

MICHIGAN CITY HIGH SCHOOL

8466 W. Pals Road * Michigan City, IN 46360 * 219.873.2044

Career Pathway Guide



Course Descriptions

for the
2025-2026 School Year



College & Career READY!

REVISED:11.13.2024








CONTENTS

<u>MCHS VISION & MISSION</u>	3		
<u>COLLEGE & CAREER READINESS</u>	4	<u>COURSE DESCRIPTIONS</u>	47 - 143
<u>ACADEMIC & CAREER PLANNING</u>	5	<u>BUSINESS TECHNOLOGY</u>	47
<u>HONORS & AP COURSES</u>	6	<u>CAREER & TECHNICAL</u>	54
<u>DUAL CREDIT COURSES</u>	8	<u>ENGINEERING & TECHNOLOGY</u>	73
<u>LP COUNTY CAREER & TECHNICAL</u>		<u>ENGLISH & LANGUAGE ARTS</u>	76
<u>EDUCATION CENTER</u>	11	<u>FAMILY & CONSUMER SCIENCE</u>	82
<u>GRADUATION REQUIREMENTS</u>	16	<u>HEALTH & PHYSICAL EDUCATION</u>	87
<u>QUANTITATIVE REASONING COURSES</u>	23	<u>MULTIDISCIPLINARY</u>	89
<u>GETTING MONEY FOR COLLEGE</u>	24	<u>MARINE CORPS JUNIOR R.O.T.C.</u>	91
<u>CAREER EDUCATION MODEL</u>	26	<u>MATHEMATICS</u>	93
<u>EMPLOYER EXPECTATIONS</u>	27	<u>MUSIC</u>	98
<u>GRADUATION PATHWAYS</u>	28	<u>SCIENCE</u>	106
		<u>SOCIAL STUDIES</u>	113
		<u>SPECIAL EDUCATION</u>	121
		<u>VISUAL ART</u>	128
		<u>WORLD LANGUAGE</u>	135
		<u>SCHEDULE CHANGE POLICY</u>	144
		<u>CONTACT INFORMATION</u>	145

Use these links to be directed to each section.

These symbols will help you find the courses you want!

-  **Prerequisite(s) required**
-  **Counts toward Academic Honors Diploma**
-  **Counts toward Technical Honors Diploma**
-  **Dual Credit Available (see pages 8-10 for more info)**
-  **Fulfills Quantitative Reasoning Course Requirement**
- = Weighted Grade applies**

AHD = Core 40 Diploma with Academic Honors | THD = with Technical Honors

The Michigan City Area Schools does not discriminate on the basis of the Protected Classes of race, color, national origin, sex (including transgender status, sexual orientation and gender identity), disability, age, religion, military status, ancestry, or genetic information, which are classes protected by Federal and/or State law (collectively, "Protected Classes"). This includes the Corporation's employment opportunities, programs, and/or activities, or, if initially occurring off Corporation grounds or outside the Corporation's employment opportunities, programs and activities, affecting the Corporation's environment. For further information, clarification, or complaint, please contact the MCAS School Administration, 408 S. Carroll Avenue, Michigan City, Indiana 46360 at (219) 873-2000 for Title IX (gender equity related issues); or Special Education Director, 408 S. Carroll Avenue, Michigan City, Indiana 46360 at (219) 873-2000 for Section 504 (non-discrimination/disability issues and Americans with Disabilities). Any other information concerning the above policies may be obtained by contacting the Superintendent, Dr. Wendel McCollum, 408 S. Carroll Ave., Michigan City, Indiana 46360 at (219) 873-2000.

MICHIGAN CITY HIGH SCHOOL

VISION & MISSION








VISION

Excellence for Everyone

MISSION

Michigan City High School, a diverse learning community committed to excellence, will ensure our graduates are responsible and productive participants in an evolving global society by focusing on:

-  Rigorous and engaged learning,
-  A safe and supportive environment,
-  A curricular foundation preparing students to be college & career ready,
-  A highly effective staff,
-  Community, business, & family participation and ownership.



COLLEGE & CAREER READINESS

**Michigan City High School has a focus on College & Career
Readiness and YOUR success!**

Michigan City Area Schools defines college and career readiness as students graduating from high school, prepared for postsecondary life by achieving college or career credentials while still in high school. College or career credentials include successful completion of an approved industry certification; successful completion of at least three hours of college-level courses; or a passing Advanced Placement score.

College and Career Readiness engages secondary educators and business and industry to develop common goals that seek to align our pathways with the needs of our community. Partnerships with business and industry ensure **career readiness knowledge**, skills and dispositions which are fully integrated into the curriculum and instruction at MCHS, and help students chart a course for **career success beyond high school**. Our active community partnerships ensure that all stakeholders; secondary, post-secondary and business and industry help to develop shared goals for our students and their families. These partnerships provide the opportunity for all to share their expertise and provide engaging opportunities for students and educators to experience **hands-on, work-based learning**, as well as the opportunity to **earn college credits** while also enrolled in high school course work.

By providing expanded programming at Michigan City High School through Early College, Honors College, Core Academy, and Career and Technical Education Programs, and the many dual credit and AP opportunities, our students are prepared for **life after high school** and to meet the demands of business and industry.



ACADEMIC & CAREER PLANNING

Grade 9

All students will take the PSAT 8/9 to determine academic strengths and weaknesses. Students will meet with counselors to discuss various careers and the classes needed for their career choice. The meeting will also focus on graduation requirements of various diploma tracks, updating the student's Educational Development Plan and suggestions for next year's class schedule.



Attention, Juniors!

Planning on participating in athletics in college? You must be certified by the NCAA. For details, go to:

www.ncaaclearinghouse.net

Grade 10

Sophomores take the PSAT to gain experience in taking college entrance type tests. Sophomores will meet with a counselor to discuss their four-year Educational Development Plan, their progress toward graduation, and their class schedule for junior year.

Grade 11

All students will meet with a counselor to discuss their four-year Educational Development Plan, their progress toward graduation, and their class schedule for senior year. Students may take the PSAT. The test gives juniors valuable feedback about academic skills and helps prepare college-bound students for the ACT and SAT college admission tests. Students also compete for national scholarships and are placed on college mailing lists.

Students may take career inventories. These are geared toward junior and senior classes, in preparation for their career searches and future educational plans. College-bound students should take the SAT or ACT tests for college admission, in the spring of junior year.

Juniors will take the SAT in the spring as part of their Graduation Pathways.

Grade 12

All seniors will meet with their counselor at the beginning of the year for a final credit check. At this time, transcripts are reviewed and senior schedules are checked to make sure the student will have the correct credits for graduation. Students maintain close contact with their counselor as they complete their academic requirements for their high school diploma and send out college applications.



HONORS & ADVANCED PLACEMENT

The Michigan City Area Schools are committed to providing additional resources to students who demonstrate academic excellence and wish to take rigorous coursework in preparation for post-secondary education opportunities. Challenging coursework is offered through Academic Honors Courses, Advanced Placement Courses, and Dual Credit Courses for High School and College.

ACADEMIC HONORS COURSES

ENGLISH

AP English Language & Composition
AP English Contemporary Literature
AP Seminar
English 9 AH
English 10 AH

MATH

Algebra II AH
AP Calculus
AP Pre-Calculus
AP Statistics
Finite Math
Geometry AH
Pre-Calculus/Trigonometry

MUSIC

AP Music Theory

SCIENCE

Anatomy & Physiology
AP Biology
AP Chemistry
AP Environmental Science
AP Physics
Biology I AH
Biology II
Chemistry I AH
Chemistry II
Physics

SOCIAL STUDIES

AP Human Geography
AP Microeconomics
AP Psychology
AP US Government
AP US History
AP World History

OTHER

AP Research

Weighted Grades

MCHS "weights" the grades of all honors, dual credit, and advanced placement classes. This is in response to the additional rigor, challenges, and demands associated with taking courses beyond high school level. (Weighted courses are flagged with a \star in course guide listings.)

Grade	Percent	Points	Honors	AP/Dual Credit
A	90-100	4	4.5	5
B	80-89	3	3.5	4
C	70-79	2	2.5	3
D	60-69	1	1.5	2
F	50-59	0	0	0

LOOK for the \star symbol to find the courses in this book that count toward an Academic Honors Diploma (AHD).

LOOK for the \diamond symbol to find Dual Credit Courses.

LOOK for the \equiv symbol to find Weighted Courses.



HONORS & ADVANCED PLACEMENT

ADVANCED PLACEMENT COURSES

The Advanced Placement (AP) program offers high school students the opportunity to take college-level courses while still in high school. Students should begin planning for AP as early as Freshman year, so they can take courses to prepare for AP work as Juniors and Seniors.

At the end of an AP course, you will have the option to take the AP Exam prepared by the College Board. If you score well, colleges may give you credit for the course(s). There is a fee for the exam. A reduced fee is available for students who qualify. While the state often pays for science and math exams, the state DOES NOT pay for any other content area exams. If you choose to drop the course at the semester, you will be required to pay the \$40 fee to return the exam to College Board.

Before enrolling in an AP course, students should strongly consider:

- ★ Will you qualify for an Academic Honors diploma?
- ★ Do you have an A/B average in the core area?
- ★ Do you have a strong background in the necessary skills:
Reading/Writing/Math?
- ★ Are you willing to do summer work that may be required?
- ★ Do you have the time, patience, or desire for the work that will be required?
- ★ Is this an area of great interest to you?
- ★ Would your teacher recommend you?

Advanced Placement Classes Offered at MCHS

- ★ AP Biology ★ AP Calculus ★ AP Chemistry ★
- ★ AP English Language & Composition ★
- ★ AP English Literature & Composition ★ AP Environmental Science ★
- ★ AP Music Theory ★ AP Physics ★ AP Pre-Calculus ★ AP Psychology
- ★ AP Seminar ★ AP Research ★ AP Statistics ★
- ★ AP US Government ★ AP US History ★ AP World History ★



DUAL CREDIT

Staffing & Certification - Dual credit programs are typically offered through partnerships between high schools and colleges. These partnerships require that both institutions have the necessary staffing and certification to offer the dual credit courses. It is important to check with your high school counselor or the college offering the dual credit program to get the most up-to-date information on course availability and eligibility requirements.

What is Dual Credit?

Dual Credit, also called Concurrent Enrollment, is the term given to courses in which high school students have the opportunity to earn both high school and college credits. These dual credit courses are taught by high school teachers using the high school text and university curriculum during the regular high school classes.

An agreement is made between secondary and post-secondary schools establishing dual credit partnerships for each course involved. Because the college or university partner is awarding college credit, the agreement requires the high school and student to meet each college's eligibility standards.

You Can Complete a Year of College or More at MCHS!

Look how much \$\$\$ you can save on college tuition by taking dual credit courses!

<u>School</u>	<u>Tuition</u> (per credit hour)	<u>Total Cost of...</u>	
		15 credits	30 credits
Ivy Tech	\$150	\$2,250	\$4,500
Purdue Northwest (PNW)	\$265	\$3,975	\$7,950
Indiana University (IUSB)	\$236	\$3,540	\$7,080
Purdue University	\$348	\$5,220	\$10,002
Dual Credit at MCHS	\$0	FREE!	FREE!

* Priority courses only, cost of some PNW courses may vary.

** All amounts are subject to change and are for illustration purposes only.

More Great Things About Dual Credit

- ❖ Get a head start on college
- ❖ Get to know university registration steps, policies, and procedures before freshman year of college
- ❖ Earn credit with teachers you already know
- ❖ Be more successful (statistics show that if you earn college credit in high school you are more likely to earn a college degree!)



The Indiana College Core is a Technical Certificate (College Credential) that can be earned by taking dual credit classes with Ivy Tech and Indiana University through Michigan City High School.

The Indiana College Core consists of 30 semester hours of credit in general education classes such as Math, Science, History, English, etc., the completion of which at one public institution (Ivy Tech) means it can transfer as a block and count as satisfying the Indiana College Core equivalent at the receiving *public* Indiana institution.

Public Indiana institutions include IU (all sites), Purdue (all sites), Ball State, IUPUI, University of Southern Indiana, and Indiana State University.

This 30-credit hour block of courses is equal to a full year of college coursework, meaning any student who completes the Indiana College Core can complete a year of college. The Indiana College Core is also half (30 credits) of the credits needed to earn an Associate Degree in Liberal Arts or General Studies (60 credit degrees) at Ivy Tech.

Requirements to earn the Indiana College Core at MCHS are:

- 30 Credit Hours must be earned from classes offered on the Indiana College Core.
- Students must earn, *at minimum*, 3 credit hours in *each* of the 6 categories on the Indiana College Core (Written Communication, Speaking and Listening, Quantitative Reasoning, Scientific Ways of Knowing, Social and Behavioral Ways of Knowing, and Humanistic and Artistic Ways of Knowing).
- The maximum credit hours for each of the 6 categories allowed is 12 credit hours (i.e., even if a student earns 15 credit hours in the Scientific Ways of Knowing category, only 12 of those credit hours will count toward the 30 credits needed to earn the Indiana College Core).
- At minimum, 15 of the 30 credit hours needed to earn the Indiana College Core must come from Ivy Tech dual credit courses.
- Students must earn, at minimum, a 2.0 GPA in their dual credit classes that are part of the Indiana College Core.



SAVE MONEY!
TALK TO YOUR COUNSELOR
ABOUT YOUR TRANSFER
OPPORTUNITIES WHEN EARNING
THE INDIANA COLLEGE CORE!



One Year of College Credit at MCHS!



Students must take at least one course from each of the six categories below (no more than 12 credits from each category) & earn a total of 30 credits from this page.

Yellow: MCHS Course

Gray: University Course

Suggested Grade Level

QUANTITATIVE REASONING

Finite Mathematics	MTH500/501	3 credits	MATH 135	Finite Math	Grades 11-12
Pre-Calculus	MTH400	3 credits	MATH 136	College Algebra	Grades 11-12
Trigonometry	MTH401	3 credits	MATH 137	Trig with Analytic Geometry	Grades 11-12
Calculus	MTH402/403	4 credits	MATH 211	Calculus I	Grade 12
Quant. Reasoning	MTH408/411	3 credits	MATH 123	Quantitative Reasoning	Grades 11-12

SOCIAL & BEHAVIORAL WAYS OF KNOWING

US History	HST302	3 credits	HIST 105	American History I	Grades 10-11
US History	HST303	3 credits	HIST 106	American History II	Grades 10-11
US Gov DC	HST404	3 credits	POLS 103	Introduction to American Government and Politics	Grade 12

HUMANISTIC & ARTISTIC WAYS OF KNOWING

Creative. Writ. DC	ENG453	3 credits	ENGL 202	Creative Writing	Grades 11-12
Intro to Lit. DC	ENG452	3 credits	ENGL 206	Introduction to Literature	Grades 11-12
French III (S1)	WLD202	4 credits	FREN 101	French Level I	Grades 11-12
French III (S2)	WLD207	4 credits	FREN 102	French Level II	Grades 11-12
French IV (S1)	WLD203	3 credits	FREN 201	French Level III	Grades 12
French IV (S2)	WLD208	3 credits	FREN 202	French Level IV	Grade 12
German III (S1)	WLD302	4 credits	GERM 101	German Level I	Grades 11-12
German III (S2)	WLD307	4 credits	GERM 102	German Level II	Grades 11-12
German IV (S1)	WLD303	3 credits	GERM 201	German Level III	Grade 12
German IV (S2)	WLD308	3 credits	GERM 202	German Level IV	Grade 12
Spanish III	WLD102	4 credits	SPAN 101	Spanish Level I	Grades 11-12
Spanish III	WLD107	4 credits	SPAN 102	Spanish Level II	Grades 11-12
Spanish IV	WLD103	3 credits	SPAN 201	Spanish Level III	Grade 12
Spanish IV	WLD108	3 credits	SPAN 201	Spanish Level IV	Grade 12

SCIENTIFIC WAYS OF KNOWING

Biology II	SCI250/251	3 credits	BIO 100	Humans & the Biological World	Grades 10-12
Chemistry II	SCI350/351	3 credits	CHEM 101	Elementary Chemistry	Grades 11-12

WRITTEN COMMUNICATION

Eng. Composition DC	ENG450	3 credits	ENGL 111	English Composition	Grades 11-12
Rhetoric & Argument DC	ENG451	3 credits	ENGL 215	Rhetoric & Argument	Grades 11-12

SPEAKING & LISTENING

Advanced Speech	ENG008	3 credits	COMM 101	Fund. Of Public Speaking	Grades 10-12
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Green Font: Ivy Tech

Black Font: Indiana University

2024-2025

2025-2026

La Porte County Career & Technical Education Center

Dual Credit/Certifications

(Two Campuses: A.K. Smith Career Center (North) and South Campus)

Staffing & Certification - Dual credit programs are typically offered through partnerships between high schools and colleges. These partnerships require that both institutions have the necessary staffing and certification to offer the dual credit courses. It is important to check with your high school counselor or the college offering the dual credit program to get the most up-to-date information on course availability and eligibility requirements.

Automotive Services Technology Year I

Principles of Automotive Services 7213 Ivy Tech

AUTI 100	Basic Automotive Service	3 credits
AUTI 111	Electrical System I	3 credits (prereq./coreq. AUTI 100)

Brake Systems 7205 Ivy Tech

AUTI 121	Brake systems	3 credits (prereq./coreq. AUTI 111)
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Steering and Suspensions 7212 Ivy Tech

AUTI 122	Steering and Suspension	3 credits (prereq./coreq. AUTI 111)
AUTI 145	Driveline Services	3 credits (prereq./coreq. AUTI 100)

Certification: ASE, S/P2, FORD ACE Certifications

Total Possible Credits Earned 15 credits

Automotive Services Technology Year II

Automotive Services Capstone 7375 Ivy Tech

AUTI 131	Engine Performance Systems	3 credits (prereq. AUTI 111)
AUTI 141	Engine Repair and Fundamentals	3 credits (prereq./coreq. AUTI 100)

Certification: ASE, S/P2, FORD ACE Certifications

Total Possible Credits Earned 6 credits

Total Possible Credits For Two Year Program 21 credits

Construction Trades IVY Tech Year I

Principles of Construction Trades 7130 Ivy Tech

BCTI 100	Introduction to Construction	3 credits
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Construction Trades: General Carpentry 7123 Ivy Tech

BCTI 101	Intro to Carpentry, Part 1	3 credits (prereq./coreq. BCTI 100)
BCTI 102	Intro to Carpentry, Part 2	3 credits (prereq./coreq. BCTI 101)

Construction Trades: Framing and Finishing 7122 Ivy Tech

BCTI 103	Carpentry Framing & Finishing, Part 1	3 credits (prereq. BCTI 100)
BCTI 104	Carpentry Framing & Finishing, Part 2	3 credits (prereq./coreq. BCTI 103)

Certification: NCCER

Total Possible Credits Earned 15 credits

Construction Trades IVY Tech Year II

Construction Trades Capstone 7242 Ivy Tech

BCTI 130	Introduction to Electrical	4 credits
BCTI 201	Carpentry Forms, Part 1	3 credits (prereq. BCTI 100)
BCTI 202	Carpentry Forms, Part 2	3 credits (prereq./coreq. BCTI 201)
BCTI 280	CO-Op Internship	1-6 credits

Certification: NCCER

Total Possible Credits Earned	16 credits
Total Possible Credits For Two Year Program	31 credits

Criminal Justice and Law Year I
Dual Credits Only Offered 1st Year

Principles of Criminal Justice 7193 Vincennes University		
LAW 100	Survey of Criminal Justice	3 credits
Law Enforcement Fundamentals 7191 Vincennes University		
LAW 101	Basic Police Operations	3 credits
LAW 150	Criminal Minds and Deviant Behavior	3 credits
Corrections and Cultural Awareness 7188 Vincennes University		
LAW 145	Ethics and Professionalism in Criminal Justice	3 credits
Certification: End of Course Assessment		
Total Possible Credits Earned		12 credits

Cosmetology Year I

Principles of Barbering and Cosmetology 7330 Vincennes University		
Barbering and Cosmetology Fundamentals 7331 Vincennes University		
COSM 100 (Year)	Cosmetology I	7 credits
Advanced Cosmetology 7332 Vincennes University		
COSM 150 (Year)	Cosmetology II	7 credits
Total Possible Credits Earned		14 credits

Cosmetology Year II

Cosmetology II 5806 Vincennes University		
COSM 200	Cosmetology III	7 credits
COSM 250	Cosmetology IV	7 credits
Certification: Cosmetology License		
Total Possible Credits Earned		14 credits
Total Possible Credits For Two Year Program		28 credits

Culinary Arts and Hospitality Year I

Principles of Culinary and Hospitality 7173 Ivy Tech	<i>Pre-req: college-ready in R & W</i>	
HOSP 101	Principles of Culinary and Hospitality	3 credits
HOSP 102	Basic Food Theory and Skills	3 credits (prereq./coreq. HOSP 101)
Nutrition 7171 Ivy Tech		
HOSP 104	Nutrition	3 credits
Culinary Arts 7169 Ivy Tech		
HOSP 103	Soups, Stocks, and Sauces	3 credits (prereq. HOSP 101 & 102)
HOSP 105	Introduction to Baking	3 credits (prereq./coreq. HOSP 101)
Certification: Pro Start Level 1, ServSafe, Pro Start Certificate of Achievement		
Total Possible Credits Earned		15 credits

Culinary Arts and Hospitality Year II
2 Capstone Paths Available

Culinary Capstone 7233 Ivy Tech		
HOSP 106	Pantry and Breakfast	3 credits (prereq. HOSP 102 & coreq. HOSP 105)
HOSP 207	Customer Service	3 credits (prereq. HOSP 101)

Certification: Pro Start Level 1, ServSafe, Pro Start Certificate of Achievement

Total Possible Credits Earned	6 credits
Total Possible Credits For 2 Year Program	21 credits

Baking Capstone 7235

HOSP 111	Yeast Breads	3 credits (prereq. HOSP 105)
HOSP 113	Baking Science	3 credits (prereq. HOSP 105)

Certification: Pro Start Level 1, ServSafe, Pro Start Certificate of Achievement

Total Possible Credits Earned	6 credits
Total Possible Credits For 2 Year Program	21 credits

