HANOVER CENTRAL HIGH SCHOOL

10120 W. 133rd Avenue
Cedar Lake, IN 46303
(219) 374 – 3800

ADMINISTRATION

Dr. Mary Tracy-MacAulay	Superintendent
Mr. Phil Misecko	Assistant Superintendent
Ms. Tami Kepshire	Principal
Mrs. Lori Bathurst	Assistant Principal
Mr. Brian Parker	Assistant Principal
Mrs. Kelly Bermes	Athletic Director
Mr. Cody Tatro	School Counselor A-Gi
Mrs. Megan Smith	School Counselor Gj-Pe
Mrs. Monica Nelson	School Counselor Pf-Z

Hanover Central High School is located in south Lake County Indiana in a suburban community. Hanover Central is NCA accredited and Indiana First Class Commission.

Classes are based on a 8 period block schedule. The school year is divided in two semesters with two 9 week grading periods each semester. Semester grades are awarded in December and June each year. The grading scale is as follows:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
59 and below	F

Students enrolled in AP and dual credit college courses may be expected to perform using a grading scale which reflects a high level of academic expectations. Hanover Central is on a 4.0 grading scale. Weighted classes receive an additional point when calculating grade point average.

The following courses are weighted:

- AP BIOLOGY
- AP CALCULUS AB
- AP CHEMISTRY
- AP ENGLISH LANGUAGE
- AP ENGLISH LITERATURE
- ALL HONORS CLASSES (.5 POINT)
- AP MACROECONOMICS
- AP PSYCHOLOGY
- AP SPANISH LANGUAGE
- AP SPANISH LITERATURE
- AP US HISTORY

Honor Roll is determined at the end of each 9 week grading period based on the current GPA. Students earn Superior Honor Roll with a 4.0 GPA, High Honor Roll with a 3.5 GPA, and Honor Roll with a 3.0 GPA.

Students in grades 9 – 12 may earn an academic letter by having a 3.5 GPA for a single school year or a cumulative 3.5 GPA for all years in high school. A letterman jacket may be purchased with the first academic letter. Students in athletics may earn a letter for their varsity sports participation.

Indiana General High School Diploma

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

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

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

Course and Credit Requirements (Class of 2016 & Beyond)

English/Language Arts	**8 credits**
	Credits must include literature, composition and speech
Mathematics	**4 credits (in grades 9-12)**
	2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course ***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.***
Science	**4 credits**
	2 credits: Biology I 2 credits: Any science course ***At least one credit must be from a Physical Science or Earth and Space Science course***
Social Studies	**4 credits**
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	**2 credits**
Health and Wellness	**1 credit**
College and Career Pathway Courses Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	**6 credits**
Flex Credit	**5 credits**
	Flex Credits must come from one of the following: • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Language or Fine Arts
Electives	**6 credits** Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.

40 Total Credits Required

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

INDIANA

CORE 40

Course and Credit Requirements

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

40 Total Credits

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

CORE 40 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 transcripted college credits in dual credit courses from the approved dual credit list.
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcripted college credits from the approved dual credit list,
    2. 2 credits in AP courses and corresponding AP 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

CORE 40 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 transcripted 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 - E) 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.

Graduation Pathways
Hanover Central High School

Students must complete all 3 boxes below in order to successfully graduate from Hanover Central High School.

Box 1 – High School Diploma (students must pass the classes listed below for the Core 40 Diploma)

- 4 years of English
- 3 years of Math (including Algebra 1, Geometry, and Algebra 2)
- 3 years of Science (including Biology, Chemistry/Physics, and at least 1 other science)
- 3 years of Social Studies (including World History, US History, and Economics/US Government)
- 1 year of Physical Education
- 1 semester of Health
- 5 credits (1 credit earned each semester) of Directed Electives (in at least 1 of the following areas - World Languages, Fine Arts, and/or Career and Technical Education)
- 6 credits (1 credit earned each semester) of Electives (includes any additional courses students would like to take)

Box 2 – Learn and Demonstrate Employability Skills (complete one of the below options prior to graduation) .

- 40 hours of employment – must complete corresponding employment verification form and essay
- 10 hours of community / volunteer work – must complete corresponding form and essay
- Participation in sport/club for 1 full season/term – must complete corresponding form and essay

Box 3 – Postsecondary-Ready Competencies (complete one of the below options)

- Honors Diploma: earn either the Academic or Technical Honors Diploma
- SAT: earn scores of at least 530 in Math and 480 in Reading/Writing
- ASVAB: earn score of at least 31 (only allowed for students intending to enlist in a military branch)
- State and Industry recognized Credential or Certification (these are earned through a limited number of our CTE pathways)
- Career Technical Education Concentrator: earn a “C” average and successfully pass all 3 years (6 credits) of a CTE pathway
- AP/Dual Credit Courses: earn a “C” average or higher in at least 3 courses

CTE Concentrators
Hanover Central High School

To fulfill a CTE concentrator for Box 3 for Graduation Pathways, a student must earn a C average or higher in at least three courses (6 total credits) within a Next Level Programs of Study (NLPS) Career Pathway. These three courses must include the Principles course, CTE Concentrator A course, and CTE Concentrator B course.

Next Level Programs of Study (NLPS) Course Sequences			
Career Pathway	Principles - Level I	CTE Concentrator A - Level I	CTE Concentrator B - Level I
Construction Trades - Carpentry	Principles of Construction Trades	Construction Trades: General Carpentry	Construction Trades: Framing and Finishing
Digital Design	Principles of Digital Design	Digital Design Graphics	Graphic Design and Layout
Entrepreneurship	Principles of Entrepreneurship	New Venture Development	Small Business Operations
Marketing and Sales	Principles of Business Management	Marketing Fundamentals	Strategic Marketing -or- Digital Marketing
Early Childhood	Principles of Early Childhood Education	Early Childhood Education Curriculum	Early Childhood Education Guidance
Emergency Medical Services	Principles of Healthcare	Medical Terminology	Emergency Medical Tech
Pre-Nursing	Principles of Healthcare	Medical Terminology	Healthcare Specialist: C N A
Culinary Arts	Principles of Culinary and Hospitality	Nutrition	Culinary Arts
Cybersecurity	Principles of Computing	Cybersecurity Fundamentals	Advanced Cybersecurity
Criminal Justice	Principles of Criminal Justice	Law Enforcement Fundamentals	Corrections and Cultural Awareness
Engineering	Introduction to Engineering Design	Principles of Engineering	Civil Engineering and Architecture
Automotive Services	Principles of Automotive Services	Brake Systems	Steering and Suspensions

