.

## **List of CTE courses offered through Patoka Valley Career and Technical Cooperative**

The Patoka Valley **Career and Technical** Cooperative is a cooperative effort by North Spencer County School Corporation, Northeast Dubois School Corporation, Southeast Dubois School Corporation, Southwest Dubois School Corporation, Pike County School Corporation, East Gibson School Corporation, and Greater Jasper Consolidated School Corporation to provide high school students with an opportunity to select areas of learning which provide them with **career experiences and transferable skills** to postsecondary institutions **such as colleges and apprenticeship programs**. Visit <http://patokavalleycooperative.blogspot.com/> for details.

Northeast Dubois High School is part of the Patoka Valley Career and Technical Cooperative. This cooperative was created to help meet the needs of Juniors and Seniors wanting career preparation training while in high school. Currently there are several courses offered through the cooperative.

Students wanting to enroll in any of these vocational courses must complete an application in order to be considered. Apply online at [www.patokavalleycte.com](http://www.patokavalleycte.com) Go to Forms and then to Patoka Valley & Perry County CTE Application. Be sure to hit SUBMIT at the end.

A limited number of students may enroll so students are encouraged to apply on time! Selected students would be responsible for their own transportation. This factor should be considered by the student and parents. It should also be noted that students attending neighboring schools must abide by their rules and regulations. These courses will be 2 or 3 periods per day and the student(s) enrolling may need to allow a study hall period for traveling time. \*\* Details on each course can be found in descriptions under CTE Career Cluster.

CTC 350,351, 352	Automation and Robotics/Adv Manufacturing
CTC 480, 481,482	Precision Machining
CTC 330,331,332	Welding Technology
CTC 340,341,342	Construction Trades
CTC 432, 433, 434	Business Operations
CTC 494, 495	Education Professions
CTC 420,419	Health Science (HOSA)
CTC 423,419	Healthcare CNA
CTC 422,419,424	EMT
CTC 498,499,500	Human & Social Services
CTC 459,460,466	Information Tech/Networking Cybersecurity
CTC 440, 441	Criminal Justice
CTC 446,447,448	Fire & Rescue
CTC 320, 321,322	Automotive Services
CTC 360, 361, 362	Aviation
CTC 486, 487,488	CDL Program
CTC 310	Cooperative Education (I.C.E. & I.C.E. Coop)
CTC 470	Work Based Learning Capstone (Internship)

# English/Language Arts

## LA110 English 9 2 Credits, Grade 9

### 1002 (ENG 9)

Through integrated study of language, literature, writing, and oral communication, English 9 should further develop students' use of language as a tool for learning and thinking and as a source of pleasure. Language study should enable students to recognize and adapt language to different audiences, purposes, and situations, and use language as a way of thinking, learning, and communicating, effectively, both in academic and non-academic situation. Literature should include study of a variety of genres and frequent opportunities for students to respond critically, reflectively, and imaginatively to a range of reading materials. Through the study of literature, students should begin developing strategies for making independent critical evaluations of literature, such as identifying literary conventions of genres and determining author's purposes and perspectives. Composition should provide students with the opportunity to write for different purposes and audiences, using a variety of forms of expressive, informative, and persuasive writing. Instruction in all phases of the writing process, should be given, including prewriting, drafting, peer sharing, revising, editing, and publishing. Formal grammar, usage, spelling and language mechanics should be integrated into the study of writing so that students gain a functional understanding of the English language. Research and library media skills should also be introduced in conjunction with writing instruction. Oral communication instruction should provide students with opportunities to continue to develop and use effective listening and speaking techniques and strategies in both formal and informal situations. It should also provide opportunities for students to develop strategies for becoming critical consumers of mass media. **NOTE:** This course is required for all freshmen.

## LA210 English 10 - 2 Credits, Grade 10

### 1004 (ENG 10)

Like English 9, English 10 should further develop students' use of language as a tool for learning and thinking and as source of pleasure through integrated study of language, literature, composition, and oral communication. Language study should continue to develop students' sophistication at adapting language to different audiences, purposes, and situations, and using language as a tool for thinking, learning, and communicating in both academic and non-academic situations. Literature should broaden world views and cultural horizons and provide frequent opportunities for students to respond critically, reflectively, and imaginatively to a variety of reading materials, representing different cultures, times, authors, themes, and forms. (A specific body of literature, such as world literature or British literature, may be surveyed.) Through study of literature, students should continue to develop an understanding of literary concepts and conventions that will help them make independent critical evaluations of literary works. Composition should provide students with continuing opportunities to write for different purposes and audiences, using a variety of forms of expressive, informative, and persuasive writing. Instruction in all aspects of the writing process, should be given, including prewriting, drafting, peer sharing, revising, and editing. Formal grammar, usage, spelling, and language mechanics should be integrated into the study of writing so that students gain a functional understanding of the English language. Research and library media skills should also be taught in conjunction with writing. Oral communication experiences should enable students to sharpen listening and speaking skills in both formal and informal situations and to become critical consumers of mass media.

## LA211 Advanced English 10 - 2 Credits, Grade 10

### 1004 (ENG 10)

Advanced English 10 follows the same curriculum as English 10; however, Advanced English 10 provides in-depth, differentiated instruction on the English 10 competencies. Students in this course are expected to have mastered the grade level skills and are therefore able to read, write, and speak at advanced levels. The curriculum offers students coursework and assessments more challenging than English 10. *This course is designed for high-ability students in language arts who are self-motivated to meet academic challenges and are prepared and motivated to learn and work at an advanced level. The intent is to better prepare students for Composition, Literature, and Speech college level courses.*

## LA310 English 11 2 Credits, Grade 11

### 1006 (ENG 11)

Like English 9 and 10, English 11 should continue to reinforce students' use of language as a powerful tool for learning and thinking and as a source of pleasure through integrated study of language, literature, composition, and oral communication. Language study should continue to develop students' sophistication at adapting language to different audiences, purposes, and situations, and using language as a tool for thinking, learning, and communicating in both academic and non-academic situations. Literature should continue to broaden world views and cultural horizons and provide frequent opportunities for students to respond critically, reflectively, and imaginatively to a variety of reading materials, representing different cultures, times, authors, and forms. (A specific body of literature, such as American literature, may be surveyed.) Through study of literature, students should continue to develop an understanding of literary concepts and conventions that will help them make independent critical evaluations of literary works. They should also develop an understanding of the relationship between literature and culture and an awareness of their identity within that culture. Composition should provide students with continuing opportunities to write for different purposes and audiences, using a process that includes prewriting, drafting, peer sharing, revising, editing, and publishing. Both academic writing (such as personal and business correspondence) should be included. Formal grammar, usage, spelling, and language mechanics should be integrated into the study of writing so that students gain a functional understanding of the English language. Research and library media skills should also be taught in conjunction with writing. Oral communication experiences, such as speech making, group discussion, interviewing, and storytelling, should enable students to sharpen listening and speaking skills in both formal and informal situation and become critical consumers of media. Writing should be included, with emphasis placed on the needs and future plans of the students. Formal grammar, usage, spelling, and language mechanics should be integrated into the study of writing so that students gain a functional understanding of the English language. Oral communication instruction should prepare students to adapt communication content, presentation, and delivery to an audience and purpose in formal speaking situations. It should also prepare them for a variety of on-the-job communications, such as interviewing, asking and answering questions, giving and following oral directions.

## LA410 English 12 2 Credits, Grade 12

### 1008 (ENG 12)

As the culmination of the students' high school English instruction, English 12 should prepare students to meet the language demands of post-secondary experiences, whether those be in higher education or the world of work. Like English 9, 10, 11, English 12 should continue to remind students of the use of language as a tool for learning and thinking and as source of pleasure through integrated study of language, literature, composition, and oral communication. Literature should continue to be a focal point of the twelfth-grade English curriculum. The study of World

Literature gives students frequent opportunities to respond critically, reflectively, and imaginatively to a range of reading materials. Critical reading and interpretative skills should also be sharpened, preparing students for informed citizenship in a democratic society. Composition should continue to provide students with opportunities to write for different purposes and audiences, using a process that includes prewriting, drafting, peer sharing, revising, editing, and publishing. Both academic writing (such as personal and business correspondence) should be included. Formal grammar, usage, spelling, and language mechanics should be integrated into the study of writing so that students gain a functional understanding of the English language. Research and library media skills should also be taught in conjunction with writing. Oral communication experiences, such as speech making, group discussion, interviewing, and storytelling, should enable students to sharpen listening and speaking skills in both formal and informal situation and become critical consumers of media. Writing (such as personal and business letter, memos, employment correspondence, business forms, etc.) should be included, with emphasis placed on the needs and future plans of the students. Formal grammar, usage, spelling, and language mechanics should be integrated into the study of writing so that students gain a functional understanding of the English language. Oral communication instruction should prepare students to adapt communication content, presentation, and delivery to an audience and purpose in formal speaking situations. It should also prepare them for a variety of on-the-job communications, such as interviewing, asking and answering questions, giving and following directions.

### **LA420 English 11- Composition I 1 Credit – S1, Grade 11**

#### **1006 (ENG11) Three Dual Credits available with Ivy Tech - ENGL 111**

English Composition is designed to develop students' abilities to craft, organize, and express ideas clearly and effectively in their own writing. This course incorporates critical reading, critical thinking, and the writing process, as well as research and the ethical use of sources in writing for the academic community. Extended essays, including a researched argument, are required. Students must earn a C or higher in this course in order to earn college credit and to advance to Argument and Rhetoric (Comp. II) and/or Advanced English: Literature. This course is recommended for a grade 11 Language Arts credit Academic Honors students.

### **LA425 Advanced English/Language Arts, College Credit - Literature**

#### **1124 (ADVENG, CC) 1 Credit - S2, Grade 11, Required prerequisite: Composition Three Dual Credits available with Ivy Tech - ENGL 206**

English Literature develops basic strategies for critically reading and interpreting poetry, fiction, and drama. It introduces the premises and motives of literary analysis and critical methods associated with various literary concerns through class discussion and focused writing assignments. The course focuses on English Literature from the Old English era to the Postmodern era. Students must earn a C or higher in this course in order to earn its college credit. This course is recommended for a grade 11 Language Arts credit for Academic Honors students.

### **LA440 English 12 - Composition II 1 Credit - S1, Grade 12**

#### **1008 (ENG12) Three Dual Credits available with Ivy Tech - ENGL 215**

#### **Required Prerequisite: Composition I**

This advanced composition course emphasizes an inquiry-driven approach to research-based analytic and argumentative writing. Students will develop advanced analytical, researching, and writing skills by completing an extensive argumentative project. Students must earn a C or higher in this course in order to earn its college credit. This course is recommended for a grade 12 Language Arts credit for Academic Honors students.

### **LA449 Advanced Speech and Communication 1 Credit S2, Grade 12**

#### **1078 (AdvSpeech) Three Dual Credits available with Ivy Tech - COMM 101**

Advanced Speech and Communication, a course based on the Indiana Academic Standards for English/Language Arts and emphasizing the High School Speech and Communication Standards, introduces fundamental concepts and skills for effective public speaking, including audience analysis, outlining, research, delivery, critical listening and evaluation, presentational aids, and use of appropriate technology. Students deliver different types of oral and multimedia presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery.

### **LA330 Student Media - 2 credits per year; can be taken multiple years, Grade 10-12**

#### **1086 (STDNT MEDIA) Recommended Prerequisites: Principles of Digital Design and Adv English 10 (This class publishes our Yearbook & was formerly titled Interactive Media.)**

Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of Journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers, yearbooks, and a variety of other media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staff so that they may prepare themselves for career paths in journalism, communications, writing, or related fields. This course counts as a directed elective or elective for all diplomas and fulfills the Fine Arts requirement for the Core 40 with Academic Honors.