Education Careers Year I

Principles of Teaching 7161 Ivy Tech *Pre-req: college-ready in R & W*

EDUC 101	Introduction to teaching	credits TBD
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Child and Adolescent Development 7157 Ivy Tech

EDUC 121	Advanced Child Development	credits TBD
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Teaching and Learning 7162 Ivy Tech

EDUC 201	Technology In Education	credits TBD (prereq. EDUC 101)
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Total Possible Credits Earned	credits TBD
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Education Careers Year II

Education Professions Capstone 7267 Ivy Tech

EDUC 230	The Exceptional Child	3 credits (prereq. EDUC 101)
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EDUC 233	Literacy Development Through Children's Lit.	3 credits (prereq. EDUC 101)
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Assessment: Paraprofessional Certification

Total Possible credits Earned	6 credits
Total Possible Credits For 2 Year Program	14 credits

Energy Academy Year I

Principles of Construction Trades 7130 Ivy Tech

BCTI 100	Introduction to Construction Technology	3 credits
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Electrical Fundamentals 7124 Ivy Tech

BCTI 130	Intro to Electrical I	3 credits
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Advanced Electrical 7119 Ivy Tech

BCTI 131	Electrical, Part I	3 credits (prereq. BCTI 130)
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BCTI 132	Electrical, Part II	3 credits (prereq./coreq. BCTI 131)
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Certification: NCCER Electrical I, OSHA 10

Total Possible Credits Earned	12 credits
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Energy Academy Year II

Ivy Tech Course Name TBD

INDT 113	Industrial Electrical I	3 credits
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SUST 100	Introduction to Renewable Energy Systems	3 credits
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Certification: NCCER Electrical I, OSHA 10

Total Possible Credits Earned	6 credits
Total Possible Credits For 2 Year Program	18 credits

Fire Science Year I

Principles of Firefighting 7195 IVY Tech

HSPS 102	Introduction to Public Safety	3 credits
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HSPS 106	Fire Suppression	3 credits
Firefighting Fundamentals 7189 Ivy Tech		
HSPS 122	Hazmat Awareness and Operations	3 credits
HSPS 165	Firefighter I	3 credits (Prereq. HSPS 122)
Certification: Firefighter I Certification		
Total Possible Credits Earned		12 credits

EMS (Health Capstone EMS/Fire & Rescue Capstone) (Seniors Only)

Must Have Taken Fire Science or Health I

Emergency Medical Tech 7165 Ivy Tech		
PARM 102	Emergency Medical Tech	7.5 credits
Certification: CPR/First Aid/AED		
Total Possible Credits Earned		7.5 credits

Health Science Year I

Must take 2 years to complete Pathway

Principles of Healthcare 7168 Ivy Tech <i>Pre-req: college-ready in R & W</i>		
HLHS 100	Intro. To Health Careers	3 credits
HLHS 104	CPR/Basic Life Support	0.5 credits
Medical Terminology 5274 Ivy Tech		
HLHS 101	Medical Terminology	3 credits
HLHS 102	Essentials Anatomy & Physiology	3 credits
Health Science Tech Skills Development		
Certification: CPR/First Aid/AED		
Total Possible Credits Earned		9.5 credits

Health Science Year II (CNA Capstone)

Healthcare Specialist 7166 Ivy Tech		
HLHS 107	CNA Preparation	5 credits
HLHS 113	Dementia Care	3 credits
Healthcare Specialist Capstone 7255 Ivy Tech		
HLHS 105	Medical Law and Ethics	3 credits
HLHS 122	Electronic Health Records	3 credits (prereq./coreq. HLHS 101)
HLHS 125	Behavioral Health	3 credits
Certification: CPR, Certified Nursing Assistant, Dementia Care		
Total Possible Credits Earned		17 credits
Total Possible Credits For 2 Year Program		26.5 credits

Smart Manufacturing Year I

Principles of Industry 4.0 & Digital Manufacturing Ivy Tech		
SMDI 110	Introduction to Industrial Internet of Things	credits TBD
Robotics Design and Innovation Ivy Tech		
SMDI 111	Technology in Smart Manufacturing & Digital Integration	credits TBD
Digital Manufacturing Systems Ivy Tech		
SMDI 130	Electrical Systems in Manufacturing	credits TBD
INDT 205	Programmable Automation Controls I	credits TBD
Total Possible Credits Earned		credits TBD

Smart Manufacturing Year II (TBD)

Smart Manufacturing Capstone	Ivy Tech	
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Courses to be determined

Precision Machining Technology Year I

Principles of Precision Machining 7109 Ivy Tech		
MTTC 101	Introduction to Machining	3 credits
MTTC 106	Print Interpretation	3 credits
Precision Machining Fundamentals 7105 Ivy Tech		
MTTC 102	Turning Processes I	3 credits (prereq./coreq. MTTC 101)
MTTC 103	Turning Processes II	3 credits (prereq./coreq. MTTC 101)
Advanced Precision Machining 7107 Ivy Tech		
MTTC 105	Abrasive Processes I	3 credits (prereq./coreq. MTTC 101)
MTTC 110	Turning and Milling Processes	3 credits
Total Possible Credits Earned		18 credits

Precision Machining Technology Year II

Precision Machining Capstone 7219 Ivy Tech		
MTTC 107	CNC Setup and Operations I	3 credits (prereq. MTTC 101)
MTTC 208	CNC Mill Programming	3 credits
MTTC 209	CNC Lathe Programming	3 credits
Certifications: CNC Mill Operator, CNC Lathe Operator, NIMS (required for DCs), Measurement, Materials, & Safety Level I, Job Planning, Benchwork, & Layout Level I		
Total Possible Credits Earned		9 credits
Total Possible Credits For 2 Year Program		27 credits

Welding Technology Year I

Principles of Welding Technology 7110 Ivy Tech		
WELD 100	Welding Fundamentals	3 credits
Shielded Metal Arc Welding 7111 Ivy Tech		
WELD 108	Shielded Metal Arc Welding I	3 credits
WELD 206	Advanced Shielded Metal Arc Welding	3 credits (prereq/coreq. WELD 108)
Gas Welding Processes 7101 Ivy Tech		
WELD 207	Gas Metal Arc MIG Welding	3 credits
WELD 272	Advanced Gas Metal Arc (MIG) Welding	3 credits (prereq/coreq. WELD 207)
Total Possible Credits Earned		15 credits

Welding Technology Year II

Welding Technology Capstone 7226 Ivy Tech		
WELD 208	Gas Tungsten Arc (TIG) Welding	3 credits
WELD 273	Advanced Gas Tungsten Arc (TIG) Welding	3 credits (prereq/coreq. WELD 208)
Certification: AWS		
Total Possible Credits Earned		6 credits
Total Possible Credits For 2 Year Program		21 credits

CURRENT INDIANA HIGH SCHOOL DIPLOMA REQUIREMENTS

Indiana General High School Diploma

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

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

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

Course and Credit Requirements (Class of 2016 & Beyond)

English/Language Arts	8 credits Credits must include literature, composition and speech
Mathematics	4 credits 2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course <i>General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</i>
Science	4 credits 2 credits: Biology I 2 credits: Any science course <i>At least one credit must be from a Physical Science or Earth and Space Science course</i>
Social Studies	4 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
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: <ul style="list-style-type: none"> • 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 Languages 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	

(Updated Dec., 2011)

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 <small>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math course or quantitative reasoning course each year in high school.</small>
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: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits World Languages Fine Arts Career and Technical Education
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits <small>(College and Career Pathway courses recommended)</small>

40 Total State Credits Required

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

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

**SAT scores updated September, 2017

***WorkKeys assessment titles updated, 2018

CORE40 with Academic Honors

(minimum 47 credits)

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

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

CORE40 with Technical Honors

(minimum 47 credits)

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

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

Requisitos de Cursos y Créditos

Inglés/ Artes y Letras	8 créditos Incluye un balance de literatura, composición y discurso.
Matemáticas	6 créditos (en grados 9-12) 2 créditos: Álgebra I 2 créditos: Geometría 2 créditos: Álgebra II <small>O completar Matemáticas Integradas I, II, and III por 6 créditos. Los estudiantes tienen que tomar un curso de matemáticas o de inferencia cuantitativa cada año de la preparatoria (high school).</small>
Ciencia	6 créditos 2 créditos: Biología I 2 créditos: Química I o Física I o Química-Física Integrada 2 créditos: cualquier curso de ciencia de Core 40
Estudios Sociales	6 créditos 2 créditos: Historia de los Estados Unidos 1 crédito: Gobierno de los Estados Unidos 1 crédito: Economía 2 créditos: Historia Universal/Civilización o Geografía/Historia del Mundo
Electivos Dirigidos	5 créditos Idiomas del Mundo Bellas Artes Carrera o Educación Técnica
Educación Física	2 créditos
Salud y Cordura	1 crédito
Electivos*	6 créditos <small>(Se recomienda cursos de College and Career Pathway)</small>

40 Créditos Estatales Requeridos en Total

Es posible que las escuelas tengan requisitos locales adicionales para graduarse que apliquen a todos los estudiantes (no es un requisito para estudiantes con un IEP)

* Especifica el número de electivos requeridos por el Estado. Los horarios de la escuela preparatoria (high school) proveen tiempo para muchos más cursos electivos durante los años de high school. Se recomienda enfáticamente a todos los estudiantes que completen un College and Career Pathway (elegir cursos electivos con un propósito) para tomar ventaja completa de las oportunidades de exploración y preparación para carreras o la universidad.

***Resultados actualizados septiembre del 2017

***WorkKeys los títulos de evaluación actualizados, 2018

CORE40 Con Honores Académicos (mínimo 47 créditos)

Para recibir el diploma con nombramiento de **Core 40 con Honores Académicos**, estudiantes tienen que:

- Cumplir con todos los requisitos para el Core 40.
- Obtener 2 créditos adicionales de matemáticas de Core 40.
- Obtener 6-8 créditos de idiomas del mundo de Core 40 (6 créditos en un idioma o 4 créditos, cada uno, en dos idiomas).
- Obtener 2 créditos de bellas artes de Core 40.
- Conseguir una marca "C" o mejor en cursos que cuentan hacia el diploma.
- Tener un promedio general de calificaciones (GPA) de "B" o mejor.
- Cumplir con uno de lo siguiente:
 - Obtener 4 créditos en 2 cursos o más de nivel avanzado (AP) y tomar los exámenes AP correspondientes
 - Obtener 6 créditos universitarios verificables en cursos de doble crédito de la lista aprobada de doble crédito.
 - Obtener dos de lo siguiente:
 - Un mínimo de 3 créditos universitarios verificables de la lista de cursos de aprobada de doble crédito.
 - 2 créditos de cursos AP y de exámenes AP correspondientes,
 - 2 créditos de cursos de nivel estándar en Bachillerato Internacional (IB) y de exámenes IB correspondientes
 - Sacar una calificación combinada de 1250 o más alto en el examen SAT, un mínimo de 560 en matemáticas y un mínimo de 590 en la sección de lectura y escritura basada en evidencia.
 - Sacar una calificación combinada de 26 o más alto en el examen ACT y completar la sección de escritura
 - Obtener 4 créditos en cursos IB y tomar los exámenes IB correspondientes.

CORE40 Con Honores Técnicos (mínimo de 47 créditos)

Para recibir el diploma con nombramientos de **Core 40 con Honores Técnicos**, los estudiantes tienen que:

- Cumplir con todos los requisitos para el Core 40.
- Obtener 6 créditos en cursos de preparación para la Universidad o Carrera en un College & Career Pathway aprobado por el Estado y uno de lo siguiente:
 - Certificado o credencial basado en el sector y designado por Pathway, o
 - Créditos duales Pathway de la lista de doble crédito aprobada, resultando en 6 créditos universitarios transcritos
- Obtener una calificación de "C" o mejor en los cursos que cuentan para el diploma
- Tener un promedio general de calificaciones (GPA) de "B" o mejor.
- Cumplir con uno de lo siguiente,
 - Cualquier de las opciones (A - F) del Core 40 con Honores Académicos
 - Obtener las siguientes calificaciones o mejor en WorkKeys: Documentos Workplace, Nivel 6, Matemáticas Aplicadas, Nivel 6; Alfabetización Gráfica- Nivel 5. ***
 - Obtener por lo menos las siguientes calificaciones en Accuplacer: Escritura 80, Lectura 90, Matemáticas 75.
 - Obtener por lo menos las siguientes calificaciones en Compass: Álgebra 66 , Escritura 70, Lectura 80.

The Indiana Graduation Pathways

<https://www.in.gov/doe/files/graduation-requirements.pdf>

The Graduation Pathways seek to ensure that every Hoosier student graduates from high school with 1) a broad **awareness** of and **engagement** with individual career interests and associated career options, 2) a strong foundation of **academic** and **technical skills**, and 3) **demonstrable employability skills** that lead directly to meaningful opportunities for postsecondary education, training, and gainful employment.

Students in the graduating *Class of 2023 and beyond* must complete **all three** of the following Graduation Pathway Requirements by completing **one** of the associated Pathway Options below:

Graduation Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements.
2) Learn and Demonstrate Employability Skills (Students must complete <u>at least one</u> of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one the following: <ul style="list-style-type: none"> • Project-Based Learning Experience; OR • Service-Based Learning Experience; OR • Work-Based Learning Experience. *For additional information - https://www.in.gov/doe/files/graduation-requirements.pdf
3) Postsecondary-Ready Competencies (Students must complete <u>at least one</u> of the following.)	<ul style="list-style-type: none"> • Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR • ACT: College-ready benchmarks; OR • SAT: College-ready benchmarks; OR • ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military with the intent to enlist; OR • State- and Industry-recognized Credential or Certification; OR • Federally-recognized Apprenticeship; OR • Career-Technical Education Concentrator: Must earn a C average in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study; OR • AP/IB/Dual Credit/Cambridge International courses or CLEP Exams: Must earn a C average or higher in at least three courses; OR • Locally created pathway that meets the framework from and earns the approval of the State Board of Education

Michigan City Area Schools Additional Credit Requirements

In addition to the state course and credit requirements, to graduate with a Michigan City High School diploma, students graduating in the Class of 2025, 2026, and 2027 must also pass the following courses to meet the graduation requirements (4 additional credits):

1. **Speech** - 1 credit
2. **Preparing for College and Careers** - 1 credit
3. **Two (2) Additional Direct Electives** - 2 credits

The Class of 2028 and thereafter, will need to fulfill the state course and credit requirements.

Graduation Pathways Checklist

Student Name _____ Pathways Completed _____ Graduation Date _____

1) Indiana Diploma Designation

- ☐ General ☐ Academic Honors
☐ Core 40 ☐ Technical Honors
☐ IB

Indicate which diploma credit & curricular requirements, including additional local requirements, student met. Note that students with an IEP are not required to meet locally required credits beyond state requirements.

2) Employability Skills

- ☐ Project-Based Learning Experience
☐ Service-Based Learning Experience
☐ Work-Based Learning Experience

Summary:

Validation:

- ☐ Student Work Product
☐ School validation

3) Postsecondary-Ready Competencies

- ☐ Academic or Technical Honors Diploma Designation
☐ ACT Eng: _____ (18*) Rdg: _____ (22*)
 Math: _____ (22*) Science: _____ (23*)
☐ SAT ERW: _____ (480*) Math: _____ (530*)
☐ ASVAB AFQT Score: _____
☐ State- and Industry-recognized Credential or Certification:

- ☐ Federally-recognized Apprenticeship _____

- ☐ Career-Technical Education Concentrator

Pathway: _____

Course _____ Grade _____

Course _____ Grade _____

Course _____ Grade _____

Course _____ Grade _____

Course _____ Grade _____

Course _____ Grade _____

Avg. Grade _____ (must be C avg. or above)

- ☐ **AP/IB/Dual Credit/Cambridge International courses or CLEP

Exams:

Course/Exam: _____ Grade _____

Course/Exam: _____ Grade _____

Course/Exam: _____ Grade _____

Avg. Grade _____ (must be C avg. or above)

- ☐ Locally Created Pathway _____

- ☐ Waiver (criteria/checklist p. 2)

**College-ready benchmarks set by the ACT and College Board for the 2017-18 school year. These scores are fluid and subject to change.*

***If using AP/IB/dual Credit, either: 1 of the 3 courses must be in core content area OR all 3 must be part of a defined curricular sequence.*

Quick Reference

Diploma Requirements met:	Yes	No	
Employability Skills Demonstrated:	Yes	No	
Postsecondary-Readiness Met:	Yes	No	
Postsecondary-Readiness Waiver Criteria Met:	Yes	No	NA
Graduation Pathways Completed:	Yes	No	

Graduation Pathways

Postsecondary-Readiness Competency WAIVER Criteria

Postsecondary Readiness Competency Waiver, IF:

- ☐ Student was unsuccessful in completing a postsecondary readiness competency by the end of the senior year & attempted to achieve at least 3 separate postsecondary readiness competencies; or
- ☐ Student transfers to a school during the senior year from a nonaccredited nonpublic school or an out-of-state school and attempted to achieve at least 1 postsecondary readiness competency but was unsuccessful.

Postsecondary-Readiness Competency Waiver Checklist

- ☐ Criteria 1: At least 3 postsecondary readiness competencies attempted by end of senior year.
- ☐ Criteria 2: GPA Requirement met
- ☐ Criteria 3: Attendance requirement met at 95%
- ☐ Criteria 4: Met all state & local requirements
(Students with an IEP aren't required to complete local requirements beyond state requirements).
- ☐ Criteria 5: Demonstrates postsecondary planning.

Criteria 3: Attendance Requirement Met

YES	NO
UA=Unexcused Absence(s)	DE=Days Enrolled
Gr 9 UA_____DE_____	Total UA_____
Gr 10 UA_____DE_____	Total UA_____
Gr 11 UA_____DE_____	Total DE_____
Gr 12 UA_____DE_____	Rate: _____
Must be 95% Rate = 100 – (UA/DE x 100)	

Criteria 1: At least 3 Postsecondary-Readiness Competencies attempted

YES NO

Competency attempted; date or supporting data:

- 1) _____
- 2) _____
- 3) _____

Criteria 4: State & Local Graduation Requirements Met

YES NO

Students with an IEP are not required to complete locally required credits beyond state credit

Criteria 2: Avg. of "C" in 34 Required Credits

	YES	NO
	Sem 1:Grade-Pts	Sem 2:Grade-Pts
Eng 9	_____	_____
Eng 10	_____	_____
Eng 11	_____	_____
Eng 12	_____	_____
Algebra I	_____	_____
2 nd Math	_____	_____
Biology I	_____	_____
2 nd Science	_____	_____
US Hist.	_____	_____
Govt/SocSt	_____	_____
PE I and II	_____	_____
Health	_____	_____

College & Career Pathway Courses: **6 credits**.

_____	_____	_____
_____	_____	_____

Flex Credits: **5 credits**

_____	_____	_____
_____	_____	_____

Waiver GPA = Total Points _____ / 34 = _____

Note that students must earn a minimum of 40 credits to earn a diploma.

Criteria 5: Postsecondary Planning:

YES NO

- ☐ College Acceptance;
- ☐ Occupational Training Program Acceptance;
- ☐ Workforce Entry; OR
- ☐ Military Enlistment

☐ Principal Approval

Indiana Certificate of Completion

Course of Study

Effective with the students who enter high school in 2018-19 school year (Class of 2022)

The Course of Study for the Certificate of Completion is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student's Individual Education Plan (IEP).

Minimum total 40 credits/applied units: It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned and special education courses in which non-credit applied units are earned.	
English/Language Arts	8 credits/applied units Including a balance of literature, composition, vocabulary, speech/communication
Mathematics	4 credits/applied units Including a balance of number sense, expressions, computation, data analysis, statistics, probability, equations and inequalities and personal finance. Student must take a math or applied math course each year in high school.
Science	4 credits/applied units Including a balance of physical, earth/nature, life, engineering and technology
Social Studies	4 credits/applied units Including a balance of history, civics and government, geography, economics
Physical Education	2 credits/applied units
Health & Wellness	1 credit/applied unit
Employability	10 credits/applied units Job exploration, work- or project-based learning experiences, employability skills (mindsets, self-management, learning strategies, social, workplace), portfolio creation, introduction to post-secondary options Investigation into opportunities for enrollment in postsecondary programs, work place readiness training to develop employability and independent living skills and instruction in self-advocacy
Electives	7 credits/applied units
Certificate of Completion Transition Portfolio	
Students earning a certificate of completion fulfill <u>at least one</u> of the following (aligned with transition goals): 1. Career Credential: Complete an industry-recognized certification, one-year certificate or state-approved alternative 2. Career Experience: Complete project- or work-based learning experience or part time employment 3. Work Ethic Certificate: Earn a Work Ethic Certificate (criteria to be locally determined) 4. Other Work Related Activities: As determined by the case conference committee	

Assumptions:

- 1) High Expectations for all students is a shared responsibility.
- 2) General Education courses are accessed whenever appropriate to fulfill the Certificate of Completion course of study.
- 3) Students' IEP goals are aligned with grade level standards/content connectors that drive curriculum and instruction.
- 4) Communication skills, reading skills, and problem solving skills are integrated into all courses.
- 5) Courses can be repeated with new goals if appropriate; more than four years may be needed for completion.
- 6) All courses are driven by the Transition IEP and individual goals of each student.



QUANTITATIVE REASONING COURSES

A quantitative reasoning course is a high school course that “advances a student’s ability to apply mathematics in real world situations and contexts” and that “deepens a student’s understanding of high school mathematics standards.”

- ★ For the Core 40, Academic Honors (AHD), and Technical Honors (THD) diplomas, students must take a mathematics course or a quantitative reasoning course each year they are enrolled in high school.
- ★ For the General Diploma, students must earn two credits in a mathematics course or a quantitative reasoning course during their junior or senior year.