HIGH SCHOOL COURSE OFFERINGS

State Code Sem/Yr Grade Pre-requisite

ARCHITECTURE AND CONSTRUCTION

Principles of Construction Trades **7130** **Y** **10-11** **None**

Principles of Construction Trades prepares students with the basic skills needed to continue in a construction trade field. Topics will include an introduction to the types and uses for common hand and power tools, learn the types and basic terminology associated with construction drawings, and basic safety. Additionally, students will study the roles of individuals and companies within the construction industry and reinforce mathematical and communication skills necessary to be successful in the construction field. **This course may be taken for dual credit through Ivy Tech.**
NLPS Principles Course

NLPS Construction Trades – Carpentry Career Pathway Cluster (below courses taken together as a 2 period class)

Construction Trades: General Carpentry **7123** **Y** **11-12** **Principles of Construction Trades**

Construction Trades: General Carpentry builds upon the skills learned in the Principles of Construction Trades and examines the basics of framing. This includes studying the procedures for laying out and constructing floor systems, wall systems, ceiling joist and roof framing, and basic stair layout. Additionally, students will be introduced to building envelope systems. **This course may be taken for dual credit through Ivy Tech.**
NLPS Concentrator A

Construction Trades: Framing and Finishing **7122** **Y** **11-12** **Principles of Construction Trades**

Construction Trades: Framing and Finishing prepares students with advanced framing skills along with interior and exterior finishing techniques. Topics include roofing applications, thermal and moisture protection, exterior finishing, cold-formed steel framing, drywall installation and finishing, doors and door hardware, suspended ceilings, window, door, floor, and ceiling trim, and cabinet installation. **This course may be taken for dual credit through Ivy Tech.**
NLPS Concentrator B

ARTS, AV TECH, AND COMMUNICATIONS

Principles of Digital Design **7140** **Y** **9-11** **None**

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 may be taken for dual credit through Ivy Tech.**
NLPS Principles Course

Digital Design Graphics **7141** **Y** **10-12** **Principles of Digital Design**

Digital Design Graphics will help students to understand and create the most common types of computer graphics used in visual communications. Skills are developed through work with professional vector-based and page layout software used in the industry. Additionally, students will be introduced to a full range of image input technology and manipulation including conventional photography, digital imaging, and computer scanners. Students will learn to communicate concepts and ideas through various imaging devices. **This course may be taken for dual credit through Ivy Tech.**
NLPS Concentrator A

Graphic Design and Layout **5550** **Y** **11-12** **Prin of Digital Design, Digital Design Graphics**

Graphic Design and Layout teaches design process and the proper and creative use of type as a means to develop effective communications for global, corporate and social application. Students will create samples for a portfolio, which may include elements or comprehensive projects in logo, stationery, posters, newspaper, magazine, billboard, and interface design.
NLPS Concentrator B

HIGH SCHOOL COURSE OFFERINGS

State Code Sem/Yr Grade Pre-requisite

BUSINESS

Principles of Business Management **4562** **Y** **9-11** **None**

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 may be taken for dual credit through Ivy Tech.**
NLPS Principles Course

Marketing Fundamentals **5914** **Y** **10-12** **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.
NLPS Concentrator A

Strategic Marketing **5918** **Y** **11-12** **Prin of Bus Mgmt, Marketing Fundamentals**

Strategic Marketing builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of theories from psychology, social psychology and economics. The relationship between consumer behavior and marketing activities will be reviewed.
NLPS Concentrator B

Digital Marketing **7145** **Y** **11-12** **Prin of Bus Mgmt, Marketing Fundamentals**

Digital Marketing provides an introduction to the world of e-commerce and digital marketing media. The course covers how to integrate digital media and e-commerce into organizational and marketing strategy. Students will explore e-commerce applications and the most popular digital marketing tactics and tools. Emphasizes familiarity with executing digital media, understanding the marketing objectives that digital media can help organizations achieve, and establishing and enhancing an organization's digital marketing presence.
NLPS Concentrator B

Principles of Entrepreneurship **7154** **Y** **9-11** **None**

Principles of Entrepreneurship, a project-based course, 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 course may be taken for dual credit through Ivy Tech.**
NLPS Principles Course

New Venture Development **7148** **Y** **10-12** **Principles of Entrepreneurship**

New Venture Development is targeted to students interested in creating and growing their own businesses. This course is mostly a project-based learning environment in which local entrepreneurs will be partnered with students. The course will focus on key marketing strategies particularly relevant for new ventures. Students will apply marketing concepts to entrepreneurial company challenges, which include creating and nurturing relationships with new customers, suppliers, distributors, employees and investors; and understand the special challenges and opportunities involved in developing marketing strategies "from the ground up." **This course may be taken for dual credit through Ivy Tech.**
NLPS Concentrator A

	State Code	Sem/Yr	Grade	Pre-requisite
Small Business Operations	**7147**	**Y**	**11-12**	**Prin of Entrepr, New Venture Dev**

Small Business Operations will help students identify and evaluate the various sources available for funding a new enterprise; demonstrate an understanding of financial terminology; read, prepare, and analyze basic financial statements; estimating capital requirements and risk, exit strategies; and prepare a budget for their business, including taxes and personnel costs. In addition, the student should be able to explain the importance of working capital and cash management. The student should also be able to identify financing needs, and prepare sales forecasts. **This course may be taken for dual credit through Ivy Tech.**
NLPS Concentrator B