## **Fine Arts**

**Civic Arts Locally Created Pathway for Music requires that you take Beginning and Intermediate Band in addition to Intro to Business.**

### **FI 110 Beginning Concert Band I - 1 Credit – S1 (Grade 9-12)**

#### **4160 (BEG BAND)**

Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements and musicianship including, but not limited to: tone production, technical skills, intonation, music reading skills, and analyzing music. Experiences include, but are not limited to improvising, conducting, playing by ear, and sight-reading. Time outside of the school day may be scheduled for dress 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. This course, taken with Beginning Concert Band II, will meet the fine arts requirement for Academic Honors.

### **FI111 Beginning Concert Band II – 1 Credit – S2 (Grade 9-12)**

Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements and musicianship including, but not limited to: tone production, technical skills, intonation, music reading skills, and analyzing music. Experiences include, but are not limited to improvising, conducting, playing by ear, and sight-reading. Time outside of the school day may be scheduled for dress 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. This course, taken with Beginning Concert Band I, will meet the fine arts requirement for Academic Honors.

### **FI112 Intermediate Concert Band I – 1 Credit S1 (Grade 10-12)**

**4168 (INT BAND) Prerequisite: Beginning Concert Band I & II**

### **FI113 Intermediate Concert Band II - 1 Credit S2 (Grade 10-12)**

Intermediate Concert Band I & II is available for second-year band students.

### **FI114 Advanced Concert Band I –1 Credit S1 (Grade 11-12)**

**4170 (ADV BAND) Prerequisite: Intermediate Concert Band I & II**

### **FI115 Advanced Concert Band II – 1 Credit S2 (Grade 11-12)**

Advanced Concert Band I & II is available for third-year and fourth-year band students.

### **FI128 Music History & Appreciation – 1 Credit - S1 (Grade 9-12)**

#### **4206 (MUS HIST)**

Students taking this course receive instruction designed to explore music and major musical style periods through understanding music in relation to both Western and Non-Western history and culture. Activities include but are not limited to: listening to analyzing, and describing music; evaluating music and music performances; and understanding relationships between music and other arts, as well as disciplines outside of the arts. This course will meet the fine arts requirement for Academic Honors.

### **FI129 Instrumental Ensemble: Guitar – 1 Credit - S2; (Grade 9-12)**

#### **4162 (INSTR ENS) \* Able to take more than 1 year to earn 4 Credits max**

Students enrolled in this class will be provided with opportunities to learn basic to intermediate guitar techniques. Students will study standard notation, guitar tablature, guitar chords and bass guitar lines. Students will explore improvisation, playing-by-ear, and sight-reading as part of this course. Students will perform a large and varied repertoire of music, including chamber music (small ensembles), solo music, and contemporary music of the 20th and 21st century. This class will develop elements of musician including: (1) tone production, (2) technical skills, (3) intonation, (4) sight reading skills, (5) listening skills, (6) analysis of music, and (7) studying historically significant styles of literature. It is recommended (not required) that any student enrolling in this class has access to a guitar. This course meets one credit toward the fine arts requirement for Academic Honors.

### **FI118 Music Theory and Composition 1 Credit - S1 (Grade 9-12)**

#### **4208 (MUS THEORY)**

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in: Reading written music, Understanding basics rhythms, harmonies and melodies, Understanding the basic analysis of music and theoretical concepts, Ear training and dictation skills, Understanding the basic rules of composition, Studying a wide variety of musical styles, including traditional and nontraditional music. This course counts as a directed elective or elective for all diplomas and fulfills a credit toward the Fine Arts requirement for the Core 40 Academic Honors Diploma

### **FI119 Dance Performance - Color Guard 1 Credit - S2 (Grade 9-12)**

#### **4146 (DNC PERF) \*Participation in the Marching Band is expected.**

This class will explore and study the usage of auxiliary equipment in the color guard: Flag, Rifle and Sabre. Students are expected to attend band camp, manage equipment/accessories throughout the year, attend extra-curricular practices, and compete in marching band contests throughout the fall. Students will explore the use of color guard equipment, dance, and basic movement. Competitive routines place a demanding schedule upon participants. The course will follow the Music Department's rules governing the Marching Jeeps. Upon completion of the marching band competitions, students will explore extra skills in different equipment & implements. This course counts as a directed elective or elective for all diplomas and fulfills a credit toward the Fine Arts requirement for the Core 40 Academic Honors Diploma.

### **FI120 Beginning Chorus - 1 Credit each semester. Can take both semesters**

#### **4182 (Beg Chor) \* Performances outside of class are expected. (Grade 9-12)**

Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Performances outside of class are expected, and will be a significant portion of the grade for this class This course counts as a directed elective or elective for all diplomas and if taken both semesters fulfills the Fine Arts requirement for the Core 40 Academic Honors Diploma.

## Visual Arts

**Civic Arts Locally Created Pathway in Art requires that you take Intro to 2D & 3D and Adv 2D & 3D in addition to Intro to Business.**

Visual Art classes are offered at different skill levels and are recommended to be requested as follows:

- Intro to 2D Art & Intro to 3D Art (Beginning level)
- **Principles of Digital Design (Beginning level) \* This course does not count as a Fine Arts credit for AHD.**
- Advanced 2D Art & Advanced 3D Art (Intermediate level)
- Fiber Arts I & II (Intermediate level)
- Art History & Adv. Art History (Intermediate level)
- AP 2-D Art & Design (Advanced level)

### FI130 Introduction to Two Dimensional Art - 1 Credit – S1 (Grade 9-12)

#### **4000 (2D ART) Beginning Level**

Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources. **Course includes basics in painting, art history, drawing, printmaking, and photography.**

• Counts as a Directed Elective or Elective for all diplomas

• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

### FI132 Introduction to Three Dimensional Art – 1 Credit – S2) Grade 9-12)

#### **4002 (3D Art) Beginning level**

Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. This class incorporates basic skills for creating three dimensional art, including working with clay, sewing, painting, found art, and assemblage art. Students make connections to current events through art. They identify ways to utilize and support art museums, galleries, studios, and community resources.

• Counts as a Directed Elective or Elective for all diplomas

• Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

### FI200 Advanced Two Dimensional Art - 1 Credit per semester - 3 credits max -S1

#### **4004 (Adv 2D Art) Intermediate level; Required Prerequisite: Intro 2D Art. Gr.10-12**

Advanced 2D Art is a continuation of skills and media learned in Intro to 2D. You will continue to explore, drawing, painting, printmaking, in addition to fiber arts, clay, and mixed media. This is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentation skills. The nature of this course allows for successive semesters of instruction at an advanced level and is recommended for art majors.

### FI210 Advanced Three Dimensional Art -1 Credit per semester - 3 credits max -S2

#### **4006 (Adv 3D Art) Intermed level; Required Prerequisite: Intro to 3D Art. Gr. 10-12**

Adv 3D Art is a continuation of skills and media learned in Intro to 3D. You will continue to explore sculpture, painting, clay, in addition to fiber arts, and mixed media. This is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of a portfolio of quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources. The nature of this course allows for successive semesters of instruction at an advanced level and is recommended for art majors.

### FI 250 & 251 Fiber Arts I & II - 1 Credit per semester (Gr 10-12) Intermediate level

#### **4046(FBR ARTS) Recommended Prerequisite: Intro to Three-Dimensional Art**

Fiber Arts is a course based on the Indiana Academic Standards for Visual Art. Students in fiber arts engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create fiber art works utilizing processes such as loom and off-loom construction, dyeing, crochet, knitting, needle felting, and stitchery. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, local yarn stores, galleries, and studios, and identify art-related careers. • The nature of this course allows for successive semesters of instruction at an advanced level for up to 8 credits. • Counts as a Directed Elective or Elective for all diplomas • Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

### FI 430 & 431 Art History and Advanced Art History - 1 credit each semester

#### **4024 & 4020 (ART HIST) Grades 10-12. \* IU Dual Credits - ARTH-H 100**

Art History and Adv Art History are each a semester course based on the Indiana Academic Standards for Visual Art. Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically 84 Indiana Department of Education High School Course Titles and Descriptions: 2024-2025 relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze,



interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. Recommended Prerequisites: none • Counts as a directed elective or elective for all diplomas • Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma and counts for Humanistic Artistic Ways of Knowledge in Indiana College Core.

## **FI450 AP 2-D Art and Design - 2 Credits - YR - Grade 11-12 (Advanced level)**

### **4050 (ART 2D AP) Recommended Prerequisite: Adv 2D Art**

AP Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. The portfolio will have two sections: Sustained Investigation and Selected works. The AP Art portfolios are designed for students who are seriously interested in the practical experience of art. The portfolios correspond to most college foundation courses. Students submit portfolios for evaluation at the end of the school year. This course is for senior art students interested in creating an art show with their fellow senior art students

# **Health and Physical Education**

## **HE100 Health & Wellness Education- 1 Credit – S1 or S2 (Grade 8 or 9)**

### **3506 (HLTH & WELL)**

Health & Wellness Education provides the major content areas in an organized and comprehensive curriculum. Areas emphasized are 1)Growth & Development; 2)Mental, Emotional, and Social Health; 3)Nutrition; 4)Alcohol, Tobacco, and Other Drug Education; 5)Family Life Education; 6)Health Promotion and Disease Prevention; 7)Personal and Consumer Health; 8)Community and Environmental Health; 9)Organ Donation; and 10)Intentional and Unintentional Injury. This course focuses on a lifetime commitment for an individual's quality of life. A variety of instructional strategies, including technology and guest speakers are used to develop health knowledge. This course is required to meet state graduation, Core 40, and Academic Honors Diploma requirements.

## **PE110 Physical Education I - 1 credit – S1 or S2 (Grade 7 or 8)**

### **3542 (PHYS ED I)**

This course meets the freshmen requirement for physical education. It is a co-educational class which includes the following activities: health related fitness, aerobic exercise, team and individual sports, gymnastics, swimming, rhythmic activities, and recreational activities. Students are graded at the beginning and the end of the course through a physical fitness test. Emphasis is on improving performances. The course is also modified for the handicapped student so special activities are arranged for them. The course fulfills graduation, Core 40, Technical, and Academic Honors requirements. Students will have the option to take PE I during the summer before or after freshman year.

## **PE210 OR PE217 Physical Education II - 1 credit – S1 or S2 (Gr 8 or 9)**

### **3544 (PHYS ED II) Prerequisite: Physical Education I**

One semester of Physical Education II is required for all sophomore students. Any fee for this course is covered in individual book bills. However, it is required that students wear either a light gray or white pull-over shirt and either black or blue gym shorts or sweats, white socks, and a soft-sole gym shoe--students are responsible for purchasing these garments on their own. PE210 will emphasize health-related fitness and development of skills necessary for lifetime activity. Included here will be skill development, game rules, and strategies. Movement forms will include aerobic type exercise: cardio-respiratory endurance, muscle strength and endurance, flexibility, and body composition; team sports; individual and dual sports; gymnastics, aquatics, rhythmic activities; and recreational games. This course is one of two courses required to meet graduation requirement, Academic Honors Diploma, and Core 40 requirements. This course is adapted to meet the needs of individuals with disabilities. Classes are coeducational unless an activity involves bodily contact or groupings are based on an objective standard of individual performance developed and applied without regard to gender. Assessments may include performance-based skill/technique evaluation and/or written (cognitive) assignments. Also, whenever appropriate, this course will include discussion on related career fields in health/fitness/sport/activity. Students participating in an approved IHSAA sport or an approved extra-curricular activity will have the option to apply for Alternate PE credit (PE217). Alternate PE gives students the opportunity to earn PE II credit without taking the class.