The following courses are Quantitative Reasoning Courses:

ADVANCED PLACEMENT

Biology, Advanced Placement
Environmental Science, Advanced Placement
Microeconomics, Advanced Placement

BUSINESS, MARKETING, & INFORMATION TECHNOLOGY

Business Math
Principles of Computing
Topics in Computer Science

ENGINEERING & TECHNOLOGY

Computer Integrated Manufacturing
Civil Engineering & Architecture
Principles of Engineering
Robotics Design & Innovation







SCIENCE

AP Chemistry
AP Physics
Chemistry I
Chemistry II
Integrated Chemistry - Physics
Physics I
Physics II

TRADE & INDUSTRIAL

Precision Machining Fundamentals
Advanced Precision Machining
Precision Machining Capstone

These symbols will help you find the courses you want!

-  Prerequisite(s) required
-  Counts toward Academic Honors Diploma
-  Counts toward Technical Honors Diploma
-  Dual Credit Available
-  Fulfills Quantitative Reasoning Course Requirement
-  = Weighted Grade applies

AHD = Core 40 Diploma with Academic Honors | THD = with Technical Honors



GETTING MONEY FOR COLLEGE

Financial Aid

As a part of the state graduation requirements, Michigan City High School requires that all Seniors fill out the **FAFSA** - the **Free Application for Federal Student Aid** - regardless of your financial position. Most colleges and vocational or technical schools request that you fill out this form. Some college scholarships are dependent on FAFSA. You can find this form online at www.fafsa.gov.

FAFSA Tips

- ❖ Read **all** directions carefully!
- ❖ Create a **FSA ID** (Student & Parent(s)). This needs to be created a minimum of 3 days before starting the FAFSA.
- ❖ Apply for FAFSA as soon as it opens (usually around **October 1st**).
- ❖ Verify that your school doesn't also need a **CSS profile** or other forms.
- ❖ Get all your financial aid done at least one week prior to your school's **priority financial aid deadline**.

- ❖ **Always apply** even if you don't think you will receive financial aid.
- ❖ Do not leave any money questions blank; fill in a zero if you need to.
- ❖ All **parent info** is needed, regardless of which parent you have or have not lived with.
- ❖ Always **list an Indiana college or university** even if you are not planning to attend college in-state right now.
- ❖ Verify your **SAR (Student Aid Report)** after completion of **FAFSA**.

MCHS will host a **financial aid meeting**. Students and their parents are encouraged to attend. The exact date and time of the meeting will be publicized prior to the event.

For more info about financial aid, check out:

www.finaid.org
www.collegeboard.org
www.ed.gov
www.edupass.com

Scholarships

You can find scholarship info in **Naviance**! Scholarship information is also sent to your school-issued email!

You can also check out:

www.fastweb.com

<https://bigfuture.collegeboard.org/pa-y-for-college/bigfuture-scholarships>

www.scholarshipproviders.org

Grants & Loans

<https://www.usa.gov/financial-aid>

MCHS Financial Aid

For more resources, please visit the Michigan City High School Guidance Department webpage

www.educatemc.net/guidance

+College Planning Hub

Financial Aid

Scholarships





CAREER EDUCATION MODEL

START

Elementary K-6 AWARENESS

Career Awareness
Activities
Class Speakers
Interest Surveys
Business Visitations
Magnet Options
*STEM
* Fine Arts
High Ability
Program Options

Middle 7-8 EXPLORATION

Career Assessments
PSAT 8/9
High Ability Program Options
8th Grade 4-year Plan
MCHS Visit & Orientation
Theme-based Instruction:
*Environmental
*STEM

High School 9-12 PREPARATION

College & Career Ready
14 Career Clusters

Architecture & Construction
Arts, A/V Technology & Communication
Business Management & Administration
Education & Training
Finance
Health Sciences
Hospitality & Tourism
Human Services
Information Technology
Law, Public Safety, Corrections & Security
Manufacturing
Marketing
Science, Technology, Engineering &
Mathematics
Transportation, Distribution & Logistics

★ HONORS COLLEGE
★ EARLY COLLEGE
★ CORE ACADEMY
★ LAPORTE COUNTY
CAREER &
TECHNICAL
EDUCATION CENTER

TECHNICAL

Associate/Bachelor's Degree
Employment
Certification
Apprenticeship

PROFESSIONAL

Bachelor's Degree
Post-Graduate Degree
Professional Certification
Apprenticeship

SUCCESSFUL FUTURE!

Lifelong Learner
Adaptable to change



EMPLOYER EXPECTATIONS

What Does an Employer Expect of Me as an Employee?

- 1. Have a positive attitude.**
- 2. Work well with others.**
- 3. Follow directions.**
- 4. Show up for work on time.**
- 5. Recognize problems and find solutions.**
- 6. Manage time effectively.**
- 7. Apply good listening skills.**
- 8. Be honest and dependable.**
- 9. Pass a drug and/or background test.**
- 10. Dress properly and practice good grooming.**

Michigan City High School is determined to prepare every student for life after high school. In doing so, it is critical that all students understand the importance of the “soft skills” listed above. These soft skills have been identified as vitally important by over 100 employers. By preparing students with these expectations now, it will only help them to succeed in the future.

GRADUATION PATHWAYS

Use these links to be directed to each graduation pathway.

- ★ [Architecture & Construction](#)
- ★ [Arts, A/V Technology & Communication](#)
- ★ [Automotive Technology](#)
- ★ [Business Management & Administration](#)
- ★ [Cosmetology](#)
- ★ [Education & Training](#)
- ★ [Finance](#)
- ★ [Fine Arts](#)
- ★ [Health Sciences](#)
- ★ [Hospitality & Tourism](#)
- ★ [Information Technology](#)
- ★ [Law, Public Safety, Corrections & Security](#)
- ★ [Manufacturing](#)
- ★ [Marketing](#)
- ★ [Science, Technology, Engineering, & Mathematics](#)



Architecture & Construction

Every home, every business, and every structure is the product of skilled construction professionals. If you enjoy working with your hands and seeing the results of your work, this area may be for you. You'll learn carpentry skills and remodeling techniques. You'll have the chance to master a wide range of hand tools and power tools, read blueprints and building plans. For electrical you will learn about branch and feeder circuits, conductor installations, circuit breakers and commercial electrical services.



Career Opportunities:

Carpenter, Electrician, Mason, Construction Manager, Civil Engineer, Operating Engineers

2 Pathways - Electrical and Construction (A.K. Smith)

Potential to Earn: 🏆 1-2 Industry Certifications 🎓 *Up to 31 College Credits

Course Work in this Career Pathway

Recommended Intro-Level Courses	Intro to Construction Grades 9-12	Intro to Manufacturing Grades 9-10
Required Specialized Courses - Construction	Principles of Construction Trades DC Grades 11-12	Construction Trades: General Carpentry Grades 11-12
Required Specialized Courses - Electrical (Energy Academy)	Principles of Construction Trades DC Grades 11-12	Construction Trades: Framing & Finishing Grades 11-12
Capstone Courses	Construction Trades Capstone Grades 12	Advanced Electrical Grades 11-12
Additional Recommended Courses for 4-Year Programs	Construction Trades Electrical Capstone Grades 12	
Intro to Lit, Eng Comp, Finite Math, Pre-Calc, Quant Reasoning		

AP - Advanced Placement

DC- Dual Credit

*- Refer to Dual Credit/Certifications Page for DC and Prereqs

Arts, A/V Technology & Communication

Digital Design at MCHS allows our students to learn the principles of graphic design and typography. Students will utilize professional grade software (the Adobe Creative Suite) to create logos, banners, posters, magazine layouts and more. No prior design or art background required to enter the Digital Design pathway.

Career Opportunities:

Digital Animation Artist, Digital Product Designer, Social Media Designer, Digital Graphic Designer

2 Pathways - Digital Design and Fashion Textiles & Design (High School)



Course Work in this Career Pathway

Recommended Intro-Level Courses	Intro to Business Grades 9-10	Digital Applications & Responsibility Grades 9-12	
Required Specialized Courses - Digital Design	Principles of Digital Design Grades 9-10	Digital Design Graphics Grades 10-12	Interactive Media Design Grades 10-12
Required Specialized Courses - Fashion Textiles & Design	Principles of Fashion & Textiles Grades 9-10	Textiles, Apparel & Merchandising Grades 10-12	Advanced Textiles (26-27) Grades 11-12
Capstone Courses - Digital Design	Digital Design Capstone (26-27) Grades 11-12		Fashion & Textiles Capstone (27-28) Grade 12
Additional Recommended Courses for 4-Year Programs	Business Law & Ethics, Business Math, Personal Financial Responsibility, Eng Pre-Calc, Quant. Reasoning, Adv Speech, US Gov		

AP - Advanced Placement

DC- Dual Credit

Automotive Technology

Do you enjoy working on machines? Use the latest equipment and tools to diagnose and repair engines, as well as brakes, electrical systems and suspension. Auto tech students are trained on engine performance and rebuilding, heating/air, transmissions, electrical and braking systems, and much more. In this pathway you have the opportunity to earn ASE certifications that will provide a foundation to begin a career in the automotive industry.



Career Opportunities:

Automotive Service Technician or Mechanic, Automotive Engineer, Auto Parts Salesperson, Automotive Specialty Technician

Automotive Services Technology (A.K. Smith)

Potential to Earn: 🏆 3 Industry Certifications 🎓 * Up to 21 College Credits

Course Work in this Career Pathway

Recommended Intro-Level Course	Intro to Engineering Design DC TBD Grades 9-12		
Required Specialized Courses	Principles of Automotive Services DC Grades 11-12	Brake Systems DC Grades 11-12	Steering & Suspensions DC Grades 11-12
Capstone Courses	Automotive Services Capstone DC Grades 12		
Additional Recommended Courses	Personal and Financial Responsibilities, Speech		

AP - Advanced Placement

DC- Dual Credit

* - Refer to Dual Credit/Certifications Page for DC and Prereqs

Business Management & Administration

What goes into running a business? In the Business Administration courses you will learn about the legal, human resources, finance, and management parts of working in a business.

Career Opportunities:

Business Owner, HR Specialist, Accountant, Operations Manager, General Manager, Customer Service Specialist



Business Administration (High School)

Course Work in this Career Pathway

Recommended Intro-Level Courses

Intro to Business
Grades 9-10

Digital Applications & Responsibility
Grades 9-12

Intro to Entrepreneurship
Grades 9-10

Required Specialized Courses

Principles of Business Management
Grades 10-12

Management Fundamentals
Grades 10-12

Accounting Fundamentals
Grades 10-12

Capstone Courses

Business Administration Capstone
Grades 11-12

Additional Recommended Courses for 4-Year Programs

Business Law & Ethics, Business Math, Personal Financial Responsibility, Pre-Calculus, AP Calc AB

AP - Advanced Placement

DC- Dual Credit

Cosmetology

Although the styles will change, a cosmetologist's task will always remain the same...to help both men and women look attractive! The two year program is designed to build the skills and knowledge necessary to perform beauty treatments, including the care and beautification of the hair, complexion, and hands. At the A.K. Scissory School students will complete the services such as shampooing, cutting, styling, perming and coloring hair. You'll also be giving manicures, pedicures, and providing scalp and facial treatments, and applying makeup. Upon completion students are prepared to test for state certification.



Career Opportunities:

Cosmetologist/Hair Stylist, Barber, Makeup Artist-Professional/Performance, Nail Technician, Spa Manager, Skin Care Specialist

Cosmetology (A.K. Smith)

Potential to Earn: 🏆 1 Industry Certifications 🎓 * Up to 28 College Credits

Course Work in this Career Pathway

**Recommended
Intro-Level
Course**

Intro to Business
Grades 9-10

**Required Specialized
Courses**

**Principles of Barbering
& Cosmetology DC**
Grades 11-12

**Barbering &
Cosmetology
Fundamentals DC**
Grades 11-12

**Advanced
Cosmetology DC**
Grades 11-12

**Capstone
Courses**

**Barbering &
Cosmetology
Capstone DC**
Grade 12

**Additional
Recommended Courses**

Speech

AP - Advanced Placement

DC- Dual Credit

* - Refer to Dual Credit/Certifications Page for DC and Prereqs

Education & Training

Inspiring young people is what this area is all about, as you get the opportunity to learn and work with kids. Students learn about child development, prepare lessons for young children, and take part in internships at community day care centers, preschools and elementary schools. This foundation prepares you to continue your education if you'd like to be a primary teacher at any grade level.

Career Opportunities:

Child Care Teacher, Paraprofessional, Teacher, School Principal, Coach, Counselor



2 Pathways - Education Careers (A.K. Smith) and Early Childhood (High School)

Potential to Earn: 🏆 2 Industry Certifications 🎓 *Up to 14 College Credits

Course Work in this Career Pathway

Recommended Intro-Level Courses	Interpersonal Relationships Grades 9-12	Adult Roles & Responsibilities Grades 10-12	Child Development Grades 9-12	Advanced Child Development Grades 9-12
Required Specialized Courses - Education Careers	Principles of Teaching DC - TBD Grades 11-12	Child and Adolescent Development DC - TBD Grades 11-12	Teaching & Learning DC - TBD Grades 11-12	
Required Specialized Courses - Early Childhood	Principles of Early Childhood Education Grades 9-10	Early Childhood Education Curriculum Grades 10-12	Early Childhood Education Guidance Grades 11-12	
Capstone Courses	Education Professions Capstone DC Grade 12 *Paraprofessional Certification		Early Childhood Education Capstone Grade 12 *CDA Certification	
Additional Recommended Courses for 4-Year Programs	Psychology, Sociology, AP Psychology, Eng Comp, Advanced Speech			

AP - Advanced Placement

DC- Dual Credit

* - Refer to Dual Credit/Certifications Page for DC and Prereqs

Finance

Finance relates to the services involved in financial and investment planning, banking, insurance, and business financial management. The finance and insurance industry is all about managing money and making financial transactions-from a child's first savings account to multimillion-dollar corporate loans.

Career Opportunities:

Tellers, Accountants, Auditors, Loan Officers, Tax Preparers, Financial Managers



Accounting (High School)

Course Work in this Career Pathway

**Recommended
Intro-Level
Courses**

Intro to Business
Grades 9-10

**Personal Financial
Responsibility**
Grades 10-12

**Digital Applications
& Responsibility**
Grades 9-12

**Required Specialized
Courses**

**Principles of Business
Management**
Grades 9-11

**Accounting
Fundamentals**
Grades 10-12

**Advanced
Accounting**
Grades 11-12

**Capstone
Courses**

Accounting Capstone
Grades 11-12

**Additional
Recommended Courses
for 4-Year Programs**

AP Statistics

AP - Advanced Placement

DC- Dual Credit

Fine Arts

Creativity and personal expression are at the heart of the Fine Arts. Students can explore a variety of media while in the Visual Art classes or make music in band or choir. The Fine Arts provide students with non-academic benefits such as promoting self-esteem, aesthetic awareness, creativity, improved emotional expression, as well as social harmony and appreciation of the diversity of the world around them.



Career Opportunities:

Art Educator, Professional Artist, Graphic Designer, Art-based Project Manager, Gallery Owner, Museum Curator, Fine Arts Director, Cinematographer, Art Designer, Animator, Advertising/Marketing, Architect, Photographer, Art Therapist, Interior Designer, Fashion Designer, Makeup Artist, Art Critic, Muralist

2 Pathways - Music and Visual Art (High School)

6 Total Credits Required

Course Work in this Career Pathway:

	MUSIC	VISUAL ARTS
Required Core Courses 3 credits total Music or Visual Art Pathway: Introduction to Business -or- Principles of Business Management	Beginning Concert Band I & II -OR- Beginning Chorus I & II	Introduction to Two-Dimensional Art -AND- Drawing I -OR- Ceramics I -OR- Fiber Art I -OR- Painting I -OR- Photography I -OR- Sculpture I -OR- Visual Communication I
Electives choose at least 2 classes <i>must take level I before II</i>	Applied Music Electronic Music Instrumental Ensemble Jazz Ensemble Music History & Appreciation Vocal Jazz Musical Theater Music Theory & Composition Piano & Electronic Keyboarding Advanced Concert Band II Advanced Chorus II Choral Chamber Ensemble/City Singers II	Drawing I Drawing II Ceramics I Ceramics II Fiber Art I Fiber Art II Painting I Painting II Photography I Photography II Printmaking Sculpture I Sculpture II Visual Communication I Visual Communication II

**Required Advanced
Courses**

choose one

Advanced Concert Band I

-or-

Advanced Chorus I

-or-

**Choral Chamber Ensemble/City
Singers I**

-or-

AP Music Theory
(2 credits/2 semesters)

Advanced Two-Dimensional Art

-or-

Photography III

Health Sciences

Want to learn the foundations of the healthcare field? You will have the opportunity to learn many skills such as taking vital signs, infection control, medical terminology, and foundational patient care skills that are essential to all healthcare fields. Students may obtain a CNA license while still in high school or may participate in EMS ride-alongs and Emergency room experiences.



Career Opportunities:

Doctor, Nurse, Paramedic, Medical Lab Technician, Therapist

3 Pathways - Pre-Nursing and Emergency Medical Services (A.K. Smith) Biomedical Sciences and Technology (High School)

Potential to Earn: 🏆 2-3 Industry Certifications 🎓 * Up to 26 College Credits

Course Work in this Career Pathway: Pre-Nursing & Emergency Medical Services

Recommended Intro-Level Courses	Interpersonal Relationships Grades 9-12	Child Development Grades 9-12	Advanced Child Development Grades 9-12	
Required Specialized Courses - Pre-Nursing	Principles of Healthcare DC Grades 11-12	Medical Terminology DC Grades 11-12	Health Science Tech Skills Dev Grades 11-12 *CPR/First Aid/AED Certification	Healthcare Specialist: CNA DC Grades 11-12
Required Specialized Courses - Emergency Medical Services	Principles of Healthcare DC Grades 11-12	Medical Terminology DC Grades 11-12	Emergency Medical Tech DC Grades 11-12 *CPR/First Aid/AED Certification	
Capstone Courses	Healthcare Specialist Capstone Grade 12 *CNA Certification		Healthcare Specialist Capstone DC Grades 11-12 *NIMSCertification	
Additional Recommended Courses for 4-Year Programs	Chem II, Physics, Ap Bio, AP Chem, Pre-Calc, AP Calculus, Psychology, Sociology, Eng Comp, AP Eng Lang, AP Psychology			

AP - Advanced Placement

DC- Dual Credit

***** - Refer to Dual Credit/Certifications Page for DC and Prereqs

Course Work in this Career Pathway: Biomedical Sciences & Technology

**Recommended
Intro-Level
Courses**

**Interpersonal
Relationships**
Grades 9-12

Biology Honors
Grades 9

Child Development
Grades 9-12

**Required Specialized
Courses - Biomedical
Sciences & Tech**

**Principles of
Biomedical Sciences
DC (PLTW)**
Grade 9-11

**Human Body
Systems DC (PLTW)**
Grades 10-12

**Anatomy &
Physiology**
Grades 10-12

**Medical
Interventions
DC (PLTW)**
Grades 11-12

**Capstone
Courses**

**Healthcare Specialist
Capstone**
Grades 11-12

**Additional
Recommended Courses
for 4-Year Programs**

Chem II, Physics, AP Bio, AP Chem, Pre-Calc, AP Calculus, Psychology, Sociology,
Eng Comp, AP Eng Lang, AP Psychology

AP - Advanced Placement

DC- Dual Credit

PLTW - Project Lead the Way

Hospitality & Tourism

Do you want to be a part of the crew at coffee shops, restaurants, recreation locations, or travel destinations? Then a career in the hospitality and tourism cluster may be a good fit for you. Our curriculum follows that of the National Restaurant Association's Pro Start Program, providing students with the general knowledge and skills required for entry level positions in the food service industry. Student chefs cater events and run their own restaurant, the Career Cafe, providing hands-on experience. The industry is people-focused and includes lodging, event planning, transportation services, cruises, and tourism.



Career Opportunities:

Bakers, Lodging Managers, Chefs, Recreation Workers, Event Planners

Culinary Arts (A.K. Smith)

Potential to Earn:



3 Industry Certifications



* Up to 21 College Credits

Course Work in this Career Pathway

**Recommended
Intro-Level
Courses**

Nutrition & Wellness
Grades 9-12

**Advanced Nutrition
& Wellness**
Grades 9-12

**Intro to Culinary
Arts & Hospitality**
Grades 10-12

**Required Specialized
Courses**

**Principles of Culinary
& Hospitality DC**
Grades 11-12

Nutrition DC
Grades 11-12

Culinary Arts DC
Grades 11-12

**Capstone
Courses**

Culinary Capstone DC
Grade 12

**Additional
Recommended Courses
for 4-Year Programs**

Adv Eng Comp DC, Advanced Speech, Quantitative Reasoning

AP - Advanced Placement

DC- Dual Credit

*- Refer to Dual Credit/Certifications Page for DC and Prereqs

Information Technology

This career cluster is focused on building linkages in information technology occupations for entry level, technical and professional careers related to the design development, support and management of hardware, software, multimedia and systems integration services. IT offers a variety of both creative and technical careers.



Career Opportunities:

Computer systems engineers, project management specialists, video game designers, database administrators, information security analysts, software developers

Cybersecurity and Information Assurance {ITCC} (High School)

Potential to Earn: 🎓 * Up to 18 College Credits

Course Work in this Career Pathway

Recommended Intro-Level Courses	Topics in Computer Science Grades 10-12		
Required Specialized Courses	Principles of Computing Grades 9-11	Information Technology Fundamentals DC Grades 10-12	Networking & Cybersecurity Operations DC Grades 11-12
Capstone Courses	Cybersecurity Operations Capstone (26-27) Grade 12		
Additional Recommended Courses for 4-Year Programs	AP Pre-Calculus, AP Calculus, Finite Mathematics, AP Statistics, Eng Comp		

AP - Advanced Placement

DC- Dual Credit

***** - Refer to Dual Credit/Certifications Page for DC and Prereqs

Law, Public Safety, Corrections & Security

Law, public safety, corrections, and security are all about protecting and serving the public. People working in this sector deal with protecting life and property, enforcing laws, providing legal counsel, sentencing defendants, and rehabilitating offenders. In Criminal Justice, you'll be exposed to many aspects of the legal process, from a suspect being questioned, to trial, to incarceration.