EDUCATION AND TRAINING

Principles of Early Childhood Education	**7160**	**Y**	**10-11**	**None**

This course provides students with an overview of skills and strategies necessary to successfully complete a certificate. Additionally, it provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula and services available to young children. This course also examines basic principles of child development, Developmentally Appropriate Practices (DAP), importance of family, licensing, and elements of quality care of young children with an emphasis on the learning environment related to health, safety, and nutrition. Students may be required to complete observations and field experiences with children as related to this course. **This course may be taken for dual credit through Ivy Tech.**
NLPS Principles Course

Early Childhood Education Curriculum	**7158**	**Y**	**11-12**	**Principles of Early Childhood Education**

Early Childhood Education Curriculum examines developmentally appropriate environments and activities in various childcare settings while exploring the varying developmental levels and cultural backgrounds of children. Students may be required to complete observations and field experiences with children as related to this course. **This course may be taken for dual credit through Ivy Tech.**
NLPS Concentrator A

Early Childhood Education Guidance	**7159**	**Y**	**12**	**Principles of Early Childhood Education**

This course allows students to analyze developmentally appropriate guidance, theory and implementation for various early care and education settings. It also provides a basic understanding of the anti-bias/multicultural emphasis in the field of early childhood. Students may be required to complete observations and field experiences with children as related to this course. **This course may be taken for dual credit through Ivy Tech.**
NLPS Concentrator B

HIGH SCHOOL COURSE OFFERINGS

State Code Sem/Yr Grade Pre-requisite

ENGLISH/LANGUAGE ARTS

ENGLISH COURSE SEQUENCING			
9th	10th	11th	12th
English 9	English 10	English 11*	English 12*
Honors English 9	Honors English 10	AP English Language & Composition	AP English Literature & Composition

* Alternative English courses available

English 9 **1002** **Y** **9** **None**

English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

Honors English 9 **1002** **Y** **9** **Criteria Determined by Department**

English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information. Course depth and rigor will be further explored in this course.

English 10 **1004** **Y** **10** **English 9**

English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9- 10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

Honors English 10 **1004** **Y** **10** **Criteria Determined by Department**

Honors English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9- 10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information. Course depth and rigor will be further explored in this course.

HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
English 11	**1006**	**Y**	**11**	**English 9 & 10**

English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

AP English Language and Composition	**1056**	**Y**	**11**	**English 9 & 10**

AP English Language and Composition 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 course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. There is no prescribed sequence of study. **Students should be able to read and comprehend college level texts and apply the conventions of standard written English in their writing.**

English 12	**1008**	**Y**	**12**	**English 9, 10 & 11**

English 12, an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grades 11- 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

AP English Literature and Composition	**1058**	**Y**	**12**	**English 9 & 10**

AP English Literature and Composition is a course based on the content established and copyrighted by the College Board. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. **Students should be able to read and comprehend college level texts and apply the conventions of standard written English in their writing.**

Creative Writing	**1092**	**S**	**10-12**	**English 9, Concurrently with English 10**

Creative Writing, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
Dramatic Literature	**1028**	**S**	**10-12**	**English 9, Concurrently with English 10**

Dramatic Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of plays and literary art as different from other literary genres. Students view live, televised, or filmed productions and stage scenes from plays or scripts. Students examine tragedies, comedies, melodramas, musicals or operas created by important playwrights and screenwriters representing the literary movements in dramatic literature. Students analyze how live performance alters interpretation from text and how developments in acting and production have altered the way we interpret plays or scripts. Students analyze the relationship between the development of dramatic literature as entertainment and as a reflection of or influence on the culture. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum.

Film Literature	**1034**	**S**	**10-12**	**English 9, Concurrently with English 10**

Film Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum. **This course does not count as an English Core Class for NCAA Eligibility.**

Speech	**1076**	**S**	**10-12**	**English 9, Concurrently with English 10**

Speech, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multimedia presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.

Student Media	**1086**	**Y**	**10-12**	**English Teacher Recommendation**

Students demonstrate their ability to do journalistic writing and design for high school publications, including school yearbooks, and a variety of 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 publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields. This class will work on the Hanover Central High School yearbook. **This class will count as an elective class only. It fulfills the Fine Arts requirement for the Core 40 with Academic Honors. This course does require out of school duties.**

HIGH SCHOOL COURSE OFFERINGS

State Code Sem/Yr Grade Pre-requisite

FINE ARTS

Only these courses fulfill the Fine Art requirements for the Academic Honors Diploma.

Beginning Concert Band **4160** **Y** **9-12** **None**

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 musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Intermediate Concert Band **4168** **Y** **9-12** **Audition Only**

Intermediate Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Students study a varied repertoire of developmentally appropriate concert band literature and develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Advanced Concert Band **4170** **Y** **9-12** **Audition Only**

The band seeks to respond to the needs of the community with a variety of quality music. Students will continue to refine their musical skills with the following musical elements: tone production, technical skills, intonation, music reading skills, listening skills, musical analysis, and certain historical components of style. Each student is encouraged to increase individual accomplishment, but at the same time, be aware of the total group. Activities include concerts, playing for basketball games, parades and state contests. Students may also participate in improvisation, conducting, and sight reading.

Jazz Ensemble **4164** **Y** **9-12** **None**

Jazz Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director.

Beginning Chorus **4182** **S/Y** **9-12** **None**

Non-audition performance group offered to interested students grades 9 through 12. The class covers a wide variety of repertoire, ranging from classical to pop music. Students develop musicianship and specific performance skills through ensemble and solo singing. Students will be expected to perform with expression and technical accuracy. The evaluation of music and music performances is included.

HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
Intermediate Chorus	**4186**	**Y**	**9-12**	**Audition Only**

Intermediate Chorus will 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.

Advanced Chorus	**4188**	**Y**	**9-12**	**Audition Only**

Students taking Advanced Chorus must demonstrate musicianship through an audition. The chorus is composed of male and female members. Chorus classes provide instruction in creating, performing, conducting, and listening to and analyzing. Students will be involved in live performances both in and outside the school. Musical performance will include: classical, popular, jazz, country, gospel and broadway idioms. Students will practice sight-reading and acappella singing, and choreography.