## **PE310 & 311 Jeep Strong Elective Physical Education – 2 credits; can be taken multiple years earning up to 8 credits (Grade 9-12)**

### **3560 (ELECT PE) Prerequisites: PE I & PE II**

The JEEP STRONG Elective PE course is designed to give students the opportunity to learn and develop a fitness regime that is meaningful both currently and sustainably in their lives. Students will learn to optimize benefits in their training while ultimately trying to minimize the amount of time it takes to perform the workouts. To do this they will use simple mathematical calculations to figure out their power outputs during times of work and become proficient in what exercise can ultimately be used for best results in that statistic. All exercises will be based off of functional movement which will reflect the best aspects of gymnastics, weightlifting, running, rowing and more. These are the core movements of life which maximize improvement in all of the 10 elements of fitness. Emphasis will be consistently placed from beginning to end on the student's ability to perform these exercises in an accurate, appropriate, and ultimately safe scenario. Overall, the aim of this course is to initiate a broad, general and inclusive fitness supported by measurable, observable and repeatable results. By also employing a constantly varied approach to the student's training, functional movements and intensity lead to the most comprehensible physical gains. The knowledge acquired in this course will come from classroom assignments, discussions, and lectures. The exercises in each workout will be researched, demonstrated, and rehearsed before application to demonstrate proficiency in each movement. If students are unable to perform a movement they will search and discover ways of modification with scale to ultimately succeed. During classroom time, students will also learn the importance of appropriate rest and proper nutrition for this type of activity level. Types of rest and diet will be thoroughly discussed to not only maintain energy levels but for optimal performance gain.



# Mathematics

## MA 100 Algebra I Lab – 2 credits (Grade 9)

### 2516 (ALG LAB)

*Algebra I Lab* is a mathematics support course for *Algebra I*. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of *Algebra Lab* align with the critical areas of *Algebra I*: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas *Algebra I* contains exclusively grade-level content, *Algebra Lab* combines standards from high school courses with foundational standards from the middle grades.

-Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40

-Algebra I Lab is designed as a support course for Algebra I. It will be available in the summer for one credit and during homeroom for one credit.

## MA120 Algebra I - 2 Credits

### 2520 (ALG I)

Algebra 1 is a full year course, which provides a formal development of the algebraic skills and concepts necessary for students who will take a geometry course and other advanced college-preparatory courses. In particular, the instructional program in this course should provide for the use of algebraic skills in a wide range of problem-solving situations. The concept of function should be emphasized throughout the course. Topics should include properties of real numbers, solution and evaluation of equalities and inequalities, graphing of linear and nonlinear equations and solution sets, basic operations with polynomials, solving quadratic equations and systems of equations, and the use of exponents.

## MA220 Geometry - 2 Credits

### 2532 (GEOM)

This course is designed to provide extensive coverage of geometric theory along with many practical applications connected to the real world. Geometry students examine the properties of two- and three-dimensional objects. Students develop their reasoning skills using both inductive and deductive reasoning throughout the course. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids.

## MA310 Algebra II - 2 Credits

### 2522 (ALG II) Prerequisite: Algebra I

Algebra II is a full-year course that extends the content of Algebra 1 and provides further development of the concept of a function. Topics include: 1) relations, functions, equations and inequalities; 2) conic sections; 3) polynomials; 4) algebraic fractions; 5) logarithmic and exponential functions; 6) sequences and series; and 7) counting principles and probability. Algebra II is the level of math required for Core 40.

## MA315 Analytical Algebra - 2 semester course, 1 credit per semester

### 2524 (ANA ALG) Prerequisite: Algebra I (Grade 11-12)

Analytical Algebra II builds on previous work with linear, quadratic and exponential functions and extends to include polynomial, rational, radical, logarithmic, and other functions. Data analysis, statistics, and probability content should be included throughout the course, as students collect and use univariate and bivariate data to create and interpret mathematical models. Additionally, Analytical Algebra II should focus on the application of mathematics in various disciplines including business, finance, science, career and technical education, and social sciences, using technology to model real-world problems with various functions, using and translating between multiple representations. This course counts for Core 40. It is NOT recommended for students interested in pursuing a STEM degree at a four year institution; **this course does not prepare students for Pre-Calculus.**

## MA320 Pre-calculus: Algebra - 1 Credit. Grade 11-12

### 2564 (PRECAL AL) Three Dual Credits available through Ivy Tech: MATH 136.

### Prerequisite: Algebra II (earning a "C" or above **each semester**)

Pre-Calculus: Algebra extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus: Algebra is made up of five strands: Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Functions; Sequences and Series; and Conics. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **Pre-Calculus: Algebra and Pre-Calculus: Trigonometry are required for Academic Honors Diploma.** Students will use TI-84 graphing calculators and are expected to provide their own.

## MA321 Pre-calculus: Trigonometry - 1 Credit. Grade 11-12

### 2566 (PRE-CALC TRIG) Prerequisite: Pre-calculus: Algebra

### Three Dual Credits available through Ivy Tech: MATH 137.

Pre-Calculus: Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, finance, and nearly all other STEM disciplines. Trigonometry consists of six strands: Unit Circle; Triangles; Periodic Functions; Identities; Polar Coordinates and Complex Numbers; and Vectors. Students will advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their



ability to make sense of problem situations. **Pre-Calculus: Algebra and Pre-Calculus: Trigonometry** are required for Academic Honors Diploma. Students will use TI-84 graphing calculators and are expected to provide their own.

### **MA330 Pre-Calculus: Algebra \*\*\* Year long \*\*\* - 1 Credit - Grade 12**

#### **2564 (PRECAL) Three Dual Credits available through Ivy Tech: MATH 136.**

This course extends the foundations of algebra and functions developed in previous courses as well as covering newer concepts with an emphasis on life application problems. The study of the following functions are studied: linear, quadratic, polynomial, rational, exponential, logarithmic, and trigonometric. Other topics include systems of equations, inequalities, scatter plots, matrices, complex numbers, imaginary numbers, polar coordinates, and parametric equations. Students will use TI-84 graphing calculators and are expected to provide their own. \* This course is recommended for seniors who want to earn College Algebra credits, but need the material to be taught at a slower pace than the semester class. It will not meet the math requirements for Academic Honors Diploma.

### **MA410 AP Calculus AB - 2 Credits - Grade 12**

#### **2562 (CALC AB AP) Dual Credits available through Ivy Tech: MATH 211**

This is a course that provides students with the content established by the College Board. Topics include: (1) functions, graphs, and limits: analysis of graphs, limits of functions, asymptotic and unbounded behavior, continuity as a property of functions (2) derivatives: concepts of the derivative, derivative at a point, derivative as a function, second derivatives, application and computation of derivatives, and (3) integrals: interpretations and properties of definite integrals, applications of integrals, fundamental theorem of calculus, techniques of antidifferentiation, and numerical approximations to definite integrals. The use of graphing technology is required.

## **Multidisciplinary**

### **MD110 & 120 Study Hall – No Credit (Grade 9-12)**

All students may take one study hall per semester each year. This elective allows students time during the school day to work on homework.

### **MD250 College Entrance Preparation – 1 credit (Grade 10 - 11)**

#### **0532 (COL-ENT PREP) Prerequisite: Students must have a PSAT score on file.**

*College-Entrance Preparation* utilizes individual student score reports from the PSAT and/or the PLAN to prepare students for the SAT, ACT, the Accuplacer and Compass assessments. Based on these score reports, students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science (all sections of college admission and placement exams). As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment. Teachers are encouraged to use a curriculum with longitudinal, successful results. Course may also include college selection and application units, to best prepare students for overall college-readiness. Being "college ready" means being prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e., a certificate, license, Associate's or Bachelor's degree). Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework. This course counts as an Elective credit for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

### **MD300 Peer Tutoring – 2 Credits (Grade 11-12)**

#### **0520 (PEER TUTOR)**

This course provides upperclassmen with an organized exploratory experience to assist other high school students, through a helping relationship, with their studies and personal growth and development. Peer Tutors need the following qualities: strong academic skills, listening skills, communication skills, facilitation skills, decision-making skills and teaching skills.

### **MD410 Cadet Teaching Experience - 2 Credits (Grade 12)**

#### **0502 (CADET TCHG) Recommended prerequisite: Principles of Teaching**

Cadet teaching is open to high school seniors who have aspirations of becoming a teacher or the desire to help a teacher in the classroom setting. For a student to receive a credit in Cadet Teaching he or she must work with a professional teacher in grades K through Grade 8. If students will be working with middle or grade school students, it would be necessary for him or her to have a vehicle at school for transportation. In general, Cadet Teachers are an aid to the classroom teacher and are hoping to get a first hand look at the teaching profession. An evaluation form is used for grading purposes.

## **Science**

*Biology and a chemistry or physics course are Core 40 science requirements. In addition to this, two more science credits need to be earned. Any science class listed below can count toward this...or Principles of Computing, POE, Animal Science, Plant & Soil, Principles of Biomed, or Medical Interventions can also count toward your two additional science credits.*

### **SC110 Biology I - 2 Credits Grade 9**

#### **3024 (BIO I)**

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 focuses on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation. Students design and conduct investigations guided by theory. Students evaluate and communicate their results of the investigations. **Biology is a required course for all freshmen students.**



## **SC330 Anatomy and Physiology - 2 Credits; Grade 10-12**

### **5276 (A & P) Recommended Prerequisite: Biology**

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integumentary, skeletal, muscular, and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

## **SC310 Chemistry I - 2 Credits; Grade 10-12**

### **3064 (CHEM I) Recommended Prerequisites - Geometry**

First year Chemistry provides students the opportunity to study the many aspects of matter, changes that occur in matter, and the mathematical relationships of matter. Students will have opportunities to study the history of chemistry, careers in chemistry, and how chemistry relates to everyday life. Through regular lab work students will learn lab safety and have the opportunity to study chemicals and chemical reactions. Chemistry I counts as a Physical Science course for Core 40, Technical Honors, & Academic Honors diplomas, and qualifies as a Quantitative Reasoning course.

## **SC220 Integrated Chemistry-Physics - 2 Credits; Grade 11-12**

### **3108 (ICP) Prerequisite – Algebra 1**

Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Integrated Chemistry-Physics (ICP) counts as a Physical Science course for Core 40, Technical Honors, & Academic Honors diplomas, and qualifies as a quantitative reasoning course.

## **SC340 AP Biology – 2 Credits; Grade 11-12**

### **3020 (BIO AP) Recommended Prerequisite – Biology and Chemistry I**

AP Biology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. Counts as a Science Course for all diplomas • Qualifies as a quantitative reasoning course

## **SC350 AP Chemistry – 2 Credits; Grade 11-12**

### **3060 (CHEM AP) Prerequisite – Chemistry I and Algebra II**

AP Chemistry is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gasses, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. This course counts as a Physical Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas, and qualifies as a Quantitative Reasoning course.

## **SC410 AP Physics 1: Algebra Based 2 Credits– Grade 11 or 12**

### **Recommended Prerequisites: Pre-calculus**

### **3080 (PHYS 1 AP)**

AP Physics 1 is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics 1: Algebra-based is equivalent to a first-semester college course in algebra-based physics. The course includes Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. This course counts as a Physical Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas, and qualifies as a Quantitative Reasoning course.

## **SC420 AP Physics 2: Algebra-Based (L) 2 Credits - Grade 12**

### **3081(PHYS 2 AP) Prerequisite AP Physics 1: Algebra-Based**

AP Physics 2 is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics 2: Algebra-based is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. This course counts as a Physical Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas, and qualifies as a Quantitative Reasoning course.

# **Social Studies**

## **SS100 Indiana Studies – 1 Credit elective – S1 (Grade 9-12)**

### **1518 (IN STUDIES)**

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.

### **SS110 Ethnic Studies – 1 Credit elective – S2 (Grade 9-12)**

#### **1516 (ETH STUDIES)**

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.

### **SS210 World History and Civilization - 2 Credits (Grade 10)**

#### **1548 (WLD HST/CVL)**

World History is designed to give a basic survey to the political, economic, and social development of the major culture areas of the world. Students will be able to compare and contrast the important events and developments involving specific areas including family organization, religion, government, technology, geography and environment. Students will identify the important events and developments that greatly affected not only the time period studied but the world today. Students will research topics and examine, explain, and decide what was significant both past and present. This course is required for Core 40 and Academic Honors Diploma.