Career Opportunities:

Police Officer, Firefighter, Security Guard, Paralegal, Lawyer, Law Clerk, Court Reporter, Judge, Corrections Officer



2 Pathways - Criminal Justice and Fire Science (A.K. Smith)

Potential to Earn: 🏆 2 Industry Certifications 🎓 *Up to 12 College Credits

Course Work in this Career Pathway

Recommended Intro-Level Courses

Interpersonal Relationships
Grades 10-12

Required Specialized Courses - Criminal Justice

Principles of Criminal Justice DC
Grades 11-12

Law Enforcement Fundamentals DC
Grades 11-12

Corrections & Cultural Awareness DC
Grades 11-12

Required Specialized Courses - Fire Science

Principles of Fire Rescue DC
Grades 11-12

Fire Fighting Fundamentals DC
Grades 11-12

Advanced Fire Fighting DC
Grades 11-12

Capstone Courses

Fire & Rescue Capstone DC
Grade 12

Additional Recommended Courses for 4-Year Programs

Psychology, Sociology, AP Psychology, Adv Eng Comp, AP Eng Lang, Quantitative Reasoning, Speech, Adv Speech

AP - Advanced Placement

DC - Dual Credit

* - Refer to Dual Credit/Certifications Page for DC and Prereqs

Manufacturing

Today's manufacturing is a combination of engineering and technology around precision machining and welding. Creating parts and products may require you to program a CNC machine, or it may involve plasma cutting and welding. You will learn various types of welds and cutting operations, as well as fabrication, quality control, and weld testing. You will also create projects using a 3D printer and other state-of-the-art equipment.



Career Opportunities:

CNC Technician, Fabricator, Welder, Project Engineer, Machinist, Industrial Engineering Technician, Pipe Fitter, Welding Engineer, Welding Instructor

4 Pathways: Precision Machining, Welding Technology & Industry 4.0 - Smart Manufacturing (A.K. Smith)
Compressed Air (High School)

Potential to Earn: 🏆 2+ Industry Certifications 🎓 * Up to 27 College Credits

Course Work in this Career Pathway: Precision Machining, Welding Technology, & Industry 4.0 Smart Manufacturing (A.K. Smith)

Recommended Intro-Level Courses

Intro to Engineering & Design (PLTW) DC
Grades 9-12

Required Specialized Courses - Precision Machining

Principles of Precision
Machining DC
Grades 11-12

Precision Machining
Fundamentals DC
Grades 11-12

Advanced Precision
Machining DC
Grades 11-12

Required Specialized Courses - Welding Technology

Principles of Welding
Technology DC
Grades 11-12

Shielded Metal Arc
Welding DC
Grades 11-12

Gas Welding
Processes DC
Grades 11-12

Required Specialized Courses - Industry 4.0 - Smart Manuf

Principles of Industry
4.0-Smart
Manufacturing DC
Grades 11-12

Robotics Design &
Innovation DC
Grades 11-12

Smart Manufacturing
Systems DC
Grades 11-12

Capstone Courses**Precision Machining
Capstone DC**
Grade 12**Welding Technology
Capstone DC**
Grade 12**Industry 4.0-Smart
Manufacturing
Capstone DC**
Grade 12 (25-26)**Additional
Recommended Courses
for 4-Year Programs**

Finite Mathematics, Quantitative Reasoning, Eng Comp

AP - Advanced Placement**DC**- Dual Credit***** - Refer to Dual Credit/Certifications Page for DC and Prereqs

The Compressed Air Academy is a one- or two-year program. It aims to maintain our region's distinction as an industry leader by building a workforce of well-prepared, qualified students. The curriculum focuses on industry safety and introductory craft skills, precision measuring tools, fasteners and anchors, steel piping, hoses, tubing, valves, and pumps and drivers. Students will work with industry-grade donated air compressor and vacuum systems, have hands-on learning opportunities at local compressor/vacuum industrial complexes and earn industry certifications preparing them for entry-level positions.

**Course Work in this Career Pathway:
Compressed Air (MCHS)****Intro-Level
Courses****Intro to Construction**
Grades 9-12**Specialized
Courses - Compressed
Air Academy****Compressed Air 1
(Principles of Adv
Manufacturing)**
Grades 10-12**Capstone
Courses****Compressed Air 2
(Adv Manufacturing:
Special Topics)**
Grades 11-12**Additional
Recommended Courses
for 4-Year Programs**

Chemistry, Physics, Algebra II, Pre-Calc, Intro to Engineering & Design

Marketing

Every day we are surrounded by sales and promotion to get us to purchase products. This is a creative area in which you learn about the marketing techniques and the role that it plays in influencing us. In classes you will learn about advertising, promoting products, and starting a business.

Career Opportunities:

Advertising Manager, Marketing Director, Sales Associate, Client Services, Market Research Analyst, Real Estate Agent



Marketing & Sales (High School)

Course Work in this Career Pathway

Recommended Intro-Level Courses

Intro to Business
Grades 9-10

Digital Applications & Responsibility
Grades 9-12

Intro to Entrepreneurship
Grades 10-12

Required Specialized Courses

Principles of Business Management
Grades 9-10

Marketing Fundamentals
Grades 10-12

Digital Marketing
Grades 10-12

Capstone Courses

Business Management Capstone
Grades 11-12

Additional Recommended Courses for 4-Year Programs

AP Eng Language & Composition, AP Statistics, AP Calc AB, AP Psychology, Accounting, AP Macroeconomics, Personal Financial Responsibility

AP - Advanced Placement

DC- Dual Credit

Science, Technology, Engineering & Mathematics

Careers in the Science, Technology Engineering and Math (STEM) cluster relate to planning, managing and providing scientific research and professional and technical services. STEM workers are employed by diverse industries, such as healthcare, manufacturing, telecommunications, construction, and agriculture.

Career Opportunities:

Civil Engineer, Electrical Engineer, Mechanical Engineer, BioMedical Engineer, Software Developer, Mobile App Developer



2 Pathways - Engineering and Computer Science (High School)

Potential to Earn:

🎓 Up to 12 College Credits

Course Work in this Career Pathway

Recommended Intro-Level Courses	Intro to Construction Grades 9-12			
Required Specialized Courses - Computer Science	Principles of Computing Grades 9-11	Topics in Computer Science Grades 10-12	Computer Science Grades 10-12	
Required Specialized Courses - Engineering	Intro to Engineering Design (PLTW) DC TBD Grades 9-12	Principles of Engineering (PLTW) DC TBD Grades 10-12	Civil Engineering & Architecture (PLTW) DC TBD Grades 11-12	Computer Int Manufacturing DC TBD Grades 11-12
Capstone Courses	Computer Science Capstone Grades 11-12		Engineering Design & Development Grade 12	
Additional Recommended Courses for 4-Year Programs	AP Calculus AB, AP Physics, AP Chemistry			

AP - Advanced Placement

DC- Dual Credit

PLTW - Project Lead the Way

COURSE DESCRIPTIONS

BUSINESS TECHNOLOGY EDUCATION

CTE107: Introduction to Business

1 Semester, 1 Credit

Grade Level: 9-10



Introduction to Business is an introductory business course that provides a framework for future business courses. This core course acquaints students with personal finance, communications, business management, entrepreneurship, marketing fundamentals, business ethics, law, and business careers. The course further develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments. Opportunities may be provided for the student to participate in job shadowing, job mentoring, and other field experiences. Although Introduction to Business may benefit all career clusters, this course is included as the core component of the Business, Management, and Finance career cluster and is recommended as a prerequisite for all advanced and/or specialized business classes.

CTE104: Digital Applications & Responsibility

1-2 Semesters, 2 Credits

Grade Level: 9-12



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

CTE462: Computer Science

2 Semesters; 1 Credit/Semester (2 Credits Maximum)

Grade Level: 11-12



This course counts as a Directed Elective or Elective for all diplomas.

Fulfills a science course requirement for all diplomas.

This course qualifies as a Quantitative Reasoning course.

Computer Science introduces the fundamental concepts of procedural programming. Topics include data types, control structures, functions, arrays, files, and the mechanics of running, testing, and debugging. The course also offers an introduction to the historical and social context of computing and an overview of computer science as a discipline.

CTE204: Accounting Fundamentals

2 Semesters, 2 Credits

Grade Level: 10-12



Accounting Fundamentals introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting

principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making.

CTE206: Advanced Accounting

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Accounting Fundamentals



Advanced Accounting expands on the Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making. This course qualifies as a quantitative reasoning course.

CTE302: Business Law & Ethics

1-2 Semesters, 1-2 Credits

Grade Level: 11-12



Business Law & Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses. Emphasis is placed on developing a legal vocabulary and the ability to interpret particular situations and applying the correct rule of law that supports a solution to a problem. With special attention given to the importance of these laws and how they will affect lifestyle now and in the near future, students solve case problems individually, as well as in groups.

MTH001: Business Math

2 Semesters, 2 Credits

Grade Level: 10-12



Business Math is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences. This course may fulfill up to two graduation credits of the Mathematics requirement for graduation for the General Diploma only. This course qualifies as a quantitative reasoning course.

CTE200: Principles of Business Management

2 Semesters, 2 Credits

Grade Level: 10-12

Prerequisite: Introduction to Business

Dual Credit Available (Ivy Tech)



Principles of Business Management focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing and marketing a business in the free enterprise system. Students will attain an understanding of management, team building, leadership, problem solving steps and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized. Topics include, but are not limited to, the foundation of management, organizational structure, communications, staffing, policy-making,

marketing, automation in the office, and employee appraisal. Emphasis is placed on Total Quality Management (TQM) and current management philosophies.

CTE223: Digital Marketing

2 Semesters, 2 Credits

Grade Level: 10-12

Prerequisite: Principles of Business Management; Marketing Fundamentals



This course counts as a Directed Elective or Elective for all diplomas.

Digital Marketing provides an introduction to the world of e-commerce and digital marketing media. The course covers how to integrate digital media and ecommerce into organizational and marketing strategy. Students will explore ecommerce 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.

CTE222: Management Fundamentals

2 Semesters, 2 Credits

Grade Level: 10-12

Prerequisite: Principles of Business Management



This course counts as a Directed Elective or Elective for all diplomas.

Management Fundamentals describes the functions of managers, including the management of activities and personnel. Describes the judicial system and the nature and sources of law affecting business. Studies contracts, sales contracts with emphasis on Uniform Commercial Code Applications, remedies for breach of contract and tort liabilities. Examines legal aspects of property ownership, structures of business ownership, and agency relationships.

CTE101: Personal Financial Responsibility

1 Semester, 1 Credit

Grade Level: 10-12



Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged.

CTE202: Marketing Fundamentals

2 Semesters, 2 Credits







Grade Level: 11-12

Recommended Prerequisite: Principles of Business Management



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

These symbols will help you find the courses you want!

-  Prerequisite(s) required
-  Counts toward Academic Honors Diploma
-  Counts toward Technical Honors Diploma
-  Dual Credit Available
-  Fulfills Quantitative Reasoning Course Requirement
-  = Weighted Grade applies

AHD = Core 40 Diploma with Academic Honors | THD = with Technical Honors

financing, marketing-information management, pricing, and product/service management. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

CTE308: Entrepreneurship & New Ventures Capstone

2 Semesters, 1-3 Credits per Semester (6 credit maximum)

Grade Level: 12

Prerequisite: Principles of Business Management or Principles of Marketing; Digital Applications & Responsibility



Entrepreneurship & New Ventures Capstone introduces entrepreneurship, and develops skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies will be explored through mini case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting, and business plan development will be presented through extensive use of word processing, spreadsheet, and presentation software.

CTE100: Preparing for College & Careers

1 Semester, 1 Credit

Grade Level: 9



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

CTE402: Work Based Learning Capstone

1 Semester, 1-3 Credits (6 Credits maximum)

Grade Level: 12

Required Prerequisites: Complete at least one advanced career & technical education course from a program or program of study. Worksite placement must align to the student pathway.









This course counts as a Directed Elective or Elective for all diplomas.

A minimum of 85 hours of workplace and classroom activities are required for 1 Credit; 170 hours are required for two Credits. Of the 85 or 170 Credits, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction.

Students must complete an application for admittance into this program. Students must be concurrently enrolled with Work Based Learning and Work Based Learning Seminar.

Work Based Learning Capstone is a stand-alone course that prepares students for college and career. Work-Based Learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that

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-  Counts toward Academic Honors Diploma
-  Counts toward Technical Honors Diploma
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-  = Weighted Grade applies

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foster in-depth, first-hand engagement with the tasks required of a given career field, which are aligned to curriculum and instruction. Work Based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's work-based experiences and assist in evaluating achievement and performance. Related Instruction shall be organized and planned around the activities associated with the student's individual job and career objectives in a pathway and shall be taught during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies.

CTE210: Graphic Design & Layout

2 Semesters; 1-3 Credits/Semester

Grade: 11-12

Prerequisite: Computer Illustration & Graphics



Graphic Design & Layout includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in various printing processes as well as activities in designing product packaging and commercial displays or exhibits. This course counts as a Directed Elective or Elective for all diplomas.

CTE120: Introduction to Entrepreneurship

1-2 Semesters; 1 Credits/Semester (2 Credits maximum)

Grade: 9-10



This course counts as a Directed Elective or Elective for all diplomas.

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

CTE310: Sports & Entertainment Marketing

1-2 Semesters; 1 Credits/Semester (2 Credits maximum)

Grade: 11-12

Prerequisites: Marketing Fundamentals



This course counts as a Directed Elective or Elective for all diplomas.

Sports and Entertainment Marketing is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products, distribution systems and strategies, pricing considerations, product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace.

CTE304: Supply Chain Management & Logistics

2 Semesters; 1-3 Credits/Semester (2 Semesters required, 6 Credits maximum)

Grade: 11-12



This course counts as a Directed Elective or Elective for all diplomas.

Supply Chain Management & Logistics is a study of the basic concepts included in the field of logistics and supply chain management. Topics covered include: supply chain management, customer service, transportation, purchasing, inventory, and warehouse management and; students are also introduced to the various components of logistics. Topics will include logistics systems, supply chain management, order, demand inventory and warehouse management, and the control systems and automated components of logistics systems. The course also focuses on the terminology of supply chain management including the history, integration into the business plan, partnerships, profits and saving potential, sources of supply and other issues concerning supply chain management and operating environments. This course includes MSSC concepts required to earn the CLA/CLT MSSC certification.

CTE143: Principles of Computing

2 Semesters; 1 Credit/Semester (2 Credits Maximum)

Grade: 9-11

Recommended Prerequisite: Completed or Co-Enrolled in Algebra I

Dual Credit (PNW)

Offered 2024-2025, 2025-2026



This course counts as a Directed Elective or Elective for all diplomas.

This course qualifies as a Quantitative Reasoning course.

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.

CTE464: Topics in Computer Science

2 Semesters; 1 Credit/Semester (2 Credits Maximum)

Grade: 10-12

Prerequisite: Principles of Computing



This course counts as a Directed Elective or Elective for all diplomas.

This course counts as a science credit.

This course qualifies as a Quantitative Reasoning course.

Topics in Computer Science is designed for students to investigate emerging disciplines within the field of computer science. Students will use foundational knowledge from Principles of Computing to study the areas of data science, artificial intelligence, app/game development, and security. Students will utilize knowledge related to these areas and programming skills to develop solutions to authentic problems.

CTE496: Information Technology Fundamentals

2 Semester; 2 Credits

Grade: 10-12

Prerequisite: Principles of Computing

Dual Credit (PNW)



This course counts as Directed Elective or Elective for all diplomas.

Information Technology Fundamentals provides the necessary competencies required for an entry-level Information Technology

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- Counts toward Technical Honors Diploma
- Dual Credit Available
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professional. Students will have the knowledge required to assemble components based on customer requirements, install, configure and maintain devices/software for end users, understand the basics of networking and security, properly and safely diagnose, resolve and document common hardware and software issues while applying troubleshooting skills. Students will also learn appropriate customer support, understand the basics of virtualization, desktop imaging, and deployment. This course should also prepare students for the CompTia A+ Certification Exam.

CTE819: Networking & Cybersecurity Operations

2 Semester; 2 Credits

Grade: 10-12

Prerequisite: Principles of Computing; Information Technology Fundamentals



This course counts as Directed Elective or Elective for all diplomas.
Fulfills a science requirement for all diploma types.

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

CTE827: Advanced Cybersecurity

2 Semester; 2 Credits

Grade: 10-12

Prerequisite: Principles of Computing; Cybersecurity Fundamentals



This course counts as Directed Elective or Elective for all diplomas.

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.

CTE979: Principles of Digital Design

2 Semesters; 1 Credit/Semester (2 Credits Maximum)

Grade: 9-11

This course counts as Directed Elective or Elective for all diplomas.

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.

CTE468: Digital Design Graphics

2 Semester; 2 Credits

Grade: 10-12

Prerequisite: Principles of Design



This course counts as Directed Elective or Elective for all diplomas.

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.

CTE825: Interactive Media Design

2 Semester; 2 Credits

Grade: 10-12

Prerequisite: Principles of Design



This course counts as Directed Elective or Elective for all diplomas.

Interactive Media Design focuses on the tools, strategies, and techniques for interactive design and emerging technologies, like web and social media. Students will learn the basics of planning, shooting, editing and post-producing video and sound. Additionally, students will explore the process of integrating text, graphics, audio and video for effective communication of information.

CAREER & TECHNICAL EDUCATION

AKS580: Principles of Construction Trades

2 Semesters, 2 credits

Grade Level: 11-12

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

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.

AKS591: Electrical Fundamentals

2 Semesters, 2 credits

Grade Level: 11-12

Prerequisite: Principles of Construction Trades

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

This course covers NCCER Electrical Level 1. Its modules cover topics such as orientation to the electrical trade, electrical safety, introduction to electrical circuits, electrical theory, introduction to the National Electrical Code, device boxes, hand bending, raceways and fittings, conductors and cables, basic electrical construction drawings, residential

electrical services, and electrical test equipment. The NCCER Electrical Level 1 certificate and wallet card will also be awarded upon successful completion of this course.

AKS592: Advanced Electrical

2 Semesters, 2 credits

Grade Level: 11-12

Prerequisite: Principles of Construction Trades; Electrical Fundamentals

Dual Credit Available (Ivy Tech)



This course counts as Directed Elective or Elective for all diplomas.

Advanced Electrical covers topics such as alternating current, motors: theory and application, electric lighting, conduit bending, and pull and junction boxes. The second part of the course will cover topics such as conductor installations, cable tray, conductor terminations and splices, grounding and bonding, circuit breakers and fuses, control systems and fundamental concepts. Students will be ready to complete the NCCER Electrical Level 2 certificate upon successful completion of the course.

AKS608: Construction Trades & Electrical Capstone

2 Semesters, 2 credits

Grade Level: 12

Prerequisite: Principles of Construction Trades; Electrical Fundamentals; Advanced Electrical

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

Construction Trades & Electrical Capstone builds upon the skills learned in Electrical Fundamentals and Advanced Electrical. Topics include load calculations – branch and feeder circuits, conductor selection and calculations, practical applications of lighting. This course will also cover commercial electrical services including distribution equipment, transformers, and voice, data and video. Completion of this course will prepare students for the NCCER Electrical Level 3 certificate. Students may also complete an Ivy Tech CT by completing coursework in general carpentry.

AKS570: Principles of Fire & Rescue

2 Semesters, 2 Credits

Grade Level: 11-12

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

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

AKS571: Fire Fighting Fundamentals

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Principles of Fire & Rescue

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

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

AKS572: Advanced Fire Fighting

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Principles of Fire & Rescue; Fire Fighting Fundamentals

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

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

AKS616: Fire & Rescue Capstone/EMT

2 Semesters, 2 Credits

Grade Level: 12

Prerequisite: Principles of Fire and Rescue; Fire Fighting Fundamentals, Advanced Fire Fighting

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

Fire & Rescue Capstone will prepare students to earn the EMT certification.

AKS520: Principles of Automotive Services

2 Semesters, 6 Credits

Grade Level: 11-12

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

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. Also, 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.

AKS521: Brake Systems

2 Semesters, 6 Credits

Grade Level: 11-12

Prerequisite: Principles of Automotive Services

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

This course gives students an in-depth study of vehicle electrical systems. Students will study the fundamentals of electricity and automotive electronics in various automotive systems. Additionally it 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.

AKS522: Steering & Suspensions

2 Semesters, 6 Credits

Grade Level: 11-12

Prerequisite: Principles of Automotive Services

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

This course takes an in-depth look at engine performance, including concepts in the diagnosis and repair of ignition, fuel, emission and related computer networks. This course presents engine theory and operation and studies the various engine designs utilized today. This course also takes an in-depth look at engine performance, including advanced concepts in the diagnosis and repair of ignition, fuel, emission and related computer networks. This course presents engine theory and operation and studies the various engine designs utilized today. Hybrid/Alternative fuel technology will also be introduced.

Schools partnering with Vincennes University must offer the program of study as part of a 2-3 period block.

AKS617: Automotive Services Capstone

2 Semesters, 6 Credits

Grade Level: 12

Prerequisites: Principles of Automotive Services; Brake Systems; Steering and Suspensions

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

This course further explores important skills and competencies within the Automotive Service Technology Pathway. Topics such as Steering & Suspension, Engine Repair, Climate Control, and Driveline Service. Additionally, Co-Op and Internship opportunities will be available for students.

AKS581: Construction Trades: General Carpentry

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Principles of Construction Trades; or Principles of Architecture, Engineering & Construction

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

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.

AKS582: Construction Trades: Framing & Finishing

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Principles of Construction Trades; Construction Trades: General Carpentry

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

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.

AKS607: Construction Trades Capstone

2 Semesters, 6 Credits

Grade Level: 12

Prerequisite: Construction Trades: General Carpentry, Construction Trades: Framing & Finishing

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

The Construction Trades Capstone covers NCCER Electrical Level 1. Its modules cover topics such as orientation to the electrical trade, electrical safety, introduction to electrical circuits, electrical theory, introduction to the National Electrical Code, device boxes, hand bending, raceways and fittings, conductors and cables, basic electrical construction drawings, residential electrical services, and electrical test equipment. This course also covers the NCCER Carpentry Forms Level 3. Its modules cover topics such as rigging equipment, rigging practices, properties of concrete, reinforcing concrete, trenching and excavating, foundations, slab-on-grade, handling and placing concrete, vertical formwork, horizontal formwork, and tilt-up wall panels. Additionally, this course gives students the opportunity to work at a job site that is specifically related to their career objectives and provides on-the-job experience.