Music History and Appreciation	**4206**	**S**	**9-12**	**None**

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

Theater Arts	**4242**	**S**	**9-12**	**None**

Theater Arts is based on the Indiana Academic Standards for Theater. Students enrolled in Theater Arts read and analyze plays, create scripts and theater pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theater history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theater, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theater patrons in their community.

Introduction to 2-D Art	**4000**	**S**	**9-12**	**None**

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 museums, galleries, studios, and community resources.

Advanced 2-D Art	**4004**	**S**	**9-12**	**Intro to 2-D 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 presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

Introduction to 3-D Art	**4002**	**S**	**9-12**	**None**

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 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 museums, galleries, studios, and community resources.

HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
Advanced 3-D Art	**4006**	**S**	**9-12**	**Intro to 3-D 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 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 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.

Fiber Arts	**4046**	**S**	**9-12**	**None**

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, coiling, and stitchery. Students create works of jewelry design and fabrication techniques including sawing, piercing, filing, and soldering. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Fine Art Connections	**4026**	**S**	**9-12**	**None**

In this course, students make connections between subjects such as music, theater, math, dance, film-editing and various other visual arts related topics. Several art projects throughout the semester (tessellations, printmaking, scratchboard, puppetry, design, illustration, etc.) serve as a conduit for such connections.

Visual Communication	**4086**	**S**	**9-12**	**None**

This course emphasizes fundamental drawing techniques for beginners and more advanced design concepts for advanced artists. Projects include multi-point perspective drawing, design/illustration, and various other visual arts related topics.

HEALTH SCIENCE

Principles of Healthcare	**7168**	**Y**	**9-11**	**None**

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 may be taken for dual credit through Ivy Tech.**
NLPS Principles Course

Medical Terminology	**5274**	**Y**	**10-12**	**Principles of Healthcare**

Medical Terminology prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information. Students have the opportunity to acquire skills in interpreting medical records and communications accurately and logically. Emphasis is on forming a foundation for a medical vocabulary including meaning, spelling, and pronunciation. Medical abbreviations, signs, and symbols are included. **This course may be taken for dual credit through Ivy Tech.**
NLPS Concentrator A

HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
Healthcare Specialist: C N A	**7166**	**Y**	**12**	**C Average in Principles of Healthcare and Medical Terminology (Med Terms can be taken concurrently)**

1 credit per semester for 2 period block - The Healthcare Specialist: CNA prepares individuals desiring to work as nursing assistants with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed nurses. The course will introduce students to the disease process and aspects of caring for a long-term care resident with dementia. Individuals who successfully complete this course are eligible to apply to sit for the Indiana State Department of Health (ISDH) certification exam for nursing assistants. This course meets the minimum standards set forth by the ISDH for Certified Nursing Assistant training and for health care workers in long-term care facilities. **This course may be taken for dual credit through Ivy Tech.**
NLPS Concentrator B

Emergency Medical Tech	**7165**	**Y**	**12**	**Principles of Healthcare and Medical Terminology (Med Terms can be taken concurrently)**

1 credit per semester for 2 period block - This course is based on the training program developed by the Department of Transportation and the Emergency Medical Services Commission of Indiana. It covers theories, techniques and operational aspects of pre-hospital emergency care within the scope and responsibility of the emergency medical technician (EMT). It requires laboratory practice and clinical observation in a hospital emergency room and ambulance. Successful completion of the course meets national requirements to test for certification as an NREMT.
NLPS Concentrator B

HOSPITALITY AND TOURISM

Principles of Culinary and Hospitality	**7173**	**Y**	**9-11**	**None**

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.
NLPS Principles Course

Nutrition (*available 25-26 school year*)	**7171**	**Y**	**10-12**	**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. This course will engage students in hands-on learning of nutritional concepts such as preparing nutrient dense meals or examining nutritional needs of student athletes
NLPS Concentrator A

Culinary Arts (*available 25-26 school year*)	**7169**	**Y**	**11-12**	**Principles of Culinary and Hospitality**

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.
NLPS Concentrator B

HIGH SCHOOL COURSE OFFERINGS

State Code Sem/Yr Grade Pre-requisite

INFORMATION TECHNOLOGY

Principles of Computing **7183** **Y** **9-11** **None**

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. **Fulfills a Science course requirement for all diplomas. Quantitative Reasoning Course**
NLPS Principles Course

Cybersecurity Fundamentals **7179** **Y** **10-12** **Principles of Computing**

This course introduces fundamental networking protocols and their hierarchical relationship in the context of conceptual Information Communication Technology (ICT) frameworks. Students will learn how networked hosts and applications communicate across networks. Emphasis is placed on security throughout the entire SDLC (Systems Development Life Cycle). **Fulfills a Science course requirement for all diplomas.**
NLPS Concentrator A

Advanced Cybersecurity **7178** **Y** **11-12** **Prin of Computing, Cybersecurity Fund**

Students will acquire the fundamentals of information and data security and understand the vulnerability most organizations have in their security systems with an emphasis on firewalls, security plans and Virtual Private Networks (VPNs). Discussions will include data security methods, authentication, network attacks, malicious code and viruses, wireless security, e-mail and web security and disaster recovery. This course will also focus on the managerial aspects of information security and assurance. Topics covered include access control models, information security governance, and information security program assessment and metrics. Coverage on the foundational and technical components of information security is included to reinforce key concepts, such as security planning and contingencies, security policies, security management models and practices and ethics.
NLPS Concentrator B

HIGH SCHOOL COURSE OFFERINGS

State Code Sem/Yr Grade Pre-requisite

MATHEMATICS

MATHEMATICS COURSE SEQUENCING				
8th	9th	10th	11th	12th
Pre-Algebra	Algebra 1	Geometry	Algebra 2	**Math Electives:** Precalculus or Quantitative Reasoning
Algebra 1	Honors Geometry	Honors Algebra 2	Honors Precalculus	AP Calculus AB

Algebra 1 **2520** **Y** **9-12** **None**

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of six strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving, and using quadratic functions. 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.

Algebra 1 Lab **2516** **Y** **9-12** **Criteria Determined by Department**

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

Geometry **2532** **Y** **9-12** **Algebra 1**

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Seven critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Honors Geometry **2532** **Y** **9-10** **Criteria Determined by Department**

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Seven critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Course depth and rigor will be further explored in this course.

HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
Algebra 2	**2522**	**Y**	**10-12**	**Algebra 1, Geometry**

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. 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. A scientific calculator is required.

Mathematics Lab: Algebra 2	**2560**	**Y**	**11-12**	**Criteria Determined by Department**

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics. Mathematics Lab is to be taken in conjunction with a Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course.

Honors Algebra 2	**2522**	**Y**	**10-12**	**Criteria Determined by Department**

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. 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. A scientific calculator is required. Course depth and rigor will be further explored in this course.

Pre-Calculus/Trigonometry	**2564/2566**	**Y**	**11-12**	**Algebra 1, Geometry, Algebra 2**

Pre-Calculus extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. 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.

Honors Pre-Calculus/Trigonometry	**2564/2566**	**Y**	**11-12**	**Criteria Determined by Department**

Pre-Calculus extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. 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. Course depth and rigor will be further explored in this course.

	State Code	Sem/Yr	Grade	Pre-requisite
Quantitative Reasoning	**2550**	**Y**	**11-12**	**Algebra 2**

Quantitative Reasoning is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real-world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics course is designed to align with college-level quantitative reasoning courses for dual secondary/college credit. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students High School Course Titles and Descriptions 2022-2023 144 experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

AP Calculus AB	**2562**	**Y**	**12**	**Pre-Calculus**

AP Calculus AB 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 Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

PHYSICAL EDUCATION/HEALTH

Alternative Physical Education Waiver – see waiver form on page 35

Health and Wellness Education	**3506**	**S**	**9-12**	**None**

High school health education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum. Physical, mental, and emotional wellness, alcohol, tobacco, and other drugs, injuries and first aid, organ donation, and disease prevention will be topics discussed in health education.

Physical Education 1	**3542**	**S**	**9-12**	**None**

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

Physical Education 2	**3544**	**S**	**9-12**	**Physical Education 1**

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in four of the following areas that were not included in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
Elective Physical Education – Strength & Conditioning	**3560**	**S/Y**	**10-12**	**Physical Education 1 & 2**

This course is specifically designed for strength training with the purpose of improving athletic performance. The important elements of athletic development; muscular strength, muscular endurance, flexibility and body composition will be the major emphasis of this course. The student in this course, males or females, will be able to develop these physical attributes and incorporate them into their practices and competitions.

PUBLIC SAFETY

Principles of Criminal Justice	**7193**	**Y**	**10-11**	**None**

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. This course may be taken for dual credit through Ivy Tech. **This course may be taken for dual credit through Ivy Tech.**
NLPS Principles Course

Law Enforcement Fundamentals	**7191**	**Y**	**11-12**	**Principles of Criminal Justice**

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. **This course may be taken for dual credit through Ivy Tech.**
NLPS Concentrator A

Corrections and Cultural Awareness	**7188**	**Y**	**12**	**Principles of Crim Just, Law Enforce Fund**

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. **This course may be taken for dual credit through Ivy Tech.**
NLPS Concentrator B

HIGH SCHOOL COURSE OFFERINGS

State Code Sem/Yr Grade Pre-requisite

SCIENCE

SCIENCE COURSE SEQUENCING			
9th	10th	11th	12th
Biology	Integrated Chemistry/Physics -or- Chemistry	**Science Electives:** Chemistry, Anatomy & Physiology, Earth Science, Physics **AP Science Electives:** AP Biology, AP Chemistry	*No 12th grade science requirement, but a 4th year of science is recommended for a 4-year college/university*
Honors Biology	Honors Chemistry	**AP Science Electives:** AP Biology, AP Chemistry **Science Electives:** Anatomy & Physiology, Physics	*No 12th grade science requirement, but a 4th year of science is recommended for a 4-year college/university*

Biology **3024** **Y** **9** **None**

Biology I is a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.

Honors Biology **3024** **Y** **9** **Criteria Determined by Department**

Biology I is a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures. Course depth and rigor will be further explored in this course.

Integrated Chemistry & Physics (ICP) **3108** **Y** **10** **Below C average in Algebra 1**

Integrated Chemistry-Physics is a course focused on the following core topics: constant velocity; uniform acceleration; Newton's Laws of motion (one dimension); energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. 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. **Quantitative Reasoning Course**

Chemistry **3064** **Y** **10-12** **C average or better in Algebra 1**

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure and the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. 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. **Quantitative Reasoning Course**

HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
Honors Chemistry	**3064**	**Y**	**10**	**Criteria Determined by Department**

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure and the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. 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. Course depth and rigor will be further explored in this course. **Quantitative Reasoning Course**

Anatomy and Physiology	**5276**	**Y**	**11-12**	**Biology/Honors 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.

Earth and Space Science	**3044**	**Y**	**11-12**	**For students who are earning a Core 40 diploma but may pursue other post-secondary options other than a 4-year university**

Earth and Space Science I is a course focused on the following core topics: universe; solar system; Earth cycles and systems; atmosphere and hydrosphere; solid Earth; Earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation 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.

Physics	**3084**	**Y**	**11-12**	**Algebra 1**

Physics I is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. 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. **Quantitative Reasoning Course**

AP Biology	**3020**	**Y**	**11-12**	**Biology**

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. **Quantitative Reasoning Course.**

AP Chemistry	**3060**	**Y**	**11-12**	**Chemistry, Algebra 2**

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: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. **Quantitative Reasoning Course.**

HIGH SCHOOL COURSE OFFERINGS

State Code Sem/Yr Grade Pre-requisite

SOCIAL STUDIES

SOCIAL STUDIES COURSE SEQUENCING			
9th	10th	11th	12th
World History	*No 10th grade requirement*	US History	Government & Economics
Honors World History	*No 10th grade requirement*	AP US History	Government & AP Macroeconomics

World History and Civilization **1548** **Y** **9** **None**

World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

Honors World History and Civilization **1548** **Y** **9** **Criteria Determined by Department**

World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history. Course depth and rigor will be further explored in this course.