### **SS310 United States History – 2 credits (Grade 11)**

#### **1542 (US HIST)**

United States History follows the sequence of previous courses which study American history. Students in this course will review the time period beginning with sectional differences just prior to the start of the Civil War, all the way to current problems and events in the United States. The emphasis of this course is the relationship between past events in our history with current problems and events in the nation and world. Students will be able to analyze and identify trends of the past and present that lead to positive and negative outcomes. Students will develop skills that will allow them to use technology to research events, which will help them interpret their meaning and relationship to the United States today. Through investigation, discussion and reading, students will form and defend opinions covering a wide range of topics relating to causes and effects in the United States both in the past and present. This course is required for all juniors.

### **SS410 United States Government – 1 Credit (Grade 12)**

#### **1540 (US GOVT)**

United States Government presents the basic concepts and ideas of constitutional representative democracy. Students read about the events leading up to the drafting of the Constitution and the basic components of Federalism. The different levels of government are viewed through the operation of the election process, court system, legislative and executive branches. Direct participation in the democratic process is encouraged by voter registration and working at the polls on Election Day. Students use current events projects to track state and national political leaders during the one semester class. Citizens' rights are studied by a close examination of the Bill of Rights and how prejudice and bigotry have played a role in our nation's history. Students will be able to explain the role a well-informed and participating citizen has in government. Along with Economics, US Government is a one-semester required course for all seniors.

### **SS430 Economics – 1 Credit (Grade 12)**

#### **1514 (ECON)**

Economics is a one-semester course required of all seniors. This course allows students to analyze and make economic decisions dealing with the roles in our society as a consumer, producer, saver, and investor. Students will be able to understand and explain the problem of scarcity and how it affects supply, demand, prices, and profits in our market economy. Students will be able to recognize the different types of economic systems and how they work. Students will examine the role of money and financial institutions, including the role of business in the United States. Students will examine the role of investor, government, and business in the world of Wall Street while participating in a stock simulation project.

### **SS436 Psychology 1 Credit - S1, Grade 11 - 12**

#### **1532 (PSYCH)**

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas: History and Scientific Method, Biological Basis for Behavior, Development, Cognition, Personality and Assessment, Abnormal Psychology, Socio-Cultural Dimensions of Behavior, and Psychological Thinking. History and Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development analyzes the changes through one's life including the physical, cognitive, emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment explains at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist. This course counts as an Academic Elective for all diplomas. Ethnic Studies can be taken the semester after Psychology.

### **SS435 AP Psychology – 2 Credits – Grade 11-12**

#### **1558 (PSYCH AP)**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Topics include: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and Social Psychology. This course counts as an Academic Elective for all diplomas.

# World Language

Academic Honors requires three years of one language or two years each of two languages. Colleges recommend a minimum of at least two years of a world language in high school if pursuing a four year degree.

## **WL110 French I - 2 Credits**

### **2020 (FREN I)**

At the completion of French I, students should be able to: ask and answer simple questions, read isolated words and phrases, comprehend brief written directions and information, read short narrative texts on simple topics, and write familiar words and phrases in appropriate contexts.

## **WL 210 French II - 2 Credits**

### **2022 (FREN II) Prerequisite: French I**

At the completion of French II, students should be able to: participate in conversations on a variety of topics, understand main ideas and facts from simple texts, read aloud with appropriate intonation and pronunciation, and write briefly in response to given situations.

## **French III - 2 Credits**

### **2024 (FREN III) Prerequisites: French I & II**

At the completion of French III, students should be able to: read for comprehension from a variety of authentic materials, read short literary selections of poetry, plays and short stories, write paraphrases and summaries, and describe different aspects of the culture.

## **WL130 Spanish I - 2 credits**

### **2120 (SPAN I)**

At the completion of Spanish I, students should be able to: ask and answer simple questions, read isolated words and phrases, comprehend brief written directions and information, read short narrative texts on simple topics, and write familiar words and phrases in appropriate contexts.

## **WL230 Spanish II - 2 credits**

### **2122 (SPAN II) Prerequisite: Spanish I**

At the completion of Spanish II, students should be able to: participate in conversations on limited topics, understand main ideas and facts from simple texts, read aloud with appropriate intonation and pronunciation, and write briefly in response to given situations.

## **WL330 Spanish III – 2 credits**

### **2124 (SPAN II) Prerequisite: Spanish I & II**

At the completion of Spanish III, students should be able to: read for comprehension from a variety of authentic materials, read short literary selections of poetry, plays and short stories, write paraphrases and summaries, and describe different aspects of the culture.



# INDIANA GRADUATION PATHWAYS

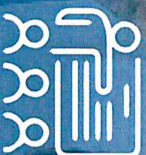
## CREDITS



Earn credits toward a diploma designation.

- **Core 40**
  - Minimum 40 credits
- **Academic Honors**
  - Minimum 47 credits
- **Technical Honors**
  - Minimum 47 credits
- **General**
  - Minimum 40 credits
  - Core 40 opt-out conference required

## EMPLOYABILITY SKILLS



Learn & Demonstrate Employability Skills

- **Project-Based Learning:** Allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question.
- **Service-Based Learning:** Integrates academic study with service experience, reflects larger social, economic, and societal issues, and collaborative efforts between students, schools, and community partners.
- **Work-Based Learning:** Activities that occur in a workplace while developing the student's skills, knowledge, and readiness for work.
- **Work Products for a student's experience can include:**
  - Videos
  - Papers
  - Resume
  - Dual Credit
  - Certifications
  - Portfolio
  - Projects
  - Slideshows
  - Presentation
  - Five Year Goal Plan
  - Reflection of Experience
  - Letter of Recommendation
  - Letter of Employment
  - Verification
  - Post-secondary Related Experiences
  - Skills List

## POSTSECONDARY READY COMPETENCY



Meet one of the following:

- **Honors Diploma:** Academic or Technical
- **SAT:** Reading/Writing = 480 & Math = 530
- **ACT:** English = 18, Reading = 22, Math = 22, Science = 23 (Two out of Four Needed with at least 1 in English/Reading & 1 in Math/Science)
- **ASVAB:** Minimum score of 31
- **Industry Recognized Certification:** Must Be on DWD's Graduation Pathways Approved List
- **Apprenticeship:** Must Be Federally Recognized
- **CTE Concentrator:**
  - Class of 2023-2024-** C average or higher in at least 2 advanced HS courses in a state-approved CTE Pathway
  - Class of 2025 and Beyond-** C average or higher in Required NLPs Concentrator Courses in a state-approved CTE Pathway (Principles, Concentrator A, & Concentrator B)
  - **AP/IB/Dual Credit/Cambridge International/CLEP:** C average or higher in 3 courses (1 of the 3 courses must be in a core content area or all 3 must be a part of a CTE pathway)
- **Locally Created Pathway:** Approved by SBOE



# INDIANA CORE40

Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

## Course and Credit Requirements

<b>English/ Language Arts</b>	<b>8 credits</b> Including a balance of literature, composition and speech.
<b>Mathematics</b>	<b>6 credits (in grades 9-12)</b> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math course or quantitative reasoning course each year in high school.</i>
<b>Science</b>	<b>6 credits</b> 2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
<b>Social Studies</b>	<b>6 credits</b> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
<b>Directed Electives</b>	<b>5 credits</b> World Languages Fine Arts Career and Technical Education
<b>Physical Education</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b>
<b>Electives*</b>	<b>6 credits</b> <i>(College and Career Pathway courses recommended)</i>
<b>40 Total State Credits Required</b>	

Schools may have additional local graduation requirements that apply to all students (not required for students with an IEP).

\* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

\*\*SAT scores updated September, 2017

\*\*\*WorkKeys assessment titles updated, 2018

## CORE40 with Academic Honors *(minimum 47 credits)*

For the **Core 40 with Academic Honors** designation, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
    2. 2 credits in AP courses and corresponding AP exams,
    3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.\*\*
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

## CORE40 with Technical Honors *(minimum 47 credits)*

For the **Core 40 with Technical Honors** designation, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  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
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following,
  - A. Any one of the options (A - F) of the Core 40 with Academic Honors
  - B. Earn the following minimum scores on WorkKeys: Workplace Documents, Level 6; Applied Math, Level 6; and Graphic Literacy, Level 5.\*\*\*
  - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
  - D. Earn the following minimum score(s) on Compass: Algebra 66 , Writing 70, Reading 80.



## 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)

<b>English/Language Arts</b>	<b>8 credits</b> Credits must include literature, composition and speech
<b>Mathematics</b>	<b>4 credits (in grades 9-12)</b> 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 course or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</i>
<b>Science</b>	<b>4 credits</b> 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>
<b>Social Studies</b>	<b>4 credits</b> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
<b>Physical Education</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b>
<b>College and Career Pathway Courses</b> Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	<b>6 credits</b>
<b>Flex Credit</b>	<b>5 credits</b> Flex Credits must come from one of the following: <ul style="list-style-type: none"> <li>• Additional elective courses in a College and Career Pathway</li> <li>• Courses involving workplace learning such as Cooperative Education or Internship courses</li> <li>• High school/college dual credit courses</li> <li>• Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts</li> </ul>
<b>Electives</b>	<b>6 credits</b> 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.

### 40 Total Credits Required

Schools may have additional local graduation requirements that apply to all students

(Updated Dec., 2011)

## CTE Concentrators

for **Graduation Pathways**, **Technical Honors Diploma** and **Internship eligibility**

The following document has been developed to help with the understanding and planning of CTE course sequencing that will equate to CTE concentrator status for a student.

Career Clusters → pathways → courses

The following are the Career Clusters and the pathways we offer at Northeast Dubois:

**Advanced Manufacturing:** Industrial Automation and Robotics, Precision Machining, Welding Technology

**Agriculture:** Ag Mechanical, Agriscience - Plants or Animals

**Architecture & Construction:** Construction Trades- Carpentry

**Arts, AV Technology, and Communication:** Civic Arts LDP: Art, Civic Arts LPD: Music

**Business Mgt, Marketing, Finance:** Business Administration (Mgmt), Business Operations & Technology

**Education and Training:** Education Careers

**Health Sciences:** Biomedical Sciences, Emergency Medical Services (EMS), Pre-Nursing

**Hospitality:** Culinary Arts

**Human Services:** Human & Social Services

**Information Technology:** Information Technology Operations

**Law and Public Safety:** Criminal Justice, Fire & Rescue

**STEM:** Engineering

**Transportation:** Automotive Services, Aviation Management, Commercial Drivers (CDL)

The courses available for each of these pathways are listed on the document on the following pages. Students graduating in 2025 and after will need to follow the Next Level Programs (NLP). These published CTE pathways and sequences of courses are the only CTE courses that count toward CTE concentrator status within the identified pathway.

In order for a student to qualify as a CTE Concentrator for **Graduation Pathways for NLP**, he/she must earn a C average or higher in the three courses (Principles, Concentrator A, Concentrator B) in their career sequence.

In order for a student to qualify for Core 40 with **Technical Honors Diploma** designation, he/she must earn 6 credits in one pathway. In addition to this, students must also meet other requirements identified on state guidelines. In order for students to be eligible to participate in **Work- Based Learning (Internship)**, they must earn 4 credits or at least one advanced CTE course from a program/pathway prior to senior year.

\* Pathways  
Available  
are checked.

\* Capstones are optional.