AKS540: Principles of Precision Machining

2 Semesters, 2 Credits

Grade Level: 11-12

Recommended Prerequisite: Intro to Advanced Manufacturing

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

Principles of Precision Machining will provide students with a basic understanding of the processes used to produce industrial goods. Classroom instruction and labs will focus on shop safety, measurement, layout, blueprint reading, shop math, metallurgy, basic hand tools, milling, turning, grinding, and sawing operations. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Measurement, Materials, & Safety certification that may be required for college dual credit.

AKS541: Precision Machining Fundamentals

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Principles of Precision Machining

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

This course qualifies as a Quantitative Reasoning course.

Precision Machining Fundamentals will build a foundation in conventional milling and turning. Students will be instructed in the classroom on topics of shop safety, theory, industrial terminology, and calculations. Lab work will

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consist of the setup and operation of vertical and/or horizontal milling machines and engine lathes. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Milling I certification that may be required for college dual credit.

AKS542: Advanced Precision Machining

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Principles of Precision Machining; Precision Machining Fundamentals

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

This course qualifies as a Quantitative Reasoning course.

Advanced Precision Machining will build upon the Turning and Milling processes learned in Precision Machining Fundamentals and will build a foundation in abrasive process machines. Students will be instructed in the classroom on topics of shop safety, theory, industrial terminology, and calculations associated with abrasives. Lab work will consist of the setup and operation of bench grinders and surface grinders. Additionally students will be introduced to Computerized Numeric Controlled (CNC) setup, operations and programming. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Grinding I certification that may be required for college dual credit.

AKS605: Precision Machining Capstone

2 Semesters, 6 Credits

Grade Level: 12

Prerequisite: Principles of Precision Machining; Precision Machining Fundamentals; Advanced Precision Machining

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

This course qualifies as a Quantitative Reasoning course.

Precision Machining Capstone is an in-depth study of skills learned in Precision Machining I, with a stronger focus on CNC setup/operation/programming. Students will be introduced to two axis CNC lathe programming and three axis CNC milling machine programming. Develops the theory of programming in the classroom with applications of the program accomplished on industry-type machines. Studies terminology of coordinates, cutter paths, angle cutting, and linear and circular interpolation. Classroom activities will concentrate on precision set-up and inspection work, as well as machine shop calculations. Students will develop skills in advanced machining and measuring parts involving tighter tolerances and more complex geometry. A continued focus on safety will also be presented.

CTE834: Industry 4.0 - Principles of Industry 4.0 & Digital Manufacturing

2 Semesters, 2 Credits

Grade Level: 11-12

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

Principles of Industry 4.0 introduces students to the Industrial Internet of Things (IIoT). Students will explore Industry 4.0 technologies such as artificial intelligence (AI), human to robot collaboration, big data, safety, electrical, sensors, digital integration, fluid power, robot operation, measurement, CAD, CNC, additive manufacturing, print reading, and technical mathematics. Students will complete hands-on labs, virtual simulations, projects, and critical thinking assignments to help prepare for SACA C-101 Certified Industry 4.0 Associate I - Basic Operations certification exam.

CTE111: Robotics Design & Innovation

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Industry 4.0 - Smart Manufacturing

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

The Robotics Design and Innovation course is designed to introduce students to technology that is revolutionizing modern manufacturing and logistic centers across global markets. Students will explore careers that are related to the fourth industrial revolution and be introduced to the emerging technologies that make the manufacturing world ever changing.

These technologies include; mechatronics, CAD/CAM, robots, programmable automation, cloud technologies, networking, big data and analytics. Students will design a part to be mass produced using processes such as additive and subtractive manufacturing, while utilizing lean manufacturing concepts. The course will prepare students for the SACA, C-102 Certified Industry 4.0 Associate.

CTE484: Digital Manufacturing Systems

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisites: Industry 4.0 - Smart Manufacturing; Robotics Design & Innovation

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

This course qualifies as a Quantitative Reasoning course.

Digital Manufacturing Systems will deepen students' technical skills by studying electrical. Description system required to support an Industry 4.0 manufacturing system and building on skills learned in Principles of Industry 4.0 and Robotics Design and Innovation. Topics include Industry 4.0 technologies such as data analytics, cyber security, and smart sensors. Students will work on a 4-6 student team to build a working prototype of an Industry 4.0 system.

Highlights include: Variable Frequency Drives, PLC troubleshooting, Cyber Security, Smart Sensors, and Smart network communications.

CTE486: Industry 4.0 - Smart Manufacturing Capstone

2 Semesters, 2 Credits

Grade Level: 12

Prerequisites: Industry 4.0 - Smart Manufacturing; Robotics Design & Innovation; Smart Manufacturing Systems

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

This course qualifies as a Quantitative Reasoning course.

Industry 4.0 - Smart Manufacturing Capstone introduces the basic theory, operation, and programming of industrial robots and their applications through simulations and hands-on laboratory activities. Basic theory, operation, and programming of Programmable Logic Controllers (PLC) will be emphasized in this course along with how automation devices may be integrated with other machines. Multiple industry standard certifications in the field of robotics and automation will be available depending on the length of the course. As a capstone course, students are encouraged to participate in an intensive, embedded work based learning experience.

AKS530: Principles of Welding Technology

2 Semesters, 2 Credits

Grade Level: 11-12

Recommended Prerequisite: Intro to Advanced Manufacturing

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

Principles of Welding Technology includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and basic welding. This course is designed for individuals who intend to make a career as a Welder, Technician, Designer, Researcher, or Engineer. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for postsecondary and career success.

AKS531: Shielded Metal Arc Welding

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Principles of Welding Technology

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

Shielded Metal Arc Welding involves the theory and application of the Shielded Metal Arc Welding process. Process theory will include basic electricity, power sources, electrode selection, and all aspects pertaining to equipment operation and maintenance. Laboratory welds will be performed in basic weld joints with a variety of electrodes in the flat, horizontal and vertical positions. Emphasis will be placed on developing the basic skills necessary to comply with AWS industry standards.

AKS532: Gas Welding Processes

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Principles of Welding Technology

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

Gas Welding Processes is designed to cover the operation of Gas Metal Arc Welding (MIG) equipment. This will include all settings, adjustments and maintenance needed to weld with a wire feed system. Instruction on both short-arc and spray-arc transfer methods will be covered. Tee, lap, and open groove joints will be done in all positions with solid, fluxcore, and aluminum wire. Test plates will be made for progress evaluation. Schools may choose to offer the course as a comprehensive MIG Welding course or a combination of introductory MIG and TIG Welding operations.

AKS606: Welding Technology Capstone

2 Semesters, 6 Credits

Grade Level: 12

Prerequisite: Principles of Welding Technology; Shielded Metal Arc Welding; Gas Welding Processes







Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

The Welding Technology Capstone course builds upon the knowledge and skills developed in Welding Fundamentals, Shielded Metal Arc Welding, and Gas Metal Arc Welding by developing advanced welding skills in Gas

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Tungsten Arc Welding (TIG), Pipe Welding, and Fabrication. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience.

AKS550: Principles of Culinary & Hospitality

2 Semesters, 2 Credits

Grade Level: 11-12

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

Principles of Culinary & 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.

AKS551: Nutrition

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Principles of Culinary & Hospitality

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

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.

AKS552: Culinary Arts

2 Semesters, 2 Credits

Grade Level: 11-12

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

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.

AKS612: Culinary Capstone

2 Semesters, 6 Credits

Grade Level: 12







Prerequisite: Principles of Culinary and Hospitality; Nutrition; Culinary Arts

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

These symbols will help you find the courses you want!

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-  Counts toward Academic Honors Diploma
-  Counts toward Technical Honors Diploma
-  Dual Credit Available
-  Fulfills Quantitative Reasoning Course Requirement
-  = Weighted Grade applies

AHD = Core 40 Diploma with Academic Honors | THD = with Technical Honors

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

AKS600/CTE474: Principles of Barbering & Cosmetology

2 Semesters, 2 Credits

Grade Level: 11

Dual Credit Available (Vincennes University)



This course counts as a Directed Elective or Elective for all diplomas.

Principles of Barbering & Cosmetology offers an introduction to cosmetology with emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring, business and personal ethics, and bacteriology and sanitation. Successful completion of the course requires at least 375 Cosmetology studio hours.

Principles and Fundamentals should be concurrently enrolled. This course may require extended hours of participation in order to meet the 1500 hours required for the Cosmetology and Barbering exams.

AKS602/CTE476: Barbering & Cosmetology Fundamentals

2 Semesters, 2 Credits

Grade Level: 11

Prerequisite: Principles of Barbering & Cosmetology

Dual Credit Available (Vincennes University)



This course counts as a Directed Elective or Elective for all diplomas.

Principles of Barbering & Cosmetology offers an introduction to cosmetology with emphasis on basic practical skills and theories including roller control, quick styling, shampooing, hair coloring, permanent waving, facials, manicuring, business and personal ethics, and bacteriology and sanitation. Successful completion of the course requires at least 375 Cosmetology studio hours.

Principles & Fundamentals should be concurrently enrolled. This course may require extended hours of participation in order to meet the 1500 hours required for the Cosmetology and Barbering exams.

AKS604/CTE478: Advanced Cosmetology

2 Semesters, 2 Credits

Grade Level: 11

Prerequisites: Principles of Barbering & Cosmetology; Barbering & Cosmetology Fundamentals



This course counts as a Directed Elective or Elective for all diplomas.

Advanced Cosmetology will emphasize the development of advanced skills in styling, hair coloring, permanent waving, facials, manicuring, chemical texturizing, and hair cutting techniques. Students will also further study anatomy and physiology as it applies to hair care professions. Successful completion of the course requires at least 375 studio hours.

AKS614/CTE480: Barbering & Cosmetology Capstone

2 Semesters, 2 Credits required; 6 credits maximum

Grade Level: 12

Prerequisites: Principles of Barbering & Cosmetology; Barbering & Cosmetology Fundamentals; Advanced Cosmetology



This course counts as a Directed Elective or Elective for all diplomas.

Barbering & Cosmetology Capstone builds and improves previously developed skills with emphasis on developing individual techniques. Professionalism, shop management, psychology in relation to barbering and cosmetology, and preparation for state board examinations are stressed. Successful completion of the course requires at least 375 studio hours.

This course may require extended hours of participation in order to meet the 1500 hours required for the Cosmetology and Barbering exams.

AKS500: Principles of Criminal Justice

2 Semesters, 2 Credits

Grade Level: 11-12



This course counts as a Directed Elective or Elective for all diplomas.

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.

AKS501: Law Enforcement Fundamentals

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Principles of Criminal Justice



This course counts as a Directed Elective or Elective for all diplomas.

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.

AKS502: Corrections & Cultural Awareness

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Principles of Criminal Justice; Law Enforcement Fundamentals



This course counts as a Directed Elective or Elective for all diplomas.

Corrections & 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

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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.

AKS620: Criminal Justice Capstone

2 Semesters, 2 Credits

Grade Level: 12

Prerequisites: Principles of Criminal Justice; Law Enforcement Fundamentals, Corrections & Cultural Awareness



This course counts as a Directed Elective or Elective for all diplomas.

The Criminal Justice Capstone course allows students to complete additional instruction to earn a postsecondary certificate and should include a work-based learning component such as job shadowing, internship, etc. once the core content is completed. **Note** that there may be age restrictions on work-based learning components.

AKS510: Principles of Healthcare

2 Semesters, 2 Credits

Grade Level: 11-12

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

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.

AKS511: Medical Terminology

2 Semesters, 2 Credits

Grade Level: 11-12

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

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, all taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information in the healthcare industry. Students have the opportunity to acquire essential skills for accurate and logical communication, and interpretation of medical records. Emphasis is on forming a foundation of a medical vocabulary including; appropriate and accurate meaning, spelling, and pronunciation of medical terms, and abbreviations, signs, and symbols.

AKS515: Technical Skills Development

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Concurrently enrolled in a Concentrator A and/or B course

This course counts as a Directed Elective or Elective for all diplomas.

The Technical Skills Development course may be used to provide students with the opportunity to apply the technical knowledge and skills learned in a Concentrator A or B course through additional real world learning experiences such as

lab activities, project based learning or a work-based learning experience. Students must be co-enrolled in a Concentrator A and/or B course in order to be enrolled in the Technical Skills Development course.

AKS611: Healthcare Specialist Capstone

2 Semesters, 6 Credits

Grade Level: 12

Prerequisite: Principles of Healthcare; Medical Terminology; Healthcare Specialist: CNA, EMT or Certified Clinical Medical Assistant (CCMA)

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

The capstone course will provide Healthcare students with additional knowledge and skills necessary to work in a variety of health care settings beyond a long term care facility, including hospitals, doctor's offices and clinics. Students can accomplish this goal by completing coursework that will cover topics such as Medical Law and Ethics, Electronic Health Records, and/or Behavioral Health. Schools may offer additional healthcare certifications such as the Certified Clinical Medical Assistant or Phlebotomy along with the coursework or in place of the coursework.

AKS560: Principles of Teaching

2 Semesters, 2 Credits

Grade Level: 11-12

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A minimum 20 hour classroom observation experience is required for successful completion of this course.

AKS561: Child & Adolescent Development

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Principles of Teaching

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

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

AKS562: Teaching & Learning

2 Semesters, 2 Credits

Grade Level: 11-12

Dual Credit Available (Ivy Tech)



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This course counts as a Directed Elective or Elective for all diplomas.

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

AKS610: Education Professions Capstone

2 Semesters, 6 Credits

Grade Level: 12

Prerequisite: Principles of Teaching; Child and Adolescent Development, Teaching and Learning

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

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

AKS435: Principles of Broadcasting

(Held at LaPorte High School)

2 Semesters, 2 credits

Grade Levels: 9-11

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

The purpose of the Principles of Broadcasting course is to provide entry-level fundamental skills for students who wish to seek or pursue opportunities in the field of broadcasting or mass media. Students will explore the technical aspects of audio and sound design for radio production and distribution, as well as, the technical aspects of video production and distribution.

CTE125: Audio & Video Production

(Held at LaPorte High School)

2 Semesters, 2 credits

Grade Levels: 10-12

Prerequisites: Principles of Broadcasting

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

Audio & Video Production Essentials provides an in-depth study on audio and video production techniques for radio, television, and digital technologies. Students will learn skills necessary for audio production and on-air work used in radio and other digital formats. Additionally, experience will be gained in the development of the video production process; including skills in message development, directing, camera, video switcher, and character generator operations.

CTE126: Radio & Television II
(Held at LaPorte High School)

2 Semesters, 6 credits

Grade Level: 12

Prerequisite: Radio & Television I

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

Radio & Television II prepares students for admission to television production programs at institutions of higher learning. Students train on professional equipment creating a variety of video projects. During this second-year program students integrate and build on first-year curriculum while mastering advanced concepts in production, lighting and audio.

CTE818: Career Information & Exploration

1 Semester, 1 Credit

Grade Level: 11-12

Recommended Prerequisite: Preparing for College & Careers



This course counts as a Directed Elective or Elective for all diplomas.

Career Information & Exploration provides students with opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in:

- (1) employability,
- (2) understanding the economic process, and
- (3) career decision making and planning.

Opportunities are provided for students to observe and participate in various job situations through opportunities such as field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students.

CTE098: Career Exploration Internship

1 Semesters, 1-3 Credits (6 credits maximum)

Grade Level: 11-12

Recommended Prerequisite: Preparing for College & Careers; Career Information & Exploration



This course counts as a Directed Elective or Elective for all diplomas.

The Career Exploration Internship course consists of a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interests. Unlike the work-based Learning capstone course in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in (1) regularly scheduled meetings with their classroom teacher, or (2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

A minimum of 75 hours of workplace and classroom activities are required for one credit; 150 hours are required for the two credits. Of the 75 or 150 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction. Schools on block schedules may proportionately adjust the total number of hours per week to meet the local standard, provided that students spend at least one hour a week in classroom activities.

CTE829: Cooperative Education

2 Semesters, 2 Credits

Grade Level: 11-12

Recommended Prerequisite: Preparing for College & Careers; 2 credits in a CTE course



This course counts as a Directed Elective or Elective for all diplomas.

Cooperative Education is an approach to employment training that spans all career and technical education program areas through school-based instruction and on the job training. Time allocations are a minimum of fifteen hours per week of on-the-job training and approximately five hours per week of school-based instruction, focused on employability skills development. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed.

CTE910: Applied Preparing for College & Careers

2 Semesters, 2 Credits

Grade Level: 9-12

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

CTE981: Applied Career Information & Exploration

2 Semesters, 2 Credits (Applied Units: 4 maximum)

Grade Level: 9-12

Applied Career Information and Exploration provides students with opportunities to learn about themselves including interests, strengths and needed supports while exploring various traditional and nontraditional occupations and careers. Students develop skills in:

- (1) employability,
- (2) understanding the economic process, and
- (3) career decision making and planning.

Opportunities are provided for students to observe and participate in various job situations through opportunities such as community-based instruction, internships, mock interviews, and guest speakers. Portfolio and resume development experience and career- related assessments may also be provided to students.

CTE908: Applied Career Exploration Internship

2 Semesters, 4 Credits

Grade Level: 11-12+

The Applied Career Exploration Internship course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. Unlike a cooperative education program in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster

or pathway and learning objectives for the internship must be written to clarify the expectations of all parties: the student, parent, employer, and instructor.

CTE913/CTE914: **Applied Basic Skills Development**

2 Semesters, 2 Credits

Grade Level: 9-12

Applied Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including:

- | | |
|----------------|--------------------------------------|
| (1) reading, | (5) mathematical computation, |
| (2) writing, | (6) note taking, |
| (3) listening, | (7) study and organizational skills, |
| (4) speaking, | (8) problem-solving skills, and |
| | (9) employability skills. |

All of which are essential for high school achievement and post-secondary outcomes. Determination of the skills to be emphasized in this course is based on Indiana's standards and Content Connectors, individual school corporation general curriculum plans, and the student's Individualized Education Program(IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations and may be applied using instructional practices related to community-based instruction. Could be applied as a math unit.

CTE911: **Applied Personal Financial Responsibility**

2 Semesters, 2 Credits

Grade Level: 11-12

Applied Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build and apply skills in financial literacy and responsible decision making. Content includes analyzing personal standards, needs, wants, and goals; identifying sources of income, and navigating technology for money management. A project-based approach and applications through authentic settings such as work-based observations, service learning experiences and community based instruction are utilized. Direct, concrete applications of basic mathematics proficiencies in projects are encouraged. This counts as a math unit.

CTE911: **Applied Student Store**

2 Semesters, 2 Credits

Grade Level: 9-12

Applied student store is an introductory course that is relevant for teaching students everyday working and communication skills. Each student will have fundamental training and experience in the following areas: Customer service skills, team leadership skills, counting inventory, stock, straightening store, store cleaning duties, and basic retail skills. Daily learning tips will be used including verbal practice on customer service, asking customers pertinent questions, gaining knowledge of products sold, and learning to do a transaction from beginning to end. This includes using the register keys to ring up items, collect money owed, and give back change if needed.

CTE902: **Applied Nutrition & Wellness**

2 Semesters, 2 Credits

Grade Level: 9-10

Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. This is a nutrition class that introduces students to only the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition,

food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied. This course is the first in a sequence of courses that provide a foundation for continuing and postsecondary education in all career areas related to nutrition, food, and wellness.

Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses. For more information, see 511 IAC 6-7.1-4(c)(6). Local programs have the option of offering a second version of the course that is focused more on the fitness aspects of wellness and nutrition. This version may be taught within the family and consumer sciences department or it may be interdisciplinary and team taught or co-taught with a teacher licensed in physical education. Such a course may be differentiated from the regular course offering by using a subtitle in addition to Nutrition and Wellness. A student may earn credits for both versions of the course. No waiver is required in this instance.

CTE900: Applied Adult Roles & Responsibilities

2 Semesters, 2 Credits

Grade Level: 9-12

Adult Roles & Responsibilities is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of adult roles and responsibilities. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and postsecondary education in all career areas related to individual and family life.

Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement, in place of either Human Development and Wellness or Interpersonal Relationships. To qualify for the Health and Wellness waiver, a student must take three approved courses. For more information, see 511 IAC 6-7.1-4(c)(6).

CTE915 & CTE916: Applied Community Service

2 Semesters, 2 Credits

Grade Level: 11-12+

Alternate Diploma Course

Applied Community Service is a course created by public law IC 20-30-14, allowing juniors and seniors the opportunity to earn up to two high school credits for completion of approved community service projects or volunteer service that "relates to a course in which the student is enrolled or intends to enroll." A community-based approach and applications through authentic settings such as work-based observations, service learning experiences and community-based instruction are utilized. Direct, concrete applications of basic mathematics proficiencies in projects are encouraged. This counts as a math unit.

AKS900: Applied Building & Facilities Maintenance I

2 Semesters, 6 Credits

Grade Level: 11-12

Recommended Prerequisite: Introduction to Construction



Alternate Diploma Course

Building & Facilities Maintenance I prepares students to perform routine care and maintenance activities in commercial and institutional buildings. Activities include classroom and laboratory experiences concerned with all phases of the care and cleaning of buildings, fixtures and furnishings, including all types of building interiors such as linoleum, plastic, terrazzo, tile, and wood floors; rugs; plastic, wood panel, paint, and synthetic wall coverings. Emphasis is placed on the selection and use of professional supplies needed for care and maintenance, as well as OSHA safety standards and appropriate guidelines in working with various chemicals and processes.

AKS901: Applied Building & Facilities Maintenance II

2 Semesters, 6 Credits

Grade Level: 12

Recommended Prerequisite: Building Facilities & Maintenance I



Alternate Diploma Course

Building & Facilities Maintenance II builds on skills learned in Building & Facilities Maintenance I and encompasses instruction in basic upkeep and repair skills related to the mechanical systems within structures. Emphasis should be placed on the use of hand and power tools and the selection and use of appropriate supplies needed for care, repair and maintenance. Students will reinforce their mathematical skills through the practical study of measurement units, ratios, area, and volume calculations. Scientific knowledge will be enhanced through the emphasis on environmental concerns and chemical and electrical safety instruction. Language skills will be strengthened through oral and written work intended to improve students' abilities to communicate with supervisors, colleagues, and clients.