US History **1542** **Y** **11** **None**

United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the 21st century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

Economics **1514** **S** **12** **None**

Economics is the social studies course that examines the allocation of scarce resources and their alternative uses for satisfying human wants. This course analyzes the economic reasoning used as consumers, producers, savers, investors, workers, voters, and government agencies make decisions. Key elements of the course include a study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. **Quantitative Reasoning Course**

HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
AP Macroeconomics	**1564**	**S**	**12**	**None**

AP Macroeconomics 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 Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include: Basic Economic Concepts; Measurement of Economic Performance; National Income and Price Determination; Financial Sector; Stabilization Policies; and Economic Growth. **Students should be able to read a college-level textbook and write grammatically correct, complete sentences. Quantitative Reasoning Course**

U.S. Government	**1540**	**S**	**12**	**None**

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects the rights and provides the structure and functions of various levels of government. Analysis of how the United States interacts with other nations and the government's role in world affairs is included in this course. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States. **Please note students are required to take the naturalization test as part of this course.**

Current Problems, Issues, and Events	**1512**	**S**	**10-12**	**World History**

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

Psychology	**1532**	**S**	**11-12**	**None**

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas. History & 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 looks at all the changes through one's life; physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks 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.

Sociology	**1534**	**S**	**11-12**	**None**

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.

HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
AP Psychology	**1558**	**Y**	**11-12**	**None**

AP Psychology is a course based on the content established and copyrighted by the College Board. 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. **Students should be able to read a college-level textbook and write grammatically correct, complete sentences.**

AP United States History	**1562**	**Y**	**11-12**	**None**

AP United States History 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 United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. **Students should be able to read a college-level textbook and write grammatically correct, complete sentences.**

STEM

Introduction to Engineering Design	**4802**	**Y**	**9-11**	**None**

Introduction to Engineering Design is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students begin with completing structured activities and move to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented. **This course may be taken for dual credit through Ivy Tech.**
NLPS Principles Course

Principles of Engineering	**5644**	**Y**	**10-12**	**Introduction to Engineering Design**

Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems. Schools may use the PLTW curriculum to meet the standards for this course. NOTE: This course aligns with the PLTW Principles of Engineering curriculum. Use of the PLTW curriculum may require additional training and membership in the PLTW network. **This course may be taken for dual credit through Ivy Tech. Fulfills a Science course requirement for all diplomas. Quantitative Reasoning Course.**
NLPS Concentrator A

HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
Civil Engineering and Architecture	**5650**	**Y**	**11-12**	**Introduction to Engineering Design**

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

TRANSPORTATION

Principles of Automotive Services	**7213**	**Y**	**10-11**	**None**

This course gives students an overview of the operating and general maintenance systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the automotive industry. Students will study the maintenance and light repair of automotive systems. This course gives students an overview of the electrical operating systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the electrical diagnosis and repair in the automotive electrical industry. Students will study the fundamentals of electricity and automotive electronics. **This course may be taken for dual credit through Ivy Tech.**
NLPS Principles Course

NLPS Transportation - Automotive Services Pathway Cluster (below courses taken together as a 2 period class)

Brake Systems	**7205**	**Y**	**11-12**	**Principles of Automotive Services**

Brake Systems teaches theory, service, and repair of automotive braking systems. This course provides an overview of various mechanical brake systems used on today's automobiles. This course will emphasize professional diagnosis and repair methods for brake systems. **This course may be taken for dual credit through Ivy Tech.**
NLPS Concentrator A

Steering and Suspensions	**7212**	**Y**	**11-12**	**Principles of Automotive Services**

Steering and Suspensions will cover driveline theory and in-car service procedures. Theory and overhaul procedures related to the driveshaft and axle assemblies for front and rear wheel drive vehicles are included as well. Additionally, the course teaches theory, service and repair of automotive steering, and suspension systems. It provides an overview of various mechanical, power, and electrical steering and suspension systems used on today's automobiles and will emphasize professional diagnosis and repair methods for steering and suspension systems. **This course may be taken for dual credit through Ivy Tech.**
NLPS Concentrator B

HIGH SCHOOL COURSE OFFERINGS

State Code Sem/Yr Grade Pre-requisite

WORLD LANGUAGE

Spanish 1 **2120** **Y** **9-12** **None**

Spanish I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking cultures. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

Spanish 2 **2122** **Y** **10-12** **C Average in Spanish 1**

The primary work of Spanish I is reviewed. The course progresses through all the major structures of the language. Vocabulary is stressed. Speaking and understanding are further developed through regular conversational situations. Students will concentrate on, and study in depth, the culture of Mexico and Spain, history, music, and art.

Spanish 3 **2124** **Y** **10-12** **C Average in Spanish 1 & 2**

All structural areas of the language are completed and refined. Students must respond in Spanish and be able to participate at a conversational level in all areas. Reading and writing are further developed with the introduction of selected pieces of Spanish literature, newspapers, and magazines. The history and culture of Spain and Mexico will be highlighted with in depth studies of music, art, and literature.

AP Spanish Language and Culture **2132** **Y** **11-12** **C Average in Spanish 1, 2, & 3**

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). **To be offered on odd graduating years.**

AP Spanish Literature and Culture **2134** **Y** **11 – 12** **C Average in Spanish 1, 2, & 3**

AP Spanish Literature and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Spanish Literature and Culture. The course prepares students to be successful on the AP Spanish Literature and Culture exam. The course is not intended to be used as a dual credit course. The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its times and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism). **To be offered on even graduating years.**

HIGH SCHOOL COURSE OFFERINGS

DUAL CREDIT COURSES

Ivy Tech

Hanover Central High School is partnering with Ivy Tech to allow students to take college courses for both high school and college credit. There is no tuition fee for these classes, however, students may need to meet specific criteria to earn the college credit. Criteria is determined by Ivy Tech and may vary from year to year. The dual credit status of courses offered for dual credit are subject to change. The following courses are available:

- Brake Systems
- Civil Engineering and Architecture
- Construction Trades: Framing and Finishing
- Construction Trades: General Carpentry
- Corrections and Cultural Awareness
- Digital Design Graphics
- Early Childhood Education Curriculum
- Early Childhood Education Guidance
- Healthcare Specialist: C N A
- Introduction to Engineering
- Law Enforcement Fundamentals
- Medical Terminology
- New Venture Development
- Principles of Automotive Services
- Principles of Business Management
- Principles of Construction Trades
- Principles of Criminal Justice
- Principles of Digital Design
- Principles of Early Childhood Education
- Principles of Engineering
- Principles of Entrepreneurship
- Principles of Healthcare
- Small Business Operations
- Steering and Suspensions

HIGH SCHOOL COURSE OFFERINGS

MISCELLANEOUS OFFERINGS

Independent Study

Indiana Academy for Science, Mathematics, and Humanities

AP Calculus BC – must have passed AP Calculus AB

- This is an independent online course. Students/parents are responsible for registering for the class and MUST register by July 1st. The website to register is: https://academy.bsu.edu/online/

Indiana Online Academy (IOA)

A variety of courses are offered on Indiana Online Academy (IOA) including Ethnic Studies and Indiana Studies. Please see your counselor for more information regarding available courses.

- Students must enroll online through Indiana Online Academy's website which is www.indianaonline.org. This does require your counselor's approval. Students are not allowed to take courses through Indiana Online Academy that are offered at HCHS. HCHS is not responsible for registering students. Students and parents are to register on their own and are responsible for knowing start and end dates and deadlines.

Sample Four Year Plan

1st Semester	2nd Semester
9th Grade	
1. English 9	1. English 9
2. Algebra 1 / Geometry	2. Algebra 1 / Geometry
3. Biology	3. Biology
4. World History	4. World History
5. Physical Education	5. Physical Education / Health
6. _____	6. _____
7. _____	7. _____
10th Grade	
1. English 10	1. English 10
2. Geometry / Algebra 2	2. Geometry / Algebra 2
3. ICP / Chemistry	3. ICP / Chemistry
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
11th Grade	
1. English 11	1. English 11
2. Algebra 2 / Pre-Calculus	2. Algebra 2 / Pre-Calculus
3. 3rd year of Science	3. 3rd year of Science
4. US History	4. US History
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
12th Grade	
1. English 12	1. English 12
2. Government or Economics	2. Government or Economics
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____

Planning Calendar

Freshmen/Sophomore Year

- Get off to a good start. Get involved in extracurricular activities.
- Read as much as possible throughout the year.
- Check out career and college information in the Guidance Office.
- Begin using Naviance for college and career information.

Junior Year

Fall

- **Discuss future plans** with your parents and school counselor
- Familiarize yourself with **college admissions requirements**
- Verify with your counselor that your course load will meet college admissions requirements
- Maintain or improve grades as they have a significant impact on admission selection
- Take the PSAT during the school day in October (All Juniors will take the exam)
- Begin meeting with college representatives by signing up in the Guidance Office

Spring

- Make course selections – keep in mind college admissions requirements
- Counselors will visit classrooms to review the results of the PSAT and instruct students on how to utilize Khan Academy for individualized test prep
- Familiarize yourself with SAT & ACT and determine the best time to take it
- Use ***Naviance to search for and examine colleges*** you are interested in
- Begin narrowing down list to about four to six colleges
- **Take School Day SAT**
- Begin to visit college campuses – with parents if possible
- Begin researching scholarships via **Naviance**, **HC Guidance**, and **FastWeb**
- If you are an athlete planning to play a sport in college, be sure to make an account with the **NCAA Eligibility Center** or the **NAIA Eligibility Center**

Summer

- Continue to visit colleges on your list and ***schedule appointments with college admissions and official tours***

Senior Year

Fall

- **Start sending out applications to colleges – especially with early admission deadlines**
- Sign up to retake the SAT or ACT (if applicable)
- Do not forget about the **Financial Aid Night**
- Continue signing up in the Guidance Office to **meet with college representatives**
- Begin requesting transcripts via Naviance
- Begin requesting letters of recommendation via Naviance (if applicable)
- Begin working on your FAFSA (opens October 1st)
- Search for scholarships and review requirements (through the Guidance website and Naviance)

Spring

- Keep track of acceptance, rejection, and waitlisted decisions from colleges
- Revisit colleges and make your final decision

Schedule Change Request Form

Date: _____

Student Name: _____ **Grade:** _____

Schedule Change Policy: Schedule change requests will be considered for the first five (5) days of each semester. Students may request changes without a form prior to the first day of the school year. Starting the first day of the school year, any and all schedule changes must be accompanied by a completed form which is signed by the student and parent. Form must be completed in INK, NOT PENCIL.

We will NOT honor teacher requests or teacher changes unless approved by administration.

Please fill out:

Course(s) to Drop	**Course(s) to Add**
_____	_____
_____	_____

Explanation for the change:

_____

_____

_____

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

****Please note that schedule changes may cause a change in fees.****

For Guidance Use Only

Was the schedule request made: Yes No

Counselor Signature: _____ *Date:* _____

Hanover Central High School
Alternative Physical Education - Rules and Guidelines

The Indiana State Board of Education has provided flexibility to adapt the high school physical education requirements for students who demonstrate proficiency through other means.