# Next Level Career Pathways/Programs of Study

## Perkins V - Next Level Programs of Study Course Sequences

Cluster	Career Pathway		Principles - Level I	CTE Concentrator A - Level I	CTE Concentrator B - Level I	Pathway Capstone - Level II
Advanced Manufacturing	Industry 4.0 - Smart Manufacturing	7220	Principles of Industry 4.0 - Smart Manufacturing	4728 Robotics Design and Innovation	7100 Smart Manufacturing Systems	7222 Industry 4.0 - Smart Manufacturing Capstone
Advanced Manufacturing	Industrial Automation and Robotics	7108	Principles of Advanced Manufacturing	7103 Advanced Manufacturing Technology	7106 Mechatronics Systems	7224 Industrial Automation and Robotics Capstone
Advanced Manufacturing	Industrial Maintenance Electrical	7108	Principles of Advanced Manufacturing	7103 Advanced Manufacturing Technology	7102 Industrial Electrical Fundamentals	7260 Industrial Electrical Capstone
Advanced Manufacturing	Industrial Maintenance Mechanical	7108	Principles of Advanced Manufacturing	7103 Advanced Manufacturing Technology	7104 Industrial Maintenance Fundamentals	7261 Industrial Maintenance Capstone
Advanced Manufacturing	Precision Machining	7109	Principles of Precision Machining	7105 Precision Machining Fundamentals	7107 Advanced Precision Machining	7219 Precision Machining Capstone
Advanced Manufacturing	Welding Technology	7110	Principles of Welding Technology	7111 Shielded Metal Arc Welding	7101 Gas Welding Processes	7226 Welding Technology Capstone
Agriculture, Food and Natural Resources	Ag Mechanical and Engineering (formerly Ag Power, Structure and Technology)	7117	Principles of Agriculture	5088 Agriculture Power, Structures and Technology	7112 Agriculture Structures Fabrication and Design	7228 Agriculture Mechanization and Technology Capstone
						7238 Agribusiness Capstone
						7262 Agricultural Research Capstone
Agriculture, Food and Natural Resources	Ag Science - Plants or Animals (combined Animal, Plant, and Food Products)	7117	Principles of Agriculture	5008 Animal Science - NLPS	5102 Food Science - NLPS	7230 Agriculture Biotechnology Capstone
				5170 Plant and Soil Science - NLPS	5070 Advanced Life Science, Animals (I) - NLPS	7262 Agricultural Research Capstone
					5074 Advanced Life Science, Plants and Soils (I) - NLPS	7238 Agribusiness Capstone
					5072 Advanced Life Science: Foods - NLPS	
Agriculture, Food and Natural Resources	Horticulture	7117	Principles of Agriculture	5132 Horticultural Science	7114 Greenhouse and Soilless Production	7232 Horticulture Capstone
						7238 Agribusiness Capstone
						7262 Agricultural Research Capstone
Agriculture, Food and Natural Resources	Landscaping	7117	Principles of Agriculture	5132 Horticultural Science	7115 Landscape and Turf Management	7234 Landscape Management Capstone
						7238 Agribusiness Capstone
						7262 Agricultural Research Capstone
Agriculture, Food and Natural Resources	Precision Agriculture (New)	7117	Principles of Agriculture	7116 Precision Agriculture	7113 Crop Management	7236 Precision Agriculture Capstone
						7238 Agribusiness Capstone
						7262 Agricultural Research Capstone
Agriculture, Food and Natural Resources	Natural Resources	7117	Principles of Agriculture	5180 Natural Resources	7270 Forestry and Wildlife Management	7262 Agricultural Research Capstone
					7271 Soil and Water Management	7238 Agribusiness Capstone
					5229 Sustainable Energy Alternatives	
Agriculture, Food and Natural Resources	Veterinary Science	7280	Principles of Veterinary Science	7281 Veterinary Science	5070 Advanced Life Science, Animals (I)	7282 Veterinary Science Capstone
Architecture and Construction	Construction Trades - Carpentry	7130	Principles of Construction Trades	7123 Construction Trades: General Carpentry	7122 Construction Trades: Framing and Finishing	7242 Construction Trades Capstone
					7390 Masonry Fundamentals	7391 Masonry Capstone
Architecture and Construction	Construction Trades - Electrical	7130	Principles of Construction Trades	7124 Electrical Fundamentals	7119 Advanced Electrical	7263 Construction Trades Electrical Capstone
Architecture and Construction	Building and Facilities Maintenance	7130	Principles of Construction Trades	7285 Building and Facilities Maintenance Fundamentals	7286 Advanced Building and Facilities Maintenance	7287 Building and Facilities Maintenance Capstone



Architecture and Construction	Civil Construction (New)	7130	Principles of Construction Trades	7121	Civil Construction Fundamentals	7118	Advanced Civil Construction	7240	Civil Construction Capstone
Architecture and Construction	Heavy Equipment	7130	Principles of Construction Trades	7290	Heavy Equipment Fundamentals	7291	Advanced Heavy Equipment Operations	7292	Heavy Equipment Capstone
Architecture and Construction	Heating, Ventilating and Air Conditioning Technology (HVAC)	7131	Principles of HVAC	7125	HVAC Fundamentals	7126	HVAC Service	7244	HVAC Capstone
Architecture and Construction	Plumbing and Pipefitting (New)	7133	Principles of Plumbing and Pipefitting	7129	Plumbing and Pipefitting Fundamentals	7120	Advanced Plumbing and Pipefitting	7264	Plumbing and Pipefitting Capstone
STEM	Architecture, Engineering and Construction (formerly Architectural Drafting and Design)	7295	Principles of Architecture, Engineering and Construction	7389 7123	Advanced Architectural Drafting and Design Construction Trades: General Carpentry	7296	Surveying	7297	Architecture, Engineering and Construction Capstone
Arts, AV Tech and Comm	Digital Design	7140	Principles of Digital Design	7141	Digital Design Graphics	7138	Interactive Media Design	7246	Digital Design Capstone
						5550	Graphic Design and Layout - NLP5		
						7136	Professional Photography and Videography		
Arts, AV Tech and Comm	Fashion Textiles and Design	7301	Principles of Fashion and Textiles	7302	Textiles, Apparel, and Merchandising	7303	Advanced Textiles	7304	Fashion and Textiles Capstone
Arts, AV Tech and Comm	Interior Design	7132	Principles of Interior Design	7127	Interior Design Fundamentals	7128	Materials, Finishes and Design	7248	Interior Design Capstone
Arts, AV Tech and Comm	Radio and Television Broadcasting	7139	Principles of Broadcasting	7306	Audio and Video Production Essentials	7307	Mass Media Production	7308	Radio & TV Broadcasting Capstone
Business Management and Administration	Business Administration (formerly E&M Bus Mgmt Focus)	4562	Principles of Business Management	7143	Management Fundamentals	4524	Accounting Fundamentals	7256	Business Administration Capstone
				5914	Marketing Fundamentals				
Business Management and Administration	Business Operations and Technology (formerly Admin and Office Mgmt)	7153	Principles of Business Operations and Technology	7144	Business Office Communications	7146	Digital Data Applications	7254	Business Operations and Technology Capstone
Business Management and Administration	Supply Chain and Logistics	4562	Principles of Business Management	7155	Logistics Management	7142	Supply Chain Management	7258	Supply Chain Management Capstone
								5622	Tractor/Trailer Operations
Finance	Accounting	4562	Principles of Business Management	4524	Accounting Fundamentals	4522	Advanced Accounting	7252	Accounting Capstone
Finance	Finance and Investment	4562	Principles of Business Management	7150	Personal Finance and Banking	5258	Finance and Investment	7265	Finance and Investment Capstone
				4524	Accounting Fundamentals				
Finance	Insurance (New)	4562	Principles of Business Management	7149	Insurance Fundamentals	7151	Personal and Commercial Insurance	7201	Business Management Capstone
Marketing	Entrepreneurship	7154	Principles of Entrepreneurship	7148	New Venture Development	7147	Small Business Operations	7201	Business Management Capstone
Marketing	Marketing and Sales	4562	Principles of Business Management	5914	Marketing Fundamentals	5918	Strategic Marketing	7201	Business Management Capstone
						7145	Digital Marketing		
Education and Training	Education Careers	7161	Principles of Teaching	7157	Child and Adolescent Development	7162	Teaching and Learning	7267	Education Professions Capstone
Education and Training	Early Childhood	7160	Principles of Early Childhood Education	7158	Early Childhood Education Curriculum	7159	Early Childhood Education Guidance	7259	Early Childhood Education Capstone
Health Sciences	Biomedical Sciences and Technology	5218	Principles of Biomedical Sciences	5216	Human Body Systems	5217	Medical Interventions	5219	Biomedical Innovations
				5276	Anatomy and Physiology			7255	Healthcare Specialist Capstone
Health Sciences	Dental Careers	7315	Principles of Dental Careers	7316	Dental Careers Fundamentals	7317	Advanced Dental Careers	7318	Dental Careers Capstone
Health Sciences	Emergency Medical Services	7168	Principles of Healthcare	5274	Medical Terminology - NLP5	7165	Emergency Medical Tech	7255	Healthcare Specialist Capstone



Health Sciences	Medical Assistant (New)			7168	Principles of Healthcare	5274	Medical Terminology - NLP5	7164	Certified Clinical Medical Assistant (CCMA)	7255	Healthcare Specialist Capstone
Health Sciences	Pre-Nursing			7168	Principles of Healthcare	5274	Medical Terminology - NLP5	7166	Healthcare Specialist: CNA	7255	Healthcare Specialist Capstone
Health Sciences	Central Service Tech / Surgical Technician			7168	Principles of Healthcare	5274	Medical Terminology - NLP5	0820	Central Service Technician Fundamentals	7257	Central Service Technician Capstone
Health Sciences	Pharmacy			7168	Principles of Healthcare	5274	Medical Terminology - NLP5	7167	Pharmacy Tech	7310	Pharmacy Capstone
Health Sciences	Exercise Science			7320	Principles of Exercise Science	7321	Kinesiology	7322	Human Performance	7323	Physical Therapy Capstone
										7324	Fitness Management Capstone
Hospitality and Tourism	Culinary Arts			7173	Principles of Culinary and Hospitality	7171	Nutrition	7169	Culinary Arts	7233	Culinary Capstone
										7235	Baking and Pastry Capstone
Hospitality and Tourism	Hospitality Management			7173	Principles of Culinary and Hospitality	7171	Nutrition	7172	Hospitality Management	7237	Hospitality Management Capstone
Hospitality and Tourism	Nutrition Science (formerly Dietetics)			7173	Principles of Culinary and Hospitality	7171	Nutrition	7170	Nutrition Planning and Therapy	7239	Nutrition Science Capstone
Human Services	Barbering			7330	Principles of Barbering and Cosmetology	7331	Barbering and Cosmetology Fundamentals	7333	Advanced Barbering	7334	Barbering and Cosmetology Capstone
Human Services	Cosmetology			7330	Principles of Barbering and Cosmetology	7331	Barbering and Cosmetology Fundamentals	7332	Advanced Cosmetology	7334	Barbering and Cosmetology Capstone
Human Services	Human and Social Services			7176	Principles of Human Services	7174	Understanding Diversity	7177	Relationships and Emotions	7241	Human Services Capstone
Information Tech	Cybersecurity			7183	Principles of Computing	7179	Cybersecurity Fundamentals	7178	Advanced Cybersecurity	7243	Cybersecurity Capstone
Information Tech	Information Technology Operations			7183	Principles of Computing	7180	Information Technology Fundamentals	7181	Networking and Cybersecurity Operations	7249	IT Operations: Cybersecurity Operations Capstone
										7245	IT Operations: IT Support Capstone
										7247	IT Operations: Cloud and Server Operations Capstone
Information Tech	Networking			7183	Principles of Computing	7180	Information Technology Fundamentals	7182	Networking Fundamentals	7251	Networking Capstone
Information Tech/Computer Sci	Software Development			7183	Principles of Computing	7185	Website and Database Development	7184	Software Development	7253	Software Development Capstone
Law, Public Safety, Corrections, and Security	Criminal Justice			7193	Principles of Criminal Justice	7191	Law Enforcement Fundamentals	7188	Corrections and Cultural Awareness	7231	Criminal Justice Capstone
Law, Public Safety, Corrections, and Security	Fire and Rescue			7195	Principles of Fire and Rescue	7189	Fire Fighting Fundamentals	7186	Advanced Fire Fighting	7229	Fire and Rescue Capstone/EMT
Law, Public Safety, Corrections, and Security	Paralegal			7194	Principles of Paralegal Studies	7192	Paralegal Fundamentals	7187	Advanced Paralegal Studies	7227	Paralegal Studies Capstone
STEM	Computer Science			7183	Principles of Computing	7351	Topics in Computer Science	7352	Computer Science	7253	Computer Science Capstone
STEM	Design Technology			4802	Introduction to Engineering Design	7196	Mechanical and Architectural Design	7202	Manufacturing Principles and Design	7223	Mechanical Design Capstone
								7197	BMW Architecture	7225	Architectural Design Capstone