AGRICULTURE EDUCATION (Courses located at MCHS)

SCI108: Introduction to Agriculture, Food & Natural Resources

2 Semesters, 2 Credits

Grade Level: 9-10



Introduction to Agriculture, Food & Natural Resources is highly recommended as a foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, agricultural business management, landscape management, natural resources, agriculture power, structure and technology, leadership development, supervised agricultural experience and career opportunities in the area of agriculture, food and natural resources.

CTE402: Work Based Learning Capstone, Multiple Pathways

2 Semesters, 2-6 Credits

Grade Level: 12

Required prerequisite: Preparing for College & Careers; 4 credits of introductory and advanced courses related to a student's pathway.



Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds students' skills and knowledge in their chosen career path or furthers their study within the area of interest. A standards-based training plan is developed by the student, teacher, and workplace mentor to guide the student's work-based learning experiences and assist in evaluating achievement and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course. In the stand-alone WBL Capstone courses, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real-world business and industry settings. Therefore, at least two courses in a student's pathway would be prerequisite to the student enrolling in the stand-alone WBL courses.

Intensive applications are a required component of this course and may be either school based or work based or a combination. Work Based Learning experiences need to be in a closely related industry setting. Instructors must have a standards-based training plan for each student participating in Work Based Learning experiences. When a course is offered for

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multiple hours per semester, the amount of project-based application or Work Based Learning needs to be increased proportionally. Students are monitored in their experiences by the content-related CTE teacher or a CTE teacher needs to be the teacher for the comprehensive course. Application of Content and Multiple Hour Offerings Intensive applications are a required component of this course. Work Based Learning experiences need to be in a closely related industry setting. Instructors must have a standards-based training plan for each student participating in Work Based Learning experiences. Students are monitored in their experiences by the content related CTE teacher. Work Based Learning Capstone is a culminating course in a student's logical sequence of courses for a chosen career pathway. In this course, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings.

ENGINEERING & TECHNOLOGY EDUCATION

CTE500: Introduction to Engineering Design

2 Semesters, 2 Credits

Grade Levels: 9-10

Dual Credit Available (Ivy Tech)



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 advance from completing structured activities 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.

CTE502: Principles of Engineering

2 Semesters, 2 Credits

Grade Level: 9-10

Recommended Prerequisite: Introduction to Engineering Design

Dual Credit Available (Ivy Tech)



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.

CTE516: Engineering Design & Development

2 Semesters, 2 Credits (1-3 credits/semester, 6 credits maximum)

Grade Level: 12

Prerequisite: Intro to Engineering Design; Principles of Engineering; and 1 pre-engineering specialty course



This course counts as a Directed Elective or Elective for all diplomas.

Engineering Design & Development is an engineering research course in which students work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide the team to reach a solution to the problem. The team and/or individual(s) communicates their solution to a panel of stakeholders at the conclusion of the course. As the capstone course in the Engineering Pathway, EDD engages students in critical thinking, problem-solving, time management, and teamwork skills.

NOTE: This course aligns with the PLTW Engineering Design and Development curriculum. Use of the PLTW curriculum may require additional training and membership in the PLTW network.

CTE508: Civil Engineering & Architecture

2 Semesters, 2 Credits

Grade Level: 10-12

Prerequisites: Intro to Engineering Design, Principles of Engineering



This course qualifies as a Quantitative Reasoning course for the General, Core 40, AHD, & THD

Civil Engineering & 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 allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis is placed on related transportation, water resource, and environmental issues. Activities include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design.

CTE510: Computer Integrated Manufacturing

2 Semesters, 2 Credits

Grade Level: 10-12

Prerequisites: Intro to Engineering Design, Principles of Engineering



This course counts as a Directed Elective or Elective for the General, Core 40, AHD, & THD

Computer Integrated Manufacturing is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction to Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes.

CTE601: Introduction to Construction

2 Semesters, 2 Credits

Grade Level: 9-10



Introduction to Construction is a course that will offer hands-on activities and real-world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are

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- Prerequisite(s) required
- Counts toward Academic Honors Diploma
- Counts toward Technical Honors Diploma
- Dual Credit Available
- Fulfills Quantitative Reasoning Course Requirement
- Weighted Grade applies

AHD = Core 40 Diploma with Academic Honors | THD = with Technical Honors

converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

AKS580: Principles of Construction Trades

2 Semesters, 2 credits

Grade Level: 11-12

Dual Credit Available (Ivy Tech)



This course counts as a Directed Elective or Elective for all diplomas.

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.

CTE603: Compressed Air Academy, Year 1 - Principles Advanced Manufacturing I

2 Semesters, 2 Credits

Grade Level: 9-10



This course counts as a Directed Elective or Elective for all diplomas.

When offered as applied: 2 units maximum; counts as an employability applied unit for alternate diploma.

Compressed Air Academy, Year 1 - Principles of Advanced Manufacturing is a course that introduces students to the field of advanced manufacturing and logistics and it explores the field's relationship to society, individuals, and the environment. Principles of Advanced Manufacturing includes classroom and laboratory experiences, which are focused on industrial technology and manufacturing trends. Covered topics include safety and impact, manufacturing essentials, lean manufacturing, design principles, and careers in advanced manufacturing. Students participate in hands-on projects and team activities to learn necessary skills while using the latest industry technologies. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

Students learn to apply modern manufacturing processes in order to obtain resources and change them into industrial materials, industrial products, and consumer products. Students investigate the properties of engineered materials. Students study six major types of material processes: casting and molding, forming, separating, conditioning, finishing, and assembling. After gaining a working knowledge of these processes, students are introduced to the logistical and business principles utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, Material Safety Data Sheets (MSDS), chart and graph reading, and other Manufacturing Skill Standards Council (MSSC) concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors.

CTE605: Compressed Air Academy, Year 2 - Advanced Manufacturing: Special Topics

1 Semester; Up to 3 credits per semester (may be offered for successive semesters for up to 12 credits total)

Grade Level: 11-12

Prerequisite: Compressed Air Academy, Year 1 - Advanced Manufacturing I



This course counts as a Directed Elective or Elective for all diplomas.

Compressed Air Academy, Year 2 is an extended-learning experience designed to address the advancement and specialization of careers within the Advanced Manufacturing Career Cluster through the provision of a specialized course for specific workforce needs in the school's region. The learning experience takes place at a qualified site, and is designed to give the student the opportunity to learn and practice technical skills—while working under the direction of an

appropriately-licensed professional. Throughout the course, students will focus on learning about employment opportunities and obtaining the knowledge, skills, and attitudes essential for success in specific occupations. Course standards and curriculum must be tailored to the specific profession. Course Standards must prepare students to advance in this career field and, where applicable, provide students with opportunities for certification or dual credit. Participation in a related CTSO is encouraged to aid in the development of leadership, communication, and other career-related skills.

ENGLISH & LANGUAGE ARTS

ENG100: English 9

Integrated English

2 Semesters, 2 Credits



English 9 is the introductory English course for 9th grade students. Through integrated units of study in literature, composition, grammar and vocabulary, students will have frequent opportunities to expand and demonstrate their knowledge of and skills in the seven standards that Indiana has previously adopted and newly adopted National Core standards for the 9th grade Language Arts. The course of study will emphasize the reading, writing, and communication skills of the students in a wide variety of applications, including a variety of writing assignments, multimedia presentations, and applied analysis in various genres. The use of computers, technology, and the elements of the writing process are essential parts of the course. This course meets Core 40 Requirements.

ENG150: English 9 Academic Honors

Integrated English

2 Semesters, 2 Credits



This course develops and extends the Core 40 requirements and meets Academic Honors criteria.

English 9 Academic Honors is designed for self-directed students who enjoy a challenging, accelerated learning environment and who have demonstrated highly proficient skills in reading, vocabulary development, and oral and written communication. Course content will focus on the seven Indiana Language Arts standards and the newly adopted National Core standards through integrated units of study in literature, composition, grammar, and vocabulary. The course of study is differentiated from the regular 9th grade curriculum in that it is fast-paced, in-depth, and based on previous student mastery of skills. It offers students a chance to engage in higher-level critical thinking skills including analysis and evaluation of literature. Students will also be required to read and analyze at least one novel per quarter; to demonstrate above-average writing skills in frequent, varied writing assignments; complete multimedia presentations; and utilize applied analysis in a variety of genres. Technology including the computer will be used to support the writing and learning process.

English 9 Academic Honors placement is based on a combination of the following criteria:

- recommendation of 8th grade Language Arts teacher
- an A or B+ average in 7th and 8th grade Language Arts
- strong interest and ability in reading and writing

ENG200: English 10

Integrated English

2 Semesters, 2 Credits



This course meets Core 40 requirements.

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- Prerequisite(s) required
- Counts toward Academic Honors Diploma
- Counts toward Technical Honors Diploma
- Dual Credit Available
- Fulfills Quantitative Reasoning Course Requirement
- Weighted Grade applies

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English 10 is the follow-up to the introductory English 9 course. Through integrated units of study in literature, composition, grammar, and vocabulary, students will have frequent opportunities to demonstrate and extend their knowledge of skills in the seven standards that Indiana has adopted and the newly adopted National Core standards for the tenth grade Language Arts. The course of study will emphasize the written and oral communication skills of the students in a wide variety of applications, including at least one research assignment of two to four pages, varied writing assignments, multimedia presentations and applied analysis in various genres. The use of computers, technology, and the elements of the writing process are essential parts of the course.

ENG250: English 10 Academic Honors

Integrated English

2 Semesters, 2 Credits



This course intensifies and extends the Core 40 requirements and meets Academic Honors criteria.

English 10 Academic Honors is designed for extremely motivated and self-directed students who are seeking a challenging learning environment and who have demonstrated highly proficient skills in reading, vocabulary development, and oral and written communication. Course content will focus on the seven Indiana Language Arts standards and the National Core standards through units of study integrating literature, composition, grammar, and vocabulary. The course of study is differentiated from the regular 10th grade curriculum in that it is multi-faceted and accelerated based on previous student mastery of skills. It will engage students in the higher-level critical thinking skills, including analysis and evaluation, as they examine a variety of literature and their own compositions. Students will be required to read and analyze at least one novel per quarter, to demonstrate above-average writing skills in frequent, varied writing assignments, and to use research and writing skills to produce a three- to five-page research paper. Technology including the computer will be used to support the writing and learning process and to produce a multimedia project.

English 10 Academic Honors placement is based on a combination of the following criteria:

- recommendation of 9th grade English teacher
- an A or B average in English 9 or English 9 Academic Honors
- strong interest and ability in reading and writing

ENG300: English 11

Integrated English

2 Semesters, 2 Credits



This course meets Core 40 requirements.

English 11 develops the seven Indiana Language Arts standards and the National Common Core standards through the study of American literature. The students will have frequent opportunities to demonstrate their knowledge of and skills in the standards the state has adopted for 11th grade Language Arts. The course of study will emphasize and practice the reading, writing, and communication skills of students in a wide variety of literature-based applications including expository, narrative, and technical writing and reading, research and reporting that research in a variety of ways, including a three- to four-page paper, as well as analysis of literary works and the students' own writings. All students will use the available technology including computers to support the writing and learning process.

ENG400: English 12

Integrated English

2 Semesters, 2 Credits



This course meets Core 40 requirements.

English 12 continues to refine students' abilities to learn and communicate about language and literature. This course integrates the seven Indiana Language Arts standards and the National Core standards through the study of a variety of literary works from a variety of world authors beginning with the earliest literature of the world. The students will have frequent, focused opportunities to demonstrate their knowledge of and skills in the standards the state has adopted for

twelfth grade Language Arts. Specifically, the students will apply appropriate reading skills and strategies to make and defend opinions about literary works and technical materials. The course of study will emphasize and practice the written and oral communication skills of students in a wide variety of literature-based applications, including expository, narrative, and technical writing and reading; research and reporting that research in a variety of ways; and analysis of literary work and the students' own writings. The goal is to provide students with opportunities to practice and sharpen their writing skills, integrating the writing process, vocabulary, grammar, and usage. The use of computers, technology, and the elements of the writing process are essential parts of the course.

ENG410: Advanced Placement English Language & Composition

2 Semesters, 2 Credits

Grade Level: 11-12



This is a Core 40/Academic Honors course.

Advanced Placement English Language and Composition prepares an advanced student to take the AP English Language Placement Exam in May. This exam can receive credit accepted at some colleges and universities, depending on the score the student achieves. The student is expected to pay for and take the exam. An additional benefit of the class is the exposure to a college-level English composition course.

The course requirements are determined by the College Board, which administers the test. The students will each be required to turn in a summer research/writing project on the first day of school. In class, using a number of contemporary non-fiction readings as the basis, the students will write a variety of papers with an emphasis on the persuasive and analytical essay. The writing assignments will generally model the writing requirements of the test. The students will do in-depth work on the writing process and work on developing and enhancing their written expression and style.

ENG310: Advanced Placement English Literature & Composition

2 Semesters, 2 Credits

Grade Level: 11-12



Advanced Placement English Literature and Composition is a college-level course for qualified seniors. This course prepares the advanced and highly advanced student for the AP English Literature and Composition Exam in May and provides experience in and preparation for college-level English courses.

This course requires a summer reading and testing project due the first day of school. The course itself emphasizes the reading and analysis of literature in conjunction with composition. The literature studied will include poetry, short fiction, novels, and drama. Writing assignments will usually be based on the literary works under study and are often modeled after the writing requirements of the Advanced Placement Exam.

AP Capstone Diploma Requirements

Students who earn a score of 3 or higher on AP Seminar, AP Research, and four other AP Exams will receive the AP Capstone Diploma.

ENG457: AP Seminar

2 Semesters, 2 Credits

Grade Level: 10-11

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This course counts as an English 10 AP weighted credit or an Elective for all diplomas.

Seminar Advanced Placement is the first-year foundational interdisciplinary course that is unique to the AP Capstone diploma program. AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a

team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

ENG464: AP Research

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: AP Seminar



This course does NOT count as an English credit. However, this course does count as an Elective for all diplomas.

AP Research is the second-year foundational interdisciplinary course that is unique to the AP Capstone diploma program. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.

ENG215: Rhetoric & Argument (Honors)

Grade Level: 11-12

Dual Credit Available (Ivy Tech)



This advanced composition course emphasizes an inquiry-driven approach to research-based analytic and argumentative writing. Students will develop advanced analytical, researching, and writing skills by completing an extensive argumentative project.

Electives in English

Unless noted, these courses DO COUNT toward the required credits in English.

ENG001: Speech

1 Semester, 1 Credit

Grade Level: 10-12



Speech is designed for the study of and practice in the basic principles and techniques of effective oral communication. Students will study the voice and body, as well as how to use these physical tools effectively in speaking. The student will study all parts of speaking including articulation, organization, and pronunciation. Many types of oral communication will be studied and practiced, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. This course emphasizes research using technology and careful organization and planning. Students also practice and develop critical listening skills. The students will be encouraged to participate in speech contests.

ENG008: Advanced Speech & Communication

1 Semester, 1 Credit







Grade Level: 10-12

Prerequisites: Speech and teacher recommendation

Dual Credit Available (Ivy Tech)



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-  Counts toward Academic Honors Diploma
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-  Dual Credit Available
-  Fulfills Quantitative Reasoning Course Requirement
-  Weighted Grade applies

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Advanced Speech and Communication is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multimedia presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery. Advanced Speech and Communication Project: Students complete a project (such as multimedia presentations that are reflective, reports or historical investigations, responses to literature, or persuasive arguments) that demonstrates knowledge, application, and speaking progress in the Advanced Speech and Communication course content.

FAR500: Theatre Arts

1 Semester, 1 Credit (Fine Arts Credit)

Grade Level: 9-12



Theatre Arts is a performance course that exposes students to a wide variety of theatrical experiences and exercises. Instruction in this course enables students to (1) improvise and/or analyze plays or scenes; (2) imaginatively express thoughts, feelings, moods, and characters; (3) apply techniques of voice, gesture, facial expression, etc. to convey emotion and meaning. The students will have an opportunity to be in several scenes or a one-act play, to learn and perform the basic stagecraft, and to be involved in the production of a school play. This course is for any student who wishes to develop or increase skills in theatre performance or production.

FAR501: Advanced Theatre Arts

1 Semester, 1 Credit (*Fine Arts Credit*)

Grade Level: 9-12

Prerequisites: E32720 Theatre Arts with a minimum grade of C and instructor approval



Advanced Theatre Arts builds upon the skills developed in the Theatre Arts course. The students enrolled in this course will be exposed to a wide variety of theatrical experiences and exercises. The students will have an opportunity to be in several scenes or a one-act play, to learn and perform the various functions and types of stagecraft, and to be involved in the production of a play. Students will have opportunities to explore and understand all the facets of theatre and the production of a play. Students who satisfactorily complete this course may elect additional semesters to expand and/or extend performance/production skills.

ENG010: Student Publications: Yearbook

2 Semesters, 2 Credits (*Fine Arts Credits*)

Grade Level: 10-12

Recommended Prerequisite: Photography and/or Digital Design



Student Publications: Yearbook includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design, and typography. Students selected for this course will use word processing and desktop publishing technology to support the production of the MCHS yearbook. Students in this course will plan, write, publish, market, and distribute the yearbook. This course is only available by application and approval of the sponsor, with a recommendation from previous English teachers.

ENG012: Student Publications: Newspaper

2 Semesters, 2 Credits (*Fine Arts Credits*)

Grade Level: 10-12



Student Publications: Newspaper includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design, and typography. Students selected for this course will use word processing and desktop publishing technology to support the publishing of the school's newspaper, The Cityzen. Students in this course will plan, write, publish, market, and distribute the newspaper. This course is only available by application and approval of the sponsor, with a recommendation from previous English teachers.

ENG002: Journalism*

1 Semester, 1 Credit

Grade Level: 9-12



Please note that this course is an elective credit, not an English credit. **This course is strongly recommended for all newspaper and/or yearbook staff and applicants.*

Journalism, a course based on the High School Journalism Standards along with the Research Standards, is a study of communications history including the legal boundaries and the ethical principles that guide journalistic writing. It includes a comparison study of journalistic writing to other types of writing. Students will study, analyze, and write various types of articles. Students interested in this course should have average or above writing and reading skills. Journalism is a good introductory course for students who might be interested in working on the student publications or in pursuing a career in journalism or communications.

ENG450: Advanced English Composition DC

1 Semester, 1 Credit

Grade Level: 11 - 12

Recommended Prerequisites: English 9, English 10, Composition, or teacher recommendation

Dual Credit Available (Ivy Tech)



This course counts as an English/Language Arts Requirement or elective for the Certificate of Completion

Advanced Composition, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports in addition to other appropriate writing tasks.

ENG453: Creative Writing

1 Semester, 1 Credit

Grade Level: 11 - 12

Recommended Prerequisites: English 9, English 10, or teacher recommendation

Dual Credit Available (Ivy Tech)



This course counts as an English/Language Arts Requirement or elective for the Certificate of Completion.

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.

ENG452: Advanced English Lit./Language Arts, College Credit

1 Semester, 1 Credit (may be offered for successive semesters)

Grade Level: 11 - 12

Recommended Prerequisites: English 9,
English 10, (or other
Literature, Language,
Composition, & Speech
courses) or teacher
recommendation

Dual Credit Available (Ivy Tech)

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- Counts toward Academic Honors Diploma
- Counts toward Technical Honors Diploma
- Dual Credit Available
- Fulfills Quantitative Reasoning Course Requirement
- Weighted Grade applies

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Counts as an English/Language Arts Requirement or elective for the Certificate of Completion.
Fulfills an English/Language Arts requirement for all diplomas.

Advanced English/Language Arts, College Credit, is an advanced course based on the Indiana Academic Standards for English/Language Arts in grades 11 and 12. This course title covers any English language and composition advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school.

MUT112: Student Media/Announcements/MCHSTV

2 Semesters, 2 Credits

Grade Level: 9-12

This course does not count as an English credit.

Counts as an Employability Requirement or Capstone for the Certificate of Completion

Students will produce a daily morning announcements segment/show via intercom or video. The daily audio segment will include the Pledge of Allegiance, club meetings, guidance department announcements, sports scores, and other relevant information geared toward students and staff. For the newscast, students will produce a 20-30 minute news show that will broadcast on their own YouTube channel. Possible segments might include senior shout outs, sports, teacher biographies, book, music or movies reviews, facts about our city, and unpacking our parents. Students will utilize public speaking skills, interview skills, journalism basics of writing and reporting. Students will also learn behind-the-scenes equipment and techniques including sound, camera, streaming, video production and green screen usage. Students will also be responsible for brainstorming video ideas, gathering interviews, editing video clips together, and meeting deadlines for polished video productions.

ENG455: Language Arts Lab

1-8 Credits

Grade Level: 9-12

Prerequisite: All students should be concurrently enrolled in an English course in which class work will address all the Indiana Academic Standards.

This course counts as an Elective for all diplomas.

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing coursework aligned with the Indiana Academic Standards for English/Language Arts focusing on the writing standards.

FACS: Family & Consumer Science

CTE114: Adult Roles & Responsibilities

1 Semester, 1 Credit

Grade Level: 10 - 12



This course counts as a Directed Elective or Elective for all diplomas.

Adult Roles & Responsibilities is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project-based approach utilizes higher-order thinking, communication, leadership,

management processes, and fundamentals to college and career success. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to individual and family life.

This course is one of the six FACS courses from which students may choose three to fulfill the required Health and Safety credit - See Rule 511 IAC 6-7-6 (6).

CTE116: Interpersonal Relationships

1 Semester, 1 Credit

Grade Level: 9 - 12

Offered 2024-2025



Interpersonal Relationships is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project-based approach utilizes higher-order thinking, communication, leadership, and management processes, and fundamentals to college and career success. Direct, concrete language arts proficiencies will be applied. This course provides a foundation for continued and post-secondary education for all career areas that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, and the general public.