Activities that qualify for the Physical Education waiver:

Baseball	Marching Band
Basketball	Soccer
Cheerleading	Softball
Cross Country	Tennis
Dance/Poms	Track and Field
Football	Volleyball
Golf	Wrestling

Guidelines:

- One complete season of the above activity is required to earn one semester of physical education credit. A student is allowed only ONE waiver for alternative Physical Education credit.
- A complete season is defined as the first practice to the final event. The students must remain on the active roster the entire season or the duration of the activity.
- Credit will NOT be granted for any activities from previous school years.
- Credit will NOT be granted to move-ins for participation in activities from previous school.
- PE Waiver will be a one-time opportunity. It may not be repeated in different seasons or years.
- It is the **STUDENT'S** responsibility to provide all completed documentation to the Guidance Office as required.
- ***If the Guidance Office does NOT receive the required forms by the specific deadline dates, no PE credit will be awarded.***

Requirements:

- Prior approval (signature) from parents, students, and coach/sponsor to participate in the waiver.
- Successfully complete the season or activity in good standing.
- Completion is defined as:
    - Participation from the start date to end date of the season.
    - The student may be removed from the team/group participation as a result of one or more of the following, therefore forfeiting their opportunity to earn Physical Education credit:
        - Academic ineligibility as determined by IHSAA requirements or activity leaders
        - Discipline (either team/group or school) resulting in removal from activity. Prolonged injury or illness that results in a loss of more than 1/3 of the season. However, if the athlete/team member remains in good standing with the team/group, maintains attendance with team/group, and actively participates in rehabilitation under the direction of a physician or school's athletic trainer, the athlete/team member may still receive credit
        - Any other reason as agreed upon by both the coach/director and high school administration.
- At the conclusion of the season/activity, the coach or sponsor will validate completion on the Final Credit Form.

For deadline dates regarding the Participation Contract and the Final Credit Form, please refer to the back of this sheet.

Hanover Central High School

Alternative Physical Education - Important Dates

(2024-2025 School Year)

Below you will find the deadline dates for turning in the required forms:

Sport	Participation Contract Due By	Final Credit Form Due By
Baseball	March 10	May 30
Basketball - Boys	November 8	March 3
Basketball - Girls	November 8	March 3
Cheerleading	Friday following 1st Student Day	March 3
Cross-Country	Friday following 1st Student Day	November 4
Dance/Poms	Friday following 1st Student Day	March 3
Football	Friday following 1st Student Day	November 4
Golf - Boys	March 10	May 30
Golf - Girls	Friday following 1st Student Day	November 4
Marching Band	Friday following 1st Student Day	November 4
Soccer	Friday following 1st Student Day	November 4
Softball	March 10	May 30
Tennis - Boys	Friday following 1st Student Day	November 4
Tennis - Girls	March 10	May 30
Track and Field	March 10	May 30
Volleyball	Friday following 1st Student Day	November 4
Wrestling	November 8	March 3

Hanover Central High School
Alternative Physical Education - Participation Contract

This form must be completed, signed and turned in to the Guidance Office by the official IHSAA start date of the indicated sport or activity. ***Please see the back side of the Rules and Guidelines Form for specific dates.***

Student Name: _____

Grade: _____

Please check one sport or activity that qualifies you for the PE Waiver:

_____Baseball
_____Basketball
_____Cheerleading
_____Cross Country
_____Dance/Poms
_____Football
_____Golf
_____Marching Band
_____Soccer
_____Softball
_____Tennis
_____Track and Field
_____Volleyball
_____Wrestling

I agree to the following requirements and conditions to earn my alternative PE credit:

1. I will complete and be active the entire season for the sport or activity listed above.
2. I will not have any disciplinary suspensions from the sport or activity listed above.
3. I will maintain a level of effort that is representative of receiving a high grade in a course at Hanover Central High School.
4. I understand that participation does NOT guarantee passing or an A as a grade in the Physical Education waiver, and it is a one-time opportunity. I have read the above requirements and understand and agree to fulfill all requirements. I understand that failure to meet all the alternative PE credit requirements means I will not receive the PE credit. I understand that being removed from my activity by means of not making the team, quitting, academics, disciplinary measures, attendance, or prolonged illness/injury/non-participation will result in failure of earning the PE credit. I understand all policies associated with the Physical Education Waiver credit option as detailed in the rules and guidelines.

Student Signature: _____Date: _____

Parent Signature: _____Date: _____

Coach/Sponsor Signature: _____Date: _____

Received on: _____

Hanover Central High School
Alternative Physical Education - Final Credit Form

Students are responsible for providing this form to their coach/sponsor to complete the performance evaluation on the back of this form. After the coach/sponsor completes the performance evaluation, ***the*** **student will turn in this form to the Guidance Office. The Guidance Office will provide this form to the PE teacher for final grade awarded.** *Please see the back side of the Rules and Guidelines Form for specific deadline dates.*

Student Name: _____

Grade: _____

Please check one sport or activity that qualifies you for the PE Waiver:

_____Baseball
_____Basketball
_____Cheerleading
_____Cross Country
_____Dance/Poms
_____Football
_____Golf
_____Marching Band
_____Soccer
_____Softball
_____Tennis
_____Track and Field
_____Volleyball
_____Wrestling

Performance Evaluation

Please see the rubric on the back of this form for more information regarding the evaluation process.

Student Signature: _____Date: _____

Parent Signature: _____Date: _____

Coach/Sponsor Signature: _____Date: _____

----------FOR OFFICE USE ONLY----------

A licensed PE Instructor must determine the grade based upon the coach/sponsor recommendation.

Grade issued on transcript: A B C no credit

PE Teacher Signature: _____Date: _____

Received on: _____

Hanover Central High School
Alternative Physical Education - Rubric

This form must be completed and signed by the COACH/SPONSOR.

Coach/Sponsor Instructions: *Please evaluate the student using the rubric below. You should indicate a point value for each component and then total the number points.*

Student Name: _____

Coach/Sponsor Name: _____

Sport/Activity: _____

Evaluation Rubric

	3 Points	2 Points	1 point
Attendance/Punctuality	**Always in attendance and on time.**	**Almost always in attendance and on time.**	**Inconsistently in attendance or on time.**
Sportsmanship	**Demonstrates outstanding sportsmanship and responsible personal and social behavior. Student has a positive attitude with peers and coach/sponsor.**	**Frequently demonstrates sportsmanship and responsible personal and social behavior. Student has a positive attitude with peers and coach/sponsor.**	**Occasionally demonstrates sportsmanship and responsible personal and social behavior. Student is occasionally negative or uncooperative.**
Ability	**Demonstrates excellent skills at a competitive level.**	**Demonstrates proficient skills and growth at a competitive level.**	**Demonstrates skills at a non-competitive level.**

Scoring:

Attendance/Punctuality _____

Sportsmanship _____

Ability _____

TOTAL _____

Coach/Sponsor Signature: _____ **Date:** _____