STEM	Electronics and Computer Technology		4802	Introduction to Engineering Design	7361	Electronic Fundamentals	5538	Digital Electronics	7362	Electronics and Computer Technology Capstone
STEM	Energy Technology		7203	Principles of Energy Technology	7200	Fundamentals of Electricity and Motors	7198	Electrical Power and Distribution	7268	Electrical Line Capstone
									7269	Industrial Wind Capstone
									7266	Natural Gas Capstone
									7365	Renewable Energy Alternatives
STEM	Engineering		4802	Introduction to Engineering Design	5644	Principles of Engineering	5538	Digital Electronics	5698	Engineering Design and Development
									5650	Civil Engineering and Architecture
									5518	Aerospace Engineering
									5534	Computer Integrated Manufacturing
									4818	Environmental Sustainability
STEM	Biotechnology		7340	Principles of Biotechnology	7341	Biotech Manufacturing	7343	Advanced Biotech Manufacturing	7344	Biotechnology Capstone
									7342	Biotech Regulatory Affairs
STEM	Utilities - Water Systems		7381	Principles of Public Water Systems	7382	Water Systems Fundamentals	7383	Advanced Water Systems	7384	Water Systems Capstone
Transportation, Distribution, and Logistics	Automotive Collision Repair		7215	Principles of Collision Repair	7204	Automotive Body Repair	7206	Plastic Body Repair and Painting Fundamentals	7380	Collision Repair Capstone
Transportation, Distribution, and Logistics	Automotive Services		7213	Principles of Automotive Services	7205	Brake Systems	7212	Steering and Suspensions	7375	Automotive Service Capstone
Transportation, Distribution, and Logistics	Aviation Management (formerly Aviation Flight and Operations)		7214	Principles of Aviation Management	7217	Private Pilot Theory	7207	Aviation Safety and Operations	7218	Aviation Management Capstone
Transportation, Distribution, and Logistics	Diesel Services		7216	Principles of Diesel Services	7210	Diesel Steering and Brakes	7211	Diesel Transmissions	7221	Diesel Services Capstone
Transportation, Distribution, and Logistics	Commercial Drivers		7386	Principles of Transportation and Logistics	7387	Commercial Drivers Operations Fundamentals	7388	Advanced Commercial Drivers Operations	5622	Tractor/Trailer Operations
Transportation, Distribution, and Logistics	Aviation Maintenance									
Transportation, Distribution, and Logistics	Recreation and Mobile Equipment									
Contact the Office of CTE if interested in offering this program of study										
Contact the Office of CTE if interested in offering this program of study										
Locally Developed Pathways										
Civics Art	Art		4000	Intro 2-D Art	4004	Adv. 2D	4046	Fiber Arts		
			4002	Intro 3-D Art	4006	Adv. 3D	7140	Digital Design		
			4518	Intro Business	4050	AP 2D Art	4024	Art History		
	Music		4166	Beginning Band	4170	Adv. Band	4206	Music History		
			4168	Intermediate Band			4162	Instrument Ensemble		
			4518	Intro Business			4208	Music Theory		

Options instead of Intro. Busi include Fine. Busi or Pic. Teaching

## Courses for Next Level Programs of Study at Northeast Dubois

<b><u>Pathways/Programs of Study</u></b>	<b><u>Freshman level class</u></b>	<b><u>Upper level classes</u></b>
Industrial Automation & Robotics	<i>IED</i>	Princ, Adv Manu, Mechatronics
Precision Machining	<i>IED</i>	Princ, Precision Fund, Adv Precision
Welding	<i>Princ of Ag</i>	Princ, Metal Arc, Gas Welding
Ag Mechanical	<b>Princ of Ag</b>	<b>Ag Power, Ag Structures</b>
Agriscience: Animals or Plants	<b>Princ of Agr</b>	<b>Animal Sci or Plant &amp; Soil, ALS</b>
Construction	<i>IED</i>	Princ, Gen Carpentry, Framing & Finish
Civic Arts LDP - Fine Arts	<b>Intro 2D &amp; 3D Art</b>	<b>Adv 2D &amp; 3D Art, Intro Business</b>
Civic Arts LDP - Music	<b>Beg Band</b>	<b>Inter Band, Adv Band, Intro Business</b>
Business Admin/Mgt	<b>Princ of Busi Mgt</b>	<b>Marketing Fund, Accounting</b>
Business Operations	<i>Princ of Busi Mgt</i>	Princ Bus Op,Busi Offi, Digital Data
Education	<b>Princ of Teaching</b>	<b>Child &amp; Adolesc, Teaching &amp; Learn</b>
Biomedical	<b>Princ of Biomedical</b>	<b>Anatomy, Medical Interven</b>
EMS	<i>Princ of Biomedical</i>	<b>Princ Health ,Medterms, EMT</b>
Pre-Nursing	<i>Princ of Biomedical</i>	<b>Princ Health, Medterms, CNA</b>
Culinary	<b>Princ of Culinary Arts</b>	<b>Nutrition, Culinary Arts</b>
Human & Social Services	<i>Princ of Teaching</i>	<b>Princ HS, Diversity, Relationships</b>
Info Tech Operations	<b>Princ of Computing</b>	<b>IT Fund, Network &amp;Cybersecuri</b>
Criminal Justice	<b>Princ Criminal Justice</b>	<b>Law Enfor Fund, Corrections</b>
Engineering	<b>IED</b>	<b>POE, CIM</b>
Automotive Services	<i>Princ of Ag</i>	<b>Princ, Brake Sys, Steering &amp; Suspension</b>
Aviation	<i>IED</i>	<b>Princ, Private Pilot, Aviation Safety Opera</b>
Commercial Drivers		<b>Princ, Commercial Driv Oper, Adv Comm</b>

**Note:**

- *Italicized courses are not currently approved as part of that NLP pathway, but are recommended as exploratory options in those career areas.*

## Northeast Dubois Jr/Sr High School 2024-2025

### Transferable Dual Credits and AP course offerings

Completing 6 transcribed college credits in dual credit courses from the Priority Course List is one of the requirements listed for the Academic Honors Diploma. Visit [www.transferIN.net](http://www.transferIN.net) to learn what colleges will accept which dual credit classes. Review the **Indiana College Core** handout for a list of our 30 credits that will transfer for your General Education Core.

<u>High School Title</u>	<u>Term</u>	<u>Dept.</u>	<u>Number</u>	<u>Credit hrs/college title</u>	<u>Cost</u>
<b><u>Ivy Tech Academic Dual Credits on Priority Course List *weighted</u></b>					
Pre-Calculus: Algebra	S1	MATH	136	3 / College Algebra	free
Pre-Calculus: Trigonometry	S2	MATH	137	3 / Trigonometry	free
English 11-Composition I	S1	ENGL	111	3/ English Composition	free
Advanced English -Literature	S2	ENGL	206	3 /Intro to Literature	free
English 12-Composition II	S1	ENGL	215	3/Rhetoric & Argument	free
Advanced Speech & Commu	S2	COMM	101	3/Funds Public Speaking	free

### **Ivy Tech CTE Dual Credit Courses**

IED	S1,S2	DESN	101,113	6 /Intr Design; 2D CAD	free
Principles of Ag	YR	AGRI	100	3/Intro to Agriculture	free
Ag Power	YR	AGRI	106	3/Agriculture Mechani	free
Animal Science	YR	AGRI	103	3/Animal Science	free
ALS Animal Science	YR	AGRI	107	3/Adv Animal Science	free
Plant & Soil	YR	AGRI	105	3/Plant & Soil	free
Principles of Culinary		HOSP	101 & 102	6	free
Culinary Arts	YR	HOSP	103 & 105	6	free
Principles of Teaching	YR	EDUC	101	3	free
Child and Adolescent	TR	EDUC	121	3	free
Automotive Services	YR	AUTI	100, 111, 131	9	free
Welding	YR	WELD	100, 108, 207	9	free

### **VU CTE Dual Credit Courses**

HOSA	YR	HSGN	102		free
CNA	YR	HSGN	102, 200, 106		free
Medical Terminology	YR	HIMT	110		free
EMS/EMT	YR	EMTB	212, HSGN 102, HIMT 110		free
Info Technology Support	YR	COMP	177,236, CMET 140, 185		free
Construction Trades	YR	CONST	120, 100, 105, 180,160		free
Automation & Robotics	YR	CIMT	110, 220 and MFNG 130		free
Precision Machines I & II	YR	PMTD	110, 105, 120		free
Aviation Operations	YR	AMNT	100 and AFLT 258		free
Human and Social Services	YR	SOCL	153,164,261,260, 180		free
Law Enforcement	YR	LAW	100, 101, 150, 145		free
Busi Admin Office	YR	MGMT	100, 280, COMP201, BINT205		free

### **Advanced Placement Courses \* weighted**

AP Calculus AB    AP Chemistry    AP Psychology    AP Biology    AP Physics 1 & 2    AP 2D Art

In addition to the course offerings offered at our school, other programs exist to earn college credits while in high school. Modern States and Crossing the Finish Line are just a couple examples. Although we encourage students to take advantage of these college-level courses offered through various other programs and colleges, please keep the following guidelines in mind:

- They will not take the place of a required high school course.
- They will not be put on a student's high school transcript.
- They will not be calculated into a student's high school cumulative GPA.
- Release time will not be provided for these courses/programs.
- College credits can boost a college transcript, but the high school transcript will not be affected.

Any exceptions of the guidelines would need administrative approval.



# Indiana College Core



Northeast Dubois Dual Credit



IVY TECH  
COMMUNITY COLLEGE

## WRITTEN COMMUNICATION

3 – 6 CREDITS TOTAL

- ☐ ENGL 111 – English Composition
- ☐ ENGL 215 – Rhetoric and Argument

## SPEAKING AND LISTENING

3 – 6 CREDITS TOTAL

- ☐ COMM 101 – Fundamentals of Public Speaking

## QUANTITATIVE REASONING

3 – 12 CREDITS TOTAL

- ☐ MATH 136 – College Algebra
- ☐ MATH 137 – Trigonometry with Analytic
- ☐ MATH 211 – Calculus I (offered as Advance Placement)

## SCIENTIFIC WAYS OF KNOWING

3 – 12 CREDITS TOTAL

- ☐ BIOL 101 – Introduction to Biology (offered as Advance Placement)
- ☐ CHEM 101 – Introduction to Chemistry (offered as Advance Placement)
- ☐ PHYS 101 – Physics I (offered as Advance Placement)

## SOCIAL BEHAVIORAL WAYS OF KNOWING

3-12 CREDITS TOTAL

- ☐ PSYC 101 – Introduction to Psychology (offered as Advance Placement)

## HUMANISTIC ARTISTIC WAYS OF KNOWING

3-12 CREDITS TOTAL

- ☐ ENGL 206 – Introduction to Literature

Total Transfer General Education Core: 30 Minimum Credits

30 credits required

[ivytech.edu/dual-credit](http://ivytech.edu/dual-credit)

Tuition saved if courses had been taken at Ivy Tech: \$4,486.50, USI \$8,415.30, & IU \$11,446.00

## **Quantitative Reasoning Courses at Northeast Dubois**

- For the Core 40, Academic Honors (AHD), and Technical Honors (THD) diplomas, students must take a mathematics course or a quantitative reasoning course each year they are enrolled in high school.
- For the General Diploma, students must earn two credits in a mathematics course or a quantitative reasoning course during their junior or senior year.
- A quantitative reasoning course is a high school course 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 mathematics standards."
- The Indiana Department of Education will provide an annual review to determine the high school courses that meet these criteria.
- The information below provides courses that have been determined to meet the criteria for quantitative reasoning courses.