Qualifies as one of the FCS courses a student can take to waive the Health & Wellness graduation requirement, in place of either Human Development and Wellness or Interpersonal Relationships. To qualify for the Health and Wellness waiver, a student must take three of the approved courses.

CTE700: Nutrition & Wellness

1 Semester, 1 Credit

Grade Level: 9 - 12



Nutrition & Wellness is an introductory course that is valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. This is a nutrition class that introduces students only to the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success integrates these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied. **Students will participate in a number of Pastry Labs.**

Qualifies as one of the F&CS courses a student can take in order to waive the Health & Wellness graduation requirement, in place of either Human Development and Wellness or Interpersonal Relationships. To qualify for the Health and Wellness waiver, a student must take three of the approved courses.

CTE701: Advanced Nutrition & Wellness

1 Semester, 1 Credit

Grade Level: 9 - 12

Required Prerequisites: Nutrition & Wellness or permission of instructor



Advanced Nutrition & Wellness is a course that provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan.

These symbols will help you find the courses you want!

- Prerequisite(s) required
- Counts toward Academic Honors Diploma
- Counts toward Technical Honors Diploma
- Dual Credit Available
- Fulfills Quantitative Reasoning Course Requirement
- Weighted Grade applies

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Advanced Nutrition and Wellness is an especially appropriate course for students interested in careers in the medical field, athletic training and dietetics. **This course builds on the foundation established in Nutrition and Wellness, which is a required prerequisite. This is a project-based course; utilizing higher-order thinking, communication, leadership and management processes.** Topics include extensive study of major nutrients, nutritional standards across the lifespan, influences on nutrition/food choices, technological and scientific influences, and career exploration in this field. Laboratory experiences will be utilized to develop food handling and preparation skills; attention will be given to nutrition, food safety and sanitation. This course is the second in a sequence of courses that provide a foundation for continuing post-secondary education in all career areas related to nutrition, food, and wellness. **This course includes food preparation lab experiences that build on skills learned in Nutrition & Wellness.**

CTE702: Introduction To Culinary Arts & Hospitality

2 Semester, 2 Credit

Grade Level: 9- 10



This course counts as a Directed Elective or Elective for all diplomas.

Introduction to Culinary Arts & Hospitality is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts and hospitality knowledge and skills. It is especially appropriate for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended. Topics include basic culinary skills in the food service industry, safety and sanitation, nutrition, basic hospitality skills, customer relations and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course.

CTE704: Child Development

1 Semester, 1 Credit

Grade Level: 9 - 12



This course counts as a Directed Elective or Elective for all diplomas.

Child Development is an introductory course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. A project-based approach utilizes higher-order thinking, communication, leadership, management processes, and fundamentals to college and career success. Direct, concrete mathematics and language arts proficiencies will be applied. Authentic applications such as introductory laboratory/field experiences with young children and/or service learning that build knowledge of children, child development, and nurturing of children are strongly recommended. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

Qualifies as one of the F&CS courses a student can take to waive the Health & Wellness graduation requirement, in place of either Human Development and Wellness or Interpersonal Relationships. To qualify for the Health and Wellness waiver, a student must take three of the approved courses.

CTE705: Advanced Child Development

1 Semester, 1 Credit

Grade Level: 9 - 12

Required Prerequisite: Child Development or permission of instructor



This course counts as a Directed Elective or Elective for all diplomas.

Advanced Child Development is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child

development from age 4 through age 8 (grade 3). It builds on the Child Development course, which is a prerequisite. Advanced Child Development includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing. A project-based approach utilizes higher-order thinking, communication, leadership, management, and fundamentals to college and career success. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning, introductory laboratory/field experiences with children in preschool and early elementary school settings, and other authentic applications may be part of this course. This course provides a foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

CTE436: Principles of Early Childhood Education

2 Semesters, 2 Credits required/max

Grade Level: 9-11



This course counts as a Directed Elective or Elective for all diplomas.

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.

CTE438: Early Childhood Education Curriculum

2 Semesters, 2 Credits required/max

Grade Level: 10-12

Prerequisite: Principles of Early Childhood Education



This course counts as a Directed Elective or Elective for all diplomas.

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.

CTE821: Early Childhood Education Guidance

2 Semesters, 2 Credits required/max

Grade Level: 10-12

Prerequisite: Principles of Early Childhood Education



This course counts as a Directed Elective or Elective for all diplomas.

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.

CTE823: Early Childhood Education Capstone

2 Semesters, 1-3 Credits/Semester; 6 Credits max

These symbols will help you find the courses you want!

- Prerequisite(s) required
- Counts toward Academic Honors Diploma
- Counts toward Technical Honors Diploma
- Dual Credit Available
- Fulfills Quantitative Reasoning Course Requirement
- Weighted Grade applies

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Grade Level: 11-12

Prerequisite: Principles of Early Childhood Education; Early Childhood Curriculum; Early Childhood Guidance



This course counts as a Directed Elective or Elective for all diplomas.

This course will prepare students to complete the application, CDA exam, and verification process for the Child Development Associate (CDA) credential. Students may also study the physical, social, emotional, cognitive, and moral development of children from conception to age twelve. Theories of child development, biological and environmental foundations, prenatal development, the birth process, and the newborn baby will be discussed. Additionally, students will explore the aspects of early literacy skill development in young children from birth through third grade. Students will explore techniques, technological tools and other learning opportunities that encourage positive attitudes in children regarding listening, speaking, reading and writing activities. In the course, students will research, examine and explore the use of observation in screening and assessment to promote healthy literacy development in early childhood education. Finally, students will be provided an introduction to caring for each exceptional child. This includes theories and practices for producing optimal developmental growth. Students may be required to complete observations and field experiences with children as related to this course.

CTE709: Principles of Fashion & Textiles

2 Semesters; 2 Credits (Maximum)

Grade Level: 9 - 11

This course counts as a Directed Elective or Elective for all diplomas.

Principles of Fashion & Textiles prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students for all aspects of the fashion creation process. Major topics include: Basic clothing construction techniques, pattern alterations, and use of commercial patterns.

CTE470: Textiles, Apparel, & Merchandising

2 Semester, 2 Credits

Grade Level: 10-12

Textiles, Apparel, & Merchandising provides a comprehensive overview of the textiles, apparel and merchandising industry specific to fashion related goods including the nature of fashion, raw materials and production, designers, retailers, and supporting services.

CTE708: Introduction to Housing & Interior Design I

1 Semester, 1 Credit, Can be 2 Semesters, maximum of 2 Credits

Grade Level: 9 - 12









This course counts as a Directed Elective or Elective for all diplomas.

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

Introduction to Housing & Interior Design is an introductory course essential for those students interested in academic enrichment or a career within the housing, interior design, or furnishings industry. This course addresses the selection and planning of designed spaces to meet the needs, wants, values and lifestyles of individuals, families, clients, and communities. Housing decisions, resources and options will be explored including factors affecting housing choices and the types of housing available. Developmental influences on housing and interior environments will also be considered. Basic historical architectural styling and basic furniture styles will be explored as well as basic identification of the elements and principles of design. Design and

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-  Counts toward Technical Honors Diploma
-  Dual Credit Available
-  Fulfills Quantitative Reasoning Course Requirement
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space planning involve evaluating floor plans and reading construction documents while learning to create safe, functional, and aesthetic spaces. Presentation techniques will be practiced to thoroughly communicate design ideas. Visual arts concepts including aesthetics, criticism, history and production, are addressed. Direct, concrete mathematics proficiencies will be applied. A project-based approach will be utilized requiring higher order thinking, communication, leadership and management processes as housing and interior design content is integrated into the design of interior spaces while meeting specific project criteria. This course provides the foundation for further study and careers in the architecture, construction, housing, interior design, and furnishings industries.

HEALTH & PHYSICAL EDUCATION

PEH200: Health & Wellness

1 Semester, 1 Credit

Grade Level: 9-12



This course is required to meet state graduation requirements, Academic Honors diploma requirements, and Core 40 requirements.

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

Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy.

PEH100: Physical Education I, II

2 Semesters, 2 Credits

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



This course is required to meet state graduation requirements, Academic Honors diploma requirements, and Core 40 requirements.

Secondary Physical Education I & II continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity, enjoyment, challenge, and social interaction. This course of studies provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and to increase their knowledge of fitness concepts. This program includes skill development and the application of rules and strategies of complex difficulty in at least six of the following different movement forms:

- (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition),
- (2) aerobic exercise,

- (3) team sports,
- (4) individual and dual sports,
- (5) gymnastics,
- (6) outdoor pursuits,

- (7) self-defense,
- (8) aquatics,

- (9) dance, and
- (10) recreational games.

Ongoing assessment includes both written and performance-based skill evaluations. A discussion of related careers will be included.

NOTE: *If you participate in a complete season of an MCHS-sponsored IHSAA-sanctioned sport, cheerleading, marching band, or dance team, you may be eligible for P.E. Flex credit. See your counselor for a complete list of requirements and deadlines to pick up and turn in a completed Flex packet.*

PEH400-PEH418: Flex Credit Physical Education (Alternate to PE I & II)

1 Semesters, 1 Credits

Grade Level: 9-12

Prerequisite: 1 Complete season of IHSAA-sanctioned sport



This course is designed for students who will be participating in a MCAS-sponsored IHSAA sanctioned sport from start to finish. One semester of PE credit will be issued for successful completion of a sport and its full season. A second semester PE credit will be issued for successful completion of another season in a distinctly different sport. If a student only participates in one sport, the student would have to complete one semester of PE I & II to meet graduation requirements. Students can earn electives after initial requirement (max. 8). If a student is suspended during their sports season for any reason they may not be eligible for flex credit. If students have not met flex credit by their junior year, they will automatically be enrolled in Physical Education I & II course to meet graduation requirements (no exceptions).

PEH105: Strength Training - (Elective Physical Education)

2 Semesters, 2 Credits

Grade Level: 10-12

Prerequisite: Basic Physical Education



This course is designed for the student interested in body sculpting and muscle definition. This program also includes instruction on fundamentals and techniques of progressive resistive exercises. The student will experience multiple exercises for each muscle group, with emphasis on diet and the reduction of body fat. Student Athletes are welcome to join this course.

PEH102: Team Sports

2 Semesters, 2 Credits

Grade Level: 10-12

Prerequisite: Physical Education I & II OR Flex Credit Physical Education



This course is designed for students who enjoyed the variety of individual and team activities offered in PE I & II. This class will build on skills previously learned in each activity. Game play will be the focus along with several tournament-style competitions. This is a semester-long course (18 weeks).

PEH103: Officiating Class

1 Semesters, 1 Credit

Grade Level: 11-12

Prerequisite: Physical Education I & II OR Flex Credit Physical Education (must be on file)



In this course, students will learn the rules, game play, and guidelines for a variety of sports, including soccer, baseball, softball, basketball, volleyball, football, and tennis. In

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addition, they will learn the officiating calls and hand signals for each sport, as well as the role a sport official plays in maintaining fair play.

PEH107: Lifeguard Training

1 Semesters, 1 Credit

Grade Level: 11-12

Prerequisite: Physical Education I & II OR Flex Credit Physical Education



Note: Students who are interested in this class must pass a swimming test prior to enrollment in the class.

Learn how to effectively prevent and respond to water emergencies with the American Red Cross lifeguard training. Our courses are designed to arm you with the skills and knowledge to prepare you for a variety of scenarios in and around the water. With our lifeguard training, you will learn how quick response times and effective preparation are vital to being a lifeguard while also understanding the crucial elements in helping to prevent drownings and injuries.

MULTIDISCIPLINARY

MUT100: Peer Tutoring

2 Semesters, 2 Credits

Grade Level: 10-12

Prerequisite: Approval by Instructor, B Average



Peer Tutoring is an exploratory student teaching experience in the special education area. The course consists of orientation, observation, and in-class participation. In addition, written and oral assignments are assigned to peer tutors throughout the year. The student interested in peer tutoring should have plans for college and be interested in pursuing a teaching career.

MUT102: JAG – Jobs for America’s Graduates

2 Semesters, 2 Credits

Grade Level: 11-12

The JAG National In-School Curriculum, consisting of 87 competency-based modules, provides 240 hours of classroom instruction for those students who stay for the two years of a Multi-Year Program. Specialists deliver an array of counseling, employability skills development, career association, job development, and job placement services that will result in either a quality job leading to a career after graduation or enrollment in a postsecondary education and training program. Specialists assist graduates in the exploration of postsecondary educational opportunities and show students how to navigate the financial aid process to pursue these opportunities. The Multi-Year Program services also include a capstone 12-month follow-up period during which Specialists are actively involved in intensive one-on-one employer marketing and job development activities to identify entry-level job opportunities for students after graduation or HSE completion.

MTH099: Basic Skills Development - (for Early College Freshmen)

2 Semesters; 2 Credits

Grade Level: 9

Prerequisite: Must be an Early College identified student



Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop college readiness skills including:

(1) reading,

(2) writing,

- (3) listening/speaking,
- (4) mathematical computation,
- (5) goal setting & time management,

- (6) note taking,
- (7) study and organizational skills, and
- (8) problem-solving skills

All of which are essential for high school and post-secondary course work achievement. This course is designed to prepare the Early College student for rigorous college level materials.

MUT107: Basic Skills Development - (For Early College Sophomores)

2 Semesters; 2 Credits

Grade Level: 10

Prerequisite: Must be an Early College identified student



Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop college readiness skills including:

- (1) reading,
- (2) writing,
- (3) listening/speaking,
- (4) mathematical computation,

- (5) goal setting & time management,
- (6) note taking,
- (7) study and organizational skills, and
- (8) problem-solving skills.

All of which are essential for high school and post-secondary course work achievement.

MUT112: Basic Skills Development - (for Honors College)

2 Semesters; 2 Credits

Grade Level: 10-12

Prerequisite: Must be an Honors or Early College Identified Student and have 3 or more dual credit/AP Classes.



Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop college readiness skills including:

- (1) reading,
- (2) writing,
- (3) listening/speaking,
- (4) mathematical computation,

- (5) goal setting & time management,
- (6) note taking,
- (7) study and organizational skills, and
- (8) problem-solving skills.

All of which are essential for high school and post-secondary achievement. This course is designed to help Honors College students prepare for post-secondary opportunities.

MUT114: Community Service

1-2 Semesters, 1 Credit per Semester (2 credits maximum)

Grade Level: 11-12

This course counts as a Directed Elective or Elective for all diplomas.

Community Service is a course created by public law IC 20-30-14, allowing juniors and seniors the opportunity to earn up to two high school credits through the completion of approved community service projects or volunteer service that "relates to a course in which the student is enrolled or intends to enroll."

For each student who wishes to earn credit for community service or volunteer service under this law, the student, a teacher of the student, or a community or volunteer service

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organization must submit an application (due on November 1) to the high school principal stating:

1. Name of the community service organization or volunteer service organization the student intends to assist.
2. Name, address, and telephone number of the director or supervisor of the community service organization or volunteer service organization and, if different from the director or supervisor, the name, address, and telephone number of the individual assigned by the community or volunteer service organization to supervise the student at the activity site.
3. Nature of the community service or volunteer service performed by the student with a certification that the service performed by the student is voluntary.
4. Total number of hours the student intends to serve the community service organization or volunteer service organization during the school year.
5. Written statement by the director or the supervisor of the community service organization or volunteer service organization certifying that the information included in the application is an accurate reflection of:
 - a. the student's expectations with regard to the number of hours of service contemplated to be performed; and
 - b. the community service organization or the volunteer service organization's need to acquire the student's service.
6. Description of:
 - a. the educational or career exploration benefits the student and the school should expect to gain, including the student learning standards to be achieved, from the student's community or volunteer service participation; and
 - b. the service and benefit the community service organization or volunteer service organization expects to gain from the student's participation.
7. Description of how the community or volunteer service activity relates to a course in which the student is enrolled or intends to enroll.
8. Manner and frequency in which the student and the community or volunteer service activity will be evaluated.
9. Name of the certificated school employee who will be responsible for monitoring and evaluating the student's activity and performance and assigning the student a grade for participation under this section.
10. Any other information required by the principal.

For more information please visit: <https://iga.in.gov> and search for Code IC 20-30-14.

MUT000: Credit Recovery

1 OR 2 Semesters

Grade Level: 10-12

Michigan City High School's credit recovery program is proven to help students earn high school credits in courses for a number of reasons. Credit recovery can be utilized for students who did not pass the course the first time around, a course grade replacement, or for a class that simply will not fit in their schedule. A majority of all required classes and a number of electives in various areas are available for students to take. The Credit Recovery Program provides an independent, accelerated, self-directed learning environment using a computer-based curriculum. Credit recovery is a fast-paced class that allows students to earn multiple credits per semester. School officials may conduct conferences with eligible students and their parents/guardians. Student and parent/guardian must sign a Credit Recovery Parent and Student Information Form. Class is held in designated classrooms during regular school hours.

MARINE CORPS | JUNIOR R.O.T.C.

Junior Reserve Officer Training Corps

This course is designed to develop:

- (1) citizenship and patriotism,
- (2) self-discipline,
- (3) physical fitness,
- (4) reliance and leadership, and

(5) the skills used in decision-making, communications, and problem-solving
 The course content and experiences enable the students to understand the role of the military in support of national objectives and to become familiar with basic military knowledge, gender equity issues, benefits, and requirements. Students may enter during any term.

Leadership Education, more commonly called Marine Corps Junior Reserve Officer Training Corps (MCJROTC), is a four-year academic program. Enrollment does not obligate a cadet to join any military service branch. Cadets, however, must accept Marine Corps standards of discipline, appearance, and training. All cadets must adhere to the Marine Corps grooming standards while enrolled in the program. The MCJROTC uniform is provided at no cost and will be worn once each week. JROTC is a nationally-recognized program that has received accreditation by the Commission on International and Trans-Regional Accreditation (CITA).

Program Goals are to:

- Develop leadership and build character.
- Create informed, patriotic, and responsible citizens.
- Develop responsible young adults who are physically, mentally, and morally fit.
- Develop informed and civic-minded young adults prepared for higher education, civilian careers, and public service.

JROTC HAS NO MILITARY OBLIGATION WHATSOEVER. FOCUS IS ON PERSONAL DEVELOPMENT, LEADERSHIP, AND CHARACTER DEVELOPMENT.

RTC100: ROTC Leadership Essentials I

2 Semesters, 2 Credits

Grade Level: 9-12

This course is a Core 40 elective.

First-year cadets will receive instruction in developing effective study skills, general military topics, i.e., mentoring techniques, respect for authority, ethics, morals, values, symbols of pride, conduct of military drill, and striving for success.

RTC102: ROTC Leadership Essentials II

2 Semesters, 2 Credits

Grade Level: 10-12

Prerequisite: Successful completion of LE - I



This course is a Core 40 elective.

Second-year cadets gain knowledge in leadership by studying past successful leaders, troop welfare, objectives of leadership, MCJROTC leadership positions, principles of leadership, leadership traits, roles of leaders, team training, and conduct of military drill.

RTC104: ROTC Leadership Essentials III

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Successful completion of LE - II



This course is a Core 40 elective.

Third-year cadets will receive instruction in the military justice system, inspection techniques, conduct of inspections, military honors,

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- Counts toward Academic Honors Diploma
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evaluating personnel performance, technique of military instruction, military rank structure, college preparation, choosing the right college, scholarship applications, and conduct of military drill.

RTC106: ROTC Leadership Essentials IV

2 Semesters; 2 Credits

Grade Level: 12

Prerequisite: Successful completion of LE - III



This course is a Core 40 elective.

Fourth-year cadets receive instruction in resolving conflicts in a group, equal opportunity, sexual harassment, fraternization, portraits of patriots, great Americans and their contributions, resume writing, the Selective Service System, how to prepare for the ASVAB test, conducting personnel inspections, staffing positions, and conduct of military drill.

****Two semesters of JROTC satisfies one credit requirement for Physical Education.***

MATHEMATICS

MTH100: Algebra I

2 Semesters, 2 Credits

Grade Level: 9-12



This course fulfills a Mathematics course requirement for all diplomas.

This course fulfills the Algebra I requirement for all diplomas.

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.

MUT109: Algebra I Lab

2 Semesters, 2 Credits

Grade Level: 9-12



This course fulfills a Mathematics course requirement for the General Diploma only or as an elective for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

Algebra I Lab is designed as a support course for Algebra I. As such, a student taking Algebra I Lab must also be enrolled in Algebra I during the same academic year.

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.

MTH150: Algebra I AH

2 Semesters, 2 Credits

Grade Level: 9-12

Prerequisites: B or better in 8th Grade Math Course



Algebra I AH is a rigorous course designed for high-achieving, high-ability students who will be able to move through the Algebra I content at a quick pace. 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. There will be a special emphasis on application and enrichment to develop a deeper understanding of algebra concepts.

MTH300: Algebra II

2 Semesters, 2 Credits

Grade Level: 9-12



This course fulfills a Mathematics course requirement for all diplomas.

This course fulfills the Algebra II requirement for all diplomas.

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.

MTH350: Algebra II AH

2 Semesters, 2 Credits

Grade Level: 9-10

Prerequisites: B or better in Geometry AH



Algebra II AH is a rigorous course designed for high-achieving, high-ability students who will be able to move through the Algebra II content at a quick pace. 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

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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. There will be a special emphasis on application and enrichment to develop a deeper understanding of algebra concepts.

MTH409: Analytical Algebra II

2 Semesters, 2 Credits

Grade Level: 9-12

Recommended Prerequisite: Algebra I



Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas.

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

NOTE: If students use this course to fulfill this credit, the parent and student must sign a [consent form](#) notifying the parent and the student that enrollment in Analytical Algebra II may affect the student's ability to attend a particular post-secondary educational institution or enroll in a particular course at a particular post-secondary educational institution because Analytical Algebra II may not align with academic requirements established by the post-secondary educational institution.

MTH200: Geometry

2 Semesters, 2 Credits

Grade Level: 9-12

Prerequisite: Algebra I



This course fulfills a Mathematics course requirement for all diplomas.

This course fulfills the Geometry requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

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 toward 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.

MTH250: Geometry AH

2 Semesters, 2 Credits

Grade Level: 9-10

Prerequisite: B or better in 8th Grade Algebra I



Geometry AH is a rigorous course designed for high-achieving, high-ability students who will be able to move through the Geometry content at a quick pace. 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 toward 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. There will be a special emphasis on application and enrichment to develop a deeper understanding of Geometry topics.