### **Advanced Placement**

AP Biology  
AP Chemistry  
AP Physics

### **Business, IT**

Business Math  
Principles of Computing  
Personal Financial Responsibility

### **Science**

Integrated Chemistry-Physics  
Chemistry I

### **Social Studies**

Economics

### **Agriculture**

Advanced Life Sciences, Animals  
Agribusiness Management  
Advanced Life Science, Plant & Soil  
Agriculture Structures Fabrication and Designs

### **Engineering and Technology**

Principles of Engineering  
Computer Integrated Manufacturing

### **Trade and Industrial Education**

Aviation Maintenance II  
Construction Trades II  
Industrial Automation & Robotics  
Precision Machining

## **CTE Courses that can count toward Science Credits:**

**\*\*\* Biology and Chemistry (or ICP) must be taken for Core 40 science requirements .**

- Principles of Computing
- Principles of Engineering (POE)
- Animal Science
- Plant & Soil Science
- Principles of Biomedical Sciences
- Medical Interventions
- Advanced Life Sciences

## HIGH SCHOOL CREDIT FOR JUNIOR HIGH COURSES

Students who successfully complete **Algebra I** in the eighth grade may receive two high school credits to be included on their high school transcript. If students choose to include the credit on their transcript, the grade received must also be included in students' high school grade point average. These Algebra grades and credits will appear on students' semester report cards.

There are several points to consider when deciding whether or not to have eighth grade Algebra grades count for high school credit. Keep in mind that the main purpose of allowing students to take high school courses before ninth grade is to allow them to advance to higher level mathematics courses (such as Calculus), not to finish the entire course of study in mathematics at earlier grades. In instances where the grades and credits for a course taken below Grade 9 are not listed on the high school transcript, students may complete additional higher level courses to meet the requirements of the Core 40 and Honors diploma (Example: A student completes Algebra I in Grade 8 but decides to not count the credits and grades for the course on the high school transcript. The student may meet the Core 40 with Academic Honors mathematics requirement in high school by earning six credits in higher level mathematics courses such as Geometry, Algebra II and Pre-calculus and then taking two additional credits in Calculus in Grade 12.).

All students who take Algebra I as an 8<sup>th</sup> grader and enroll in Geometry as a freshman will receive an Algebra I Acknowledgement form in the fall. This form will allow students and parents to choose whether or not to count 8<sup>th</sup> grade Algebra I grades and credits on their high school transcript.

Students who successfully complete **Health, PE I, PE II, and Preparing for College & Careers**, in the seventh and eighth grade will receive a high school credit for each of these classes to be included on their high school transcript. The grade received for each will also be included in students' high school grade point average. These grades and credits will appear on students' semester report cards.

If students choose to NOT include their Health and/or PE and/or Preparing for College & Careers grades on their high school transcript, they must take this class(es) over during their freshman year.

Any questions can be directed to the high school guidance office at 678-2251 ext.317 or [kboeglin@nedubois.k12.in.us](mailto:kboeglin@nedubois.k12.in.us)



**Waiver for the Postsecondary Readiness Competency Requirement for the Graduation Pathways** (effective July 1, 2018):

(IC 20-32-4-4.1)

A student may receive a waiver from the postsecondary readiness competency requirements

1) if:

- a. the student was unsuccessful in completing a postsecondary readiness competency requirement by the conclusion of the student's senior year, including a student who was in the process of completing a competency at one school that was not offered by the school to which the student transferred; **and**
- b. the student attempted to achieve at least three separate postsecondary readiness competencies; **or**

2) if a student transfers to a school during the senior year from a nonaccredited nonpublic school or an out-of-state school and the student:

- a. attempted to achieve at least one postsecondary readiness competency requirement; and
- b. was unsuccessful in completing the attempted postsecondary readiness competency.

To receive a waiver, the student must:

- 1) maintain at least a "C" average, or its equivalent, throughout the student's high school career in courses comprising credits required for the student to graduate;
- 2) maintain a school attendance rate of at least 95% with excused absences not counting against the student's attendance;
- 3) satisfy all other state and local graduation requirements beyond the postsecondary readiness competency requirements; and
- 4) demonstrate postsecondary planning, including:
  - a. college acceptance;
  - b. acceptance in an occupational training program;
  - c. workforce entry; or
  - d. military enlistment;that is approved by the principal of the student's school.



# ELIGIBILITY CENTER

## INITIAL ELIGIBILITY FAQ 2023-24 ACADEMIC YEAR AND BEYOND

In January 2023, NCAA Divisions I and II adopted legislation to remove standardized test scores from initial-eligibility requirements for students who initially enroll full time in an NCAA member school on or after August 1, 2023.

The questions and answers below have been developed to assist in understanding this new legislation and ensuring awareness regarding COVID-19 policies that may apply to students who initially enroll full time in the 2023-24 academic year and beyond.

### FAQ Topics – Quick Links

[Submission of Academic Documents](#)

[Academic Evaluations](#)

[Prior Classes](#)

### Initial-Eligibility Standards – 2023-24 Academic Year and Beyond

**Q1: What initial-eligibility standards apply to students who initially enroll full time in the 2023-24 academic year and beyond?**

**A1: The following initial-eligibility standards apply to students who initially enroll full time in the 2023-24 academic year and beyond:**

INITIAL-ELIGIBILITY STANDARDS — 2023-24 ACADEMIC YEAR AND BEYOND*		
Standard	Division I	Division II
<b>Qualifier</b> Athletics aid, practice and competition.	<b>Complete Academic Record:</b> » Core-course progression (10/7) before starting 7th semester;* » 16 core-course units in the required subject areas; » $\geq 2.300$ core-course GPA; and » Proof of graduation.	<b>Complete Academic Record:</b> » 16 core-course units in the required subject areas; » $\geq 2.200$ core-course GPA; and » Proof of graduation.
<b>Early Academic Qualifier**</b> Athletics aid, practice and competition.	<b>Pre-7th Semester:</b> » 14 core-course units in the required subject areas; and » $\geq 3.000$ core-course GPA.	<b>Pre-7th Semester:</b> » 14 core-course units in the required subject areas; and » $\geq 2.500$ core-course GPA.
<b>Academic Redshirt</b> Athletics aid (1st year) and practice (1st term).	<b>Complete Academic Record:</b> » 16 core-course units in the required subject areas; » $\geq 2.000$ core-course GPA; and » Proof of graduation.	N/A***

\*Students certified based solely on international credentials are exempt from the 10/7 core-course progression requirement. \*\*Final high school transcripts are required. \*\*\*Please see linked resources for additional information regarding Division I and Division II standards.

# 21st CENTURY SCHOLAR PLEDGE REQUIREMENTS

As a 21st Century Scholar, you have taken the Scholar Pledge to meet the following requirements:

- ✓ Complete the Scholar Success Program, which includes activities at each grade level in high school to help you stay on track for college and career success. The chart below shows all 12 activities that you must complete by high school graduation. The following pages provide instructions and resources to help you complete this year's requirements.
- ✓ Graduate from a state-accredited high school with a minimum of a Core 40 diploma and a cumulative grade point average (GPA) of at least 2.5 on a 4.0 scale.
- ✓ File the Free Application for Federal Student Aid (FAFSA) by April 15 as a high school senior and each year thereafter until you graduate from college.
- ✓ Apply to an eligible Indiana college as a high school senior, and enroll in college as a full-time student within one year of high school graduation.
- ✓ Maintain Satisfactory Academic Progress (SAP) standards established by your college.
- ✓ Complete 30 credit hours each year you are in college to stay on track toward earning your degree on time.
- ✓ Do not use illegal drugs, commit a crime or delinquent act, or consume alcohol before reaching the legal drinking age.



The **Scholar Success Program** includes activities that will help you stay on track for college and career success.

GRADE	REQUIRED ACTIVITIES		
09	Create a Graduation Plan <sup>1</sup>	Participate in an Extracurricular or Service Activity	Watch "Paying for College 101"
10	Take a Career Interests Assessment	Get Workplace Experience <sup>2</sup>	Estimate the Costs of College
11	Visit a College Campus	Take a College Entrance Exam (ACT or SAT)	Search for Scholarships <sup>3</sup>
12	Submit Your College Application	Watch "College Success 101"	File Your FAFSA

1. Plan should be updated annually to keep students on track for high school graduation and college admission.

2. Includes job shadowing, internship, part-time employment, interviewing a professional or related experience linked to a student's career aspirations.

3. Includes any additional scholarship opportunities beyond the 21st Century Scholarship.



## **Northeast Dubois High School Policies Related to Scheduling & Grading**

**Course Scheduling:** In the spring each high school student will meet in a group setting with the guidance counselor to discuss scheduling. Students will receive their Career Folders, a copy of their high school transcript, an updated Academic & Career Planning Guide, and a Course Request sheet. The Course Request must be filled out by the student. If requests vary from their Career Plan, then an individual meeting with the guidance counselor is recommended and a parent's signature on the Course Request is needed. With assistance from the guidance counselor, students then enter their Course Request into Family Access. Student schedules are built based on their requests. At any time through this process, students and parents are encouraged to ask questions and/or request individual appointments.

**Schedule Change:** Students are expected to give careful consideration to course selections when they are made in the spring of the year. When students receive their actual schedule toward the end of the school year, schedule changes are only made for the following reasons: computer error, course cancellation, course conflict, course failure, to balance class size, or to remedy improper skill placement. After school begins in the fall, only teacher recommended schedule changes will occur.

**Withdraw/Fail:** A grade of Withdraw/Fail may be given for two reasons: when the student is removed from a course for disciplinary reasons or when a student withdraws from a course after the first two weeks of the semester. A Withdraw/Fail appears on the report card and permanent record as an "F" for the semester.

**Semester Grades:** The Semester Grade is the average of the two marking periods and the semester exam. Unless designated differently by the classroom teacher, each marking period will count as 40% of the average, while the exam will count as 20% of the average. A school standardized grade book calculates percentages for semester grades. The semester grades, which are listed on the transcript, are averaged to determine a student's Cumulative Grade Point Average.

### **Calculating a Grade Point Average:**

1. Add up the Quality Point (QP) for each grade received:  
A=4.0, A- =3.667, B+=3.334, B=3.0, B- =2.667, C+=2.334, C=2.0, C- =1.667, D+=1.334, D=1.0, D- =.667
2. Add up the total number of Credits Attempted (CA). Include failed courses.
3. Divide the QP by the CA. Grade point averages are rounded to the nearest thousandth point.

**Weighted Grades and *Laude* Latin Distinction Model:** Dual credit core courses and AP courses will be weighted beginning with the class of 2023. Once a student completes a weighted class, they will receive an additional .0625 points added to their cumulative GPA. *Summa Cum Laude*, *Magna Cum Laude*, and *Cum Laude* distinctions will be determined after the 8th semester based on cumulative GPAs. (More details are listed in the policy copied on the following pages.)

## **Weighted Grades and *Laude* Latin Distinction Model**

Northeast Dubois Jr/Sr High School will utilize a weighted grading system of calculating Grade Point Averages (GPA's) beginning with the Class of 2023. A weighted GPA is calculated by awarding additional points to classes that are considered more challenging than the basic curriculum. Along with this move toward a weighted grading system, Northeast Dubois Jr/Sr High School is also planning to move toward a *Laude* system of recognition, which will eliminate the current class ranking system.

### **Weighted Grades:**

- A. Weighted grades will apply for GPA and all other purposes beginning with the class of 2023.
- B. Additional course weighting will be:
  - a. AP Chemistry 3060 - 2 points (2-semester course)
  - b. AP Physics: Algebra-Based 3080 - 2 points (2-semester course)
  - c. AP Calculus AB 2562 - 2 points (2-semester course)
  - d. AP Biology 3020 - 2 points (2-semester course)
  - e. AP Psychology 1558 - 2 points (2-semester course)
  - f. AP 2-D Art & Design 4050 - 2 points (2-semester course)
  - g. Advanced Speech and Communication 1078 - 1 point (1-semester course)
  - h. Dual Credit English 12-Composition II 1008 - 1 point (1-semester course)
  - i. Dual Credit Advanced English-Literature 1124 - 1 point (1-semester course)
  - j. Dual Credit English 11-Composition I 1006 - 1 point (1-semester course)
  - k. Dual Credit Pre-Calculus: Algebra 2564 - 1 point (1-semester course)
  - l. Dual Credit Pre-Calculus: Trigonometry 2566 - 1 point (1-semester course)
- C. The number of weighted semesters that a student can be credited for is capped at 16. Students may still take additional classes that fall under the weighted category, but once passing the 16 weighted semesters, these courses will receive no additional weight.
- D. Grade of "C-" or above is required to receive a weighted grade.
- E. Once a student completes a weighted class receiving a grade of "C-" or above, they will receive an additional .0625 points added directly to their cumulative GPA.

Sample: GPA: 4.0 (all A's) + 16 weighted credits X .0625 = 5.0 (weighted GPA).
- F. The GPA of a student is only calculated at the end of the semester.
- G. Online Advanced Placement Courses, Online Dual Credit Courses, and Independent Study Courses will not receive a weighted grade.
- H. If a student moves between a weighted and a non-weighted course during the semester, his/her grade will reflect course placement at the end of the semester.
- I. Students who transfer to Northeast Dubois Jr/Sr High School will be able to have their course weighted if they were weighted at their previous school and if Northeast Dubois offers a similar weighted course. Move-in transcripts will be evaluated on a case-by-case basis.

Transition to *Laude* Latin Distinction Model:

- A. Beginning with the class of 2023, Northeast Dubois Jr/Sr High School will add the distinction of *Summa Cum Laude* (with highest distinction), *Magna Cum Laude* (with great distinction), and *Cum Laude* (with distinction). This addition of the *Laude* distinction eliminates class rank and also eliminates the recognition of a Valedictorian and Salutatorian.
- B. *Laude* distinction will be determined after the 8th semester and will be recognized at graduation.

Distinction	GPA
<i>Summa Cum Laude</i>	4.760 - 5.000
<i>Magna Cum Laude</i>	4.376 - 4.759
<i>Cum Laude</i>	4.000 - 4.375

Reasons for the Change:

- A. A weighted grading system rewards students for taking challenging classes.
- B. A weighted grading system tends to provide more scholarship opportunities for students.
- C. A tiered recognition system recognizes students for the rigor of their academic program as well as their success.
- D. The *Laude* system provides a fair and uniform system for student recognition that eliminates the inconsistency of multiple grading platforms and the pressure of class rank.
- E. The reliance on class rank for college admission is misleading and fosters student behaviors that many educators view as counterproductive to the learning environment. These may include: avoidance of challenging classes that might impact GPA/rank, excessive competition with peers, and a hesitation to take an intellectual and academic risk.
- F. Discontinuing the valedictorian and salutatorian recognition, and the competitive nature of earning these titles, would encourage students to explore classes that are of personal interest and aligned with their post-secondary goals.



## **Northeast Dubois Jr/Sr High School Career Guidance Activities**

### **Grade 7**

All seventh grade students will take the Career Exploration course that is incorporated in the Reading 7 curriculum. This course allows students to begin exploring all their career options.

### **Grade 8**

All eighth grade students will take the Preparing for College & Careers course. During this course students will spend time learning how to use our career resources, completing self-assessments (on their interests, personality types, skills, & values), exploring all their career options, and selecting their courses for freshman year. Students will receive one high school elective credit for this course.

All eighth graders will participate in the Dubois County Career Cruise hosted at Jasper High School. Over 70 businesses and organizations from Dubois County and the surrounding area will set up booths for students to visit and learn about their particular career area.

All eighth grade students will visit a college campus based on their career interest(s).

All eighth graders will participate in the Reality Store. Students will research potential career interest salaries, create a monthly budget and experience real life expenses. Each student visits a series of booths allowing them to make decisions on housing, transportation, child care, groceries, etc. to see how the reality of their future plans fit within their budgets.

### **Grade 9**

All freshmen will participate in the Dubois County Tour of Opportunity. Students will have the opportunity to choose a career path and then spend a day visiting local businesses that represent that career path area.

All freshmen will review their career interests and goals during their required Introduction to Business class. They will then create their Four-Year Career Plan which is what they will refer to each spring for course requests. During this course students will also meet individually with the school counselor to have their Career Plan reviewed and approved.

Freshmen will have the opportunity to visit a college campus based on their career interest(s).

### **Grade 10**

All sophomores will take the PSAT in October and will receive tools to improve their scores for next year.

All sophomores will spend time on Indiana Career Explorer in February to complete self-assessments that will match them up with careers. They will use this information to assist with course requests and re-evaluate their career goals.

A Career and Technical Education (CTE) meeting with the Patoka Valley Cooperative Director will be held to help students explore CTE course options and to understand CTE Concentrators for the Postsecondary Ready Competency for Graduation Pathways. Field trips are scheduled to visit Career Tech programs off campus.

Individual conferences will be available for students to review course requests for college admissions and learn more about Dual Credit and AP opportunities and how to earn Indiana College Core.

All sophomores will be invited to attend meetings with various College Representatives in the fall and encouraged to attend the VUJC College Fair in the Spring.

### **Grade 11**

In August a Junior Meeting will be held in all the English classes. During this meeting, a folder is distributed and the following topics are discussed: SAT/ACT, PSAT, College Rep Meetings, Campus Visits and College Searches, NCAA, College/Job Fairs, and Indiana College Core.

All juniors will participate in the ASVAB Career Exploration Program. In the fall, students spend the morning on a multi-aptitude test battery that identifies each student's abilities. An interpreter meets with them in January to discuss their results and to assist them in completing a self-administered interest inventory. Students then spend a class period exploring the careers identified as a good match and review their course requests for senior year.

Juniors will meet individually with the school counselor to confirm graduation requirements are being met.

Juniors will be encouraged to attend the College Fair hosted at one of the Dubois County schools in the Fall and to attend the VUJC College Fair in the spring.

The parents of all juniors will receive an invitation to attend College 101. College 101 is a workshop that focuses on areas such as how to increase college entrance exam scores, how to select and apply to a college, and how to pay for college.

A College Panel will be held in January for interested students. Graduates from Northeast Dubois share their expertise with our current college bound juniors and seniors.

Juniors will have the opportunity to participate in the Dubois County Job Fair hosted at Jasper High School in the Spring.

### **Grade 12**

Several Senior Meetings are held during the school year. In August a Senior Folder is distributed, which contains several items including: Senior Newsletter, College-Bound Senior Timetable, College Entrance Exams, College Application Process, E-transcript, Campus Visits, & Financial Aid/Scholarships.

In October and November individual conferences will be scheduled with each senior during which time a Senior Checklist is completed by the student to determine what they have done so far to prepare for life after high school. The final Senior Meeting occurs in May when each student completes the Senior Final Intake form.

Seniors will be encouraged to participate in Senior Job Shadow Day in October.

A College Panel will be held in January for interested students. Graduates from Northeast Dubois share their expertise with our current college bound juniors and seniors.

The annual Financial Aid Workshop will be held to assist parents and students with completing FAFSA (the Free Application for Federal Student Aid). A scholarship packet of local opportunities will be compiled and shared with seniors.

Seniors will be encouraged to attend the College Fair hosted at one of the Dubois County schools in the Fall.

Seniors will have the opportunity to participate in the Dubois County Job Fair hosted at Jasper High School in the Spring.

Senior Awards are held in May to recognize our seniors and scholarship recipients.

# CAREER PLAN for Class of 2025 & 2026

Student's Name \_\_\_\_\_ Diploma Type(s) \_\_\_\_\_  
Parents' Names \_\_\_\_\_ Career Pathway: \_\_\_\_\_

## HIGH SCHOOL COURSE OUTLINE

*The following guideline should be used to meet the requirements for CORE 40.  
Additional requirements exist for AHD & THD.*

### Grade 9

1. English 9 \_\_\_\_\_
2. College & Careers/Personal Financial Res \_\_\_\_\_
3. Biology I \_\_\_\_\_
4. Math ( \_\_\_\_\_ ) \_\_\_\_\_
5. PE and/or Elective \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### Grade 10

1. English 10 \_\_\_\_\_
2. World History \* \_\_\_\_\_
3. Math ( \_\_\_\_\_ ) \_\_\_\_\_
4. Science ( \_\_\_\_\_ ) \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

\* Circle if taking Alt PE II or Summer PE II

### Grade 11

1. English 11 OR Composition I/Adv Eng Lit \_\_\_\_\_
2. Math \* ( \_\_\_\_\_ ) \_\_\_\_\_
3. United States History \_\_\_\_\_
4. Science \* ( \_\_\_\_\_ ) \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### Grade 12

1. English 12 OR Comp II/Speech \_\_\_\_\_
2. Government/ Economics \_\_\_\_\_
3. Math or QR \* ( \_\_\_\_\_ ) \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## POST- SECONDARY EDUCATION PLAN

Do you plan to pursue any education or training after high school? Explain.

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## STATEMENT OF CAREER GOALS

What career(s) do you plan to pursue? Rewrite this statement each year as your plans change.

Grade 9 \_\_\_\_\_

Grade 10 \_\_\_\_\_

Grade 11 \_\_\_\_\_

Grade 12 \_\_\_\_\_

## CONFIRMATION LOG

Student, Counselor, and parent signature and date required each time plan is reviewed.

Student \_\_\_\_\_ Parent \_\_\_\_\_ Counselor \_\_\_\_\_ Date \_\_\_\_\_

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# CAREER PLAN for Class of 2027 & 2028

Student's Name \_\_\_\_\_ Diploma Type(s) \_\_\_\_\_  
Parents' Names \_\_\_\_\_ Career Pathway: \_\_\_\_\_

## HIGH SCHOOL COURSE OUTLINE

*The following guideline should be used to meet the requirements for CORE 40.  
Additional requirements exist for AHD & THD.*

### Grade 9

1. English 9 \_\_\_\_\_
2. Intro Business/Personal Financial Res \_\_\_\_\_
3. Biology I \_\_\_\_\_
4. Math ( \_\_\_\_\_ ) \_\_\_\_\_
5. PE/Health/Careers **OR** Elective ( \_\_\_\_\_ ) \_\_\_\_\_
6. Elective \_\_\_\_\_
7. Elective \_\_\_\_\_

\* Circle if taking Alt PE II

### Grade 10

1. English 10 \_\_\_\_\_
2. World History \* \_\_\_\_\_
3. Math ( \_\_\_\_\_ ) \_\_\_\_\_
4. Science ( \_\_\_\_\_ ) \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### Grade 11

1. English 11 OR Composition I/Adv Eng Lit \_\_\_\_\_
2. Math \* ( \_\_\_\_\_ ) \_\_\_\_\_
3. United States History \_\_\_\_\_
4. Science \* ( \_\_\_\_\_ ) \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### Grade 12

1. English 12 OR Comp II/Speech \_\_\_\_\_
2. Government/ Economics \_\_\_\_\_
3. Math or QR \* ( \_\_\_\_\_ ) \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## POST- SECONDARY EDUCATION PLAN

Do you plan to pursue any education or training after high school? Explain.

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## STATEMENT OF CAREER GOALS

What career(s) do you plan to pursue? Rewrite this statement each year as your plans change.

Grade 9 \_\_\_\_\_

Grade 10 \_\_\_\_\_

Grade 11 \_\_\_\_\_

Grade 12 \_\_\_\_\_

## CONFIRMATION LOG

Student, Counselor, and parent signature and date required each time plan is reviewed.

**Student** **Parent** **Counselor** **Date**

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