MTH500: Finite Mathematics

2 Semesters, 2 Credits

Grade Level: 11 -12

Prerequisite: C or better in Algebra II or Analytical Algebra II and Geometry

Dual Credit Available (Ivy Tech)



This course fulfills a Mathematics course requirement for all diplomas.

Finite Mathematics is a collection of mathematical topics, frequently used in business or public policy contexts. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite Math is made up of five strands: Sets; Matrices; Networks; Optimization; and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. 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.

MTH502: AP Pre-Calculus

2 Semesters, 2 Credits

Grade Level: 10-12

Prerequisite: Algebra I

Recommended Prerequisite: Geometry and/or Algebra II



AP Precalculus 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. This course covers topics including modeling real-world data, exploring multiple representations, and mastering symbolic manipulation. The course teaches students to approach precalculus 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. **Students are expected to take the AP Pre-Calculus test.**

MTH402: AP Calculus AB

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: A or B in both semesters of Pre-Calculus/Trigonometry or AP Pre-Calculus

Dual Credit Available (Ivy Tech)



Calculus AB, Advanced Placement or College Credit is a course that provides students with the content established by the College Board. Topics include: (1) functions, graphs, and limits, (2) derivatives, and (3) integrals. The use of graphing technology is required. **Students are expected to take the AP Calculus test (AB).**

MTH406: AP Statistics

2 Semesters, 2 Credits

Grade Level: 11-12

Recommended Prerequisite: Algebra II



Statistics Advanced Placement is a course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: 1) exploring data, 2) sampling and experimentation, 3) anticipating patterns, 4) statistical inference. **Students are expected to take the AP Statistics test.**

MTH400: Pre-Calculus: Algebra

1 Semester, 1 Credit

Grade Level: 11-12

Prerequisite: B or better in both semesters of Algebra II

Dual Credit Available (Ivy Tech)



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

MTH401: Pre-Calculus: Trigonometry

1 Semester, 1 Credit

Grade Level: 11-12

Prerequisite: B or better in both semesters of Algebra II

Dual Credit Available (Ivy Tech)



This course fulfills the Mathematics course requirement for all diplomas.

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

MTH408: Quantitative Reasoning

2 Semesters, 2 Credits

Grade Level: 11 - 12

Prerequisite: C or higher in Algebra I and

Algebra II or Analytical Algebra II

Dual Credit Available (Ivy Tech)



This course fulfills a Mathematics course requirement for all diplomas.

These symbols will help you find the courses you want!

- Prerequisite(s) required
- Counts toward Academic Honors Diploma
- Counts toward Technical Honors Diploma
- Dual Credit Available
- Fulfills Quantitative Reasoning Course Requirement
- Weighted Grade applies

AHD = Core 40 Diploma with Academic Honors | THD = with Technical Honors

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 experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

MTH504: PRIME Math

2 Semesters, 2 Credits

Grade Level: 12

Prerequisite: Algebra II or Analytical Algebra II or Integrated Mathematics III



The PRIME Math course utilizes a curriculum developed by the Southern Regional Education Board (SREB), that includes and reinforces the Algebra I, Geometry, Algebra II, and Statistics skills necessary for postsecondary success. This course emphasizes understanding of math concepts rather than just memorizing procedures. PRIME math emphasizes students' reasoning and sense making about procedures (e.g., why to use a certain formula or method to solve a problem). This equips them with higher-order thinking skills in order to apply math skills, functions, and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements at the secondary level, but need additional experiences to enhance their mathematical knowledge before pursuing credit-bearing courses at a postsecondary institution.

In order to offer this course, the instructor must have received training by SREB or IDOE. Additionally, the school and the instructor must commit to teaching the PRIME math curriculum with fidelity.

MUSIC

INSTRUMENTAL

FAR200: Beginning Concert Band I (L)

1 Semester, 1 Credit

Grade Level: 9-12

Pathway: Required if not in Beginning Chorus I



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

FAR612: Beginning Concert Band II (L)

1 Semester, 1 Credit

Grade Level: 9-12

Prerequisite: Beginning Concert Band I

Pathway: Required if not in Beginning Chorus II



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

FAR202: Intermediate Concert Band I (L)

1 Semester, 1 Credit

Grade Level: 9-12

Prerequisites: Beginning Concert Band I and Beginning Concert Band II

Pathway: Optional



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.

FAR614: Intermediate Concert Band II (L)

1 Semester, 1 Credit

Grade Level: 9-12

Prerequisites: Beginning Concert Band I and Intermediate Concert Band I

Pathway: Optional



Intermediate Concert Band II 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.

FA1302: Advanced Concert Band I (L)

1 Semester, 1 Credit

Grade Level: 10-12

Prerequisites: Beginning Concert Band I & II and Intermediate Concert Band I & II

Pathway: Required if not in Advanced Chorus, City Singers, or AP Music Theory



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

FAR616: Advanced Concert Band II (L)

1 Semester, 1 Credit

Grade Level: 10-12

Prerequisites: Advanced Concert Band I

Pathway: Optional



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

FAR606: Instrumental Ensemble (L)

1 Semester, 1 Credit

Grade Level: 10-12

Prerequisites: 2 Semesters of Beginning Concert Band or Intermediate Concert Band

Pathway: Optional



Instrumental Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skills in the psychomotor, cognitive and affective domains. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature as pertaining to chamber ensemble and solo literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

FAR607: Jazz Ensemble I (L)

1 Semester, 1 Credit

Grade Level: 10-12

Prerequisites: 2 Semesters of Beginning Concert Band or Intermediate Concert Band

Pathway: Optional



These symbols will help you find the courses you want!

- Prerequisite(s) required
- Counts toward Academic Honors Diploma
- Counts toward Technical Honors Diploma
- Dual Credit Available
- Fulfills Quantitative Reasoning Course Requirement
- Weighted Grade applies

AHD = Core 40 Diploma with Academic Honors | THD = with Technical Honors

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.

FAR630: Jazz Ensemble II (L)

1 Semester, 1 Credit

Grade Level: 10-12

Prerequisites: Jazz Ensemble I

Pathway: Optional



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.

FAR610: Piano & Electronic Keyboard I (L)

1 Semester, 1 Credit

Grade Level: 9-12

Pathway: Optional



Piano & Electronic Keyboard is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

FAR631: Piano & Electronic Keyboard II (L)

1 Semester, 1 Credit

Grade Level: 9-12

Prerequisite: Piano & Electronic Keyboard I

Pathway: Optional



Piano & Electronic Keyboard is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

VOCAL

FAR300: Beginning Chorus I (L)

1 Semester, 1 Credit

Grade Level: 9-12

Pathway: Required if not in Beginning Concert Band I



Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

FAR618: Beginning Chorus II (L)

1 Semester, 1 Credit

Grade Level: 9-12

Prerequisite: Beginning Chorus I

Pathway: Required if not in Beginning Concert Band II



Beginning Chorus II is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

FAR302: Intermediate Chorus I (L)

1 Semester, 1 Credit

Grade Level: 9-12

Prerequisite: Beginning Chorus I & II

Pathway: Optional



Intermediate Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

FAR620: Intermediate Chorus II (L)

1 Semester, 1 Credit per Semester

Grade Level: 9-12

Prerequisite: Beginning Chorus I & II and Intermediate Chorus I

Pathway: Optional



Intermediate Chorus II is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

FAR304: Advanced Chorus I (L)

1 Semester, 1 Credit

Grade Level: 10-12

Prerequisite: Beginning Chorus I & II and/or Intermediate Chorus I & II

Pathway: Required if not in Advanced Concert Band, City Singers, or AP Music Theory



Advanced Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

FAR624: Advanced Chorus II (L)

1 Semester, 1 Credit

Grade Level: 10-12

Prerequisite: Advanced Chorus I

Pathway: Optional



Advanced Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

FAR306: Choral Chamber Ensemble - City Singers I (L)

1 Semester, 1 Credit

Grade Level: 10-12

Prerequisite: Beginning Chorus I & II and Intermediate Chorus I & II

Pathway: Required if not in Advanced Concert Band, Advanced Chorus, or AP Music Theory



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

FAR622: Choral Chamber Ensemble - City Singers II (L)

1 Semester, 1 Credit

Grade Level: 10-12

Prerequisite: Choral Chamber Ensemble - City Singers I

Pathway: Optional



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

FAR608: Vocal Jazz I

1 Semester, 1 Credit

Grade Level: 10-12

Prerequisite: Beginning Chorus I & II

Pathway: Optional



Vocal Jazz is based on the Indiana Academic Standards for High School Choral Music. Students in this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of vocal jazz. Instruction includes the study of the history and formative and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. 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.

FAR629: Vocal Jazz II

1 Semester, 1 Credit

Grade Level: 10-12

Prerequisite: Vocal Jazz I

Pathway: Optional



Vocal Jazz is based on the Indiana Academic Standards for High School Choral Music. Students in this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of vocal jazz. Instruction includes the study of the history and formative and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. 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.

GENERAL

FAR400: AP Music Theory (L)

2 Semesters, 1 Credit/Semester

Grade Level: 11-12

Pathway: Required if not in Advanced Concert Band, City Singers, or Advanced Chorus



AP Music Theory 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 AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music.

FAR604: Applied Music (L)

1 Semester, 1 Credit

Grade Level: 9-12

Pathway: Optional



Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music.

FAR605: Electronic Music (L)

1 Semester, 1 Credit

Grade Level: 9-12

Pathway: Optional



Electronic Music is based on the Indiana Academic Standards for High School Music Technology. Students taking this course are provided with a wide variety of activities and experiences to develop skills in using electronic media and current technology to perform, create, and respond to music.

FAR404: Music History & Appreciation

1 Semester, 1 Credit

Grade Level: 9-12

Pathway: Optional



Music History & 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.

FAR609: Musical Theater

1 Semester, 1 Credit

Grade Level: 9-12

Pathway: Optional



Musical Theater is based on the Indiana Academic Standards for Theater. Students in this course study the history of musical theater and its place in today's society. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. This class may be taught collaboratively among music, theater, dance, and visual arts faculty. These activities should 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.

FAR611: Music Theory & Composition

1 Semester, 1 Credit

Grade Level: 9-12

Pathway: Optional



Music Theory & Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. Students develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

FAR627: Education & Training: Special Topics - Music Internship

1 Semester, 1 Credit

Grade Level: 11-12

Pathway: Required (must be enrolled in the Music Pathway to take this class)

This course counts as a Directed Elective or elective for all diplomas.

Education and Training: Special Topics is an extended learning experience designed to address the advancement and specialization of careers within the career cluster through the provision of a specialized course for a specific workforce need in the school's region. The learning experience is at a qualified site, and is designed to give the student the opportunity to practice technical skills previously learned in the classroom while working under the direction of the appropriately licensed professional. Throughout the course, students will focus on learning about employment opportunities at a variety of entry levels, an overview of the career cluster, teams, and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for success in specific occupations. Course standards and curriculum must be tailored to the specific profession, preparing students to advance in this career field, and where applicable, provide students with opportunities for certification or dual credit. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from high school, to postsecondary opportunities, and to work in a variety of careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a postsecondary program are also areas of focus. Participation in a related CTSO encourages the development of leadership, communication and career related skills, and opportunities for community service.

SCIENCE

SCI100: Earth & Space Science I

2 Semesters, 2 Credits

Grade Level: 9-12

This course counts as an Elective for all diplomas.

Earth & Space Science I counts as a Science Course for the Core 40 diploma.

Earth and Space Science incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Earth and Space Science topics. Disciplinary Core Ideas for this course include Earth's Place in the Universe, Earth's Systems, and Human Interaction with Earth's Systems. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

SCI200: Biology I

2 Semesters, 2 Credits

Grade Level: 9-10



This course fulfills the Biology requirement for all diplomas.

Biology I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Biology topics. Disciplinary Core Ideas for this course include From Molecules to Organisms, Ecosystems, Heredity and Biological Evolution. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

SCI202: Biology I AH

2 Semesters, 2 Credits

Grade Level: 9-10



This course fulfills the Biology requirement for all diplomas.

Biology I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Biology topics. Disciplinary Core Ideas for this course include From Molecules to Organisms, Ecosystems, Heredity and Biological Evolution. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

This course is an Academic Honors course and is more rigorous than the non-Academic Honors Biology I course.

SCI250: Biology II

2 Semesters, 2 Credits

Grade Level: 10-12

Strongly Recommended Prerequisites: Biology I and Chemistry I (can be taken concurrently)

Dual credit available through Ivy Tech



This course will count as a Science Course for all diplomas.

This is a dual credit course offered through Ivy Tech. Students taking this course for dual credit must pass the end of course assessment supplied by Ivy Tech.

Biology II is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.

SCI204: AP Biology

2 Semesters, 2 Credits

Grade Level: 11-12

Strongly Recommended Prerequisites: Biology and Chemistry I



This course counts as a Science Course for all diplomas.

This course qualifies as a Quantitative Reasoning course.

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.

SCI306: Integrated Chemistry-Physics

2 Semesters, 2 Credits

Grade Level: 9-11

Recommended Prerequisite: Algebra I (can be taken concurrently)



This course counts as an Elective for all diplomas.

This course fulfills a Science (physical) Course requirement for all diplomas.

This course qualifies as a Quantitative Reasoning course.

Integrated Chemistry and Physics incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three-dimensional understanding of Chemistry and Physics topics. Disciplinary Core Ideas for this course include Matter and its Interactions, Forces, Energy, and Waves and their Applications in Technologies for Information Transfer. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

SCI300: Chemistry I

2 Semesters, 2 Credits

Grade Level: 10-12

Recommended Prerequisite: Algebra II (can be taken concurrently)



This course fulfills a Science (physical) Course requirement for all diplomas.

This course qualifies as a Quantitative Reasoning course.

Chemistry I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Chemistry topics. Disciplinary Core Ideas for this course include Matter and its Interactions and Energy. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

SCI302: Chemistry I AH

2 Semesters, 2 Credits

Grade Level: 10-12

Recommended Prerequisite: Algebra II (can be taken concurrently)



This course fulfills a Science (physical) Course requirement for all diplomas.

This course qualifies as a Quantitative Reasoning course.

Chemistry I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Chemistry topics. Disciplinary Core Ideas for this course include Matter and its Interactions and Energy. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

This course is an Academic Honors course and is more rigorous than the Non-Academic Honors Chemistry I course.

SCI350: Chemistry II

2 Semesters, 2 Credits

Grade Level: 11-12

Strongly Recommended Prerequisites:

Chemistry I and Algebra II

Dual Credit Available Through Ivy Tech



This course fulfills a Science Course requirement for all diplomas.

This course qualifies as a Quantitative Reasoning course.

These symbols will help you find the courses you want!

- Prerequisite(s) required
- Counts toward Academic Honors Diploma
- Counts toward Technical Honors Diploma
- Dual Credit Available
- Fulfills Quantitative Reasoning Course Requirement
- Weighted Grade applies

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Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.

Students taking this course for dual credit must pass the end of course assessment supplied by Ivy Tech.

SCI304: AP Chemistry

2 Semesters, 2 Credits

Recommended Grade Level: 12

Strongly Recommended Prerequisites: Chemistry I, Algebra II, Pre-Calculus Algebra / Pre-Calculus

Trigonometry



This course counts as a Science course requirement for all diplomas.

This course qualifies as a Quantitative Reasoning course.

AP Chemistry is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The content includes:

(1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry;

(2) states of matter: gasses, liquids and solids, solutions; and

(3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

SCI400: Physics I

2 Semesters, 2 Credits

Grade Level: 9-11

Strongly Recommended Prerequisites: Algebra I and Algebra II



This course fulfills a Science (physical) Course requirement for all diplomas.

This course counts as an Elective for all diplomas.

This course qualifies as a Quantitative Reasoning course.

Physics I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Physics topics. Disciplinary Core Ideas for this course include Forces and Interactions, Energy, Wave Properties, and Electromagnetic Radiation. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

SCI404: Physics II

2 Semesters, 2 Credits

Grade Level: 11-12

Strongly Recommended Prerequisite: Physics I, Pre-Calculus/Trigonometry (can be taken concurrently)



This course fulfills a Science (physical) Course requirement for all diplomas.

This course counts as an Elective for all diplomas.

This course qualifies as a Quantitative Reasoning course.

Physics II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Physics II investigate physical phenomena and the theoretical models that are useful in understanding the interacting systems of the macro- and microcosms. Students extensively explore the unifying themes of physics, including such topics and applications of physics as: energy and momentum in two dimensions; temperature and thermal energy transfer; fluids; electricity; simple and complex circuits; magnetism; electromagnetic induction; geometric optics; particle and wave nature of light; modern physics. Use of laboratory activities aimed at investigating physics questions and problems concerning personal needs and community issues related to physics are embedded within the course.

SCI402: AP Physics I: Algebra-Based (L)

2 Semesters, 2 Credits

Grade Level: 11-12

Strongly Recommended Prerequisite: Precalculus/Trigonometry (can be taken concurrently)



This course fulfills a Science Course requirement for all diplomas.

This course qualifies as a Quantitative Reasoning course.

AP Physics 1 is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics 1: Algebra-based is equivalent to a first-semester college course in algebra-based physics. The course includes Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.

SCI102: Environmental Science

2 Semesters, 2 Credits

Grade Level: 10-12

Recommended Prerequisites: 2 Credits in Science coursework.



This course counts as an Elective for all diplomas.

Counts as a Science (life) course for all diplomas.

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course integrate Science and Engineering Practices and Crosscutting Concepts to conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science acquire the essential tools for understanding the complexities of national and global environmental systems.

SCI150: AP Environmental Science

2 Semesters, 2 Credits

Grade Level: 11-12

Strongly Recommended Prerequisites: Biology I and Chemistry I



This course fulfills a Science Course requirement for all diplomas.

This course qualifies as a Quantitative Reasoning course.

AP Environmental Science is a course based on content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

SCI506: Anatomy & Physiology

2 Semesters, 2 Credits

Grade Level: 11-12

Strongly Recommended Prerequisite: Biology I



This course counts as a Directed Elective or Elective for all diplomas.

This course fulfills a science requirement for all diplomas.

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 and the 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.

SCI500: Principles of the Biomedical Sciences PLTW

2 Semesters, 2 Credits

Grade Level: 9-12

Required Prerequisite: Biology I OR concurrent enrollment in Biology I

Dual Credit Available (IUPUI)



This course counts as a Science elective course for Core 40, Academic Honors, and Technical Honors diplomas. This course fulfills a science requirement for all diplomas.

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

SCI502: Human Body Systems PLTW

2 Semesters, 2 Credits

Grade Level: 10-12

Required Prerequisite: Principles of Biomedical Sciences

Dual Credit Available (IUPUI)



This course counts as a Science elective course for Core 40, Academic Honors, and Technical Honors diplomas. This course fulfills a science requirement for all diplomas.

Human Body Systems is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions. **NOTE:** This is a Project Lead The Way course.

SCI504: Medical Interventions PLTW

2 Semesters, 2 credits

Grade Level: 11-12

Required Prerequisites: Principles of Biomedical Science and Human Body Systems or Anatomy and Physiology

Dual Credit Available (IUPUI)



This course counts as a Science elective course for Core 40, Academic Honors, and Technical Honors diplomas.

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

SCI508: Advanced Science, Forensic Science

1 Semesters, 1 Credit

Grade Level: 10-12

Recommended Prerequisite: Biology and Chemistry



This course fulfills a Science requirement for all diplomas.

This course will serve as an introduction to forensics and will bring together all of the above sciences and math course topics by giving students the opportunity to apply their knowledge base to real world situations. Students will use hands-on lab experiments and case studies to investigate many aspects of crime scene analysis including crime scene reconstruction, evidence recording and collection, glass analysis, fingerprint analysis, trace hair and fiber analysis, document/handwriting analysis, DNA profiling and serology. Guest speakers in this field will give students a feel for the career opportunities that this area of study provides.

SCI510: Advanced Science, Botany

1 Semesters, 1 Credit (may be offered for successive semesters)

Grade Level: 10-12

Recommended Prerequisites: Biology I



This course fulfills a Science requirement for all diplomas.

This course will investigate various plant science concepts through exciting “hands-on” activities, projects, and problems. Student experiences will include the study of plant anatomy and physiology, classification, and the fundamentals of plant production and harvesting. Students will learn how to apply scientific knowledge and skills to use plants effectively for agronomic, forestry, and horticultural industries. Students will work on major projects and problems similar to those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers, and plant research specialists, face in their respective careers by improving their investigative, experimental and communication skills. This course will rely heavily on hands-on experience in greenhouse, hydroponics, and garden science.

SCI519: Advanced Science, Global Environmental Change

1 Semesters, 1 Credit

Grade Level: 10-12

Recommended Prerequisites: Chemistry I or ICP



This course fulfills a Science requirement for all diplomas.

This course offers an interdisciplinary approach to understanding how the Earth was formed, its natural systems, and Earth’s climate (historical and contemporary). Students will understand the scientific basis behind natural and human-based global environmental changes. Essential knowledge gained will include: Earth-Sun relationships, atmospheric structure/composition, greenhouse gasses, and energy usage and its effects on the

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- Counts toward Academic Honors Diploma
- Counts toward Technical Honors Diploma
- Dual Credit Available
- Fulfills Quantitative Reasoning Course Requirement
- Weighted Grade applies

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environment. Additional essential knowledge will include how human activities have influenced the natural systems (i.e. population, deforestation, water usage, acid rain, ozone depletion, and global warming).

SCI512: Advanced Science, Human Genetics

1 Semesters, 1 Credit

Grade Level: 10-12

Recommended Prerequisites: Biology I and Algebra I



This course fulfills a Science requirement for all diplomas.

This course will explore topics in cell division, development, transmission genetics, molecular genetics, mutation, cancer, genomics, biotechnology, population genetics, and evolution. Moral and ethical issues surrounding new technology will be addressed. Course activities include powerpoint lectures, lab activities, video presentations, demonstrations, simulations, and student projects.

SCI513: Advanced Science, Earth & Space Astronomy

1 Semesters, 1 Credit

Grade Level: 10-12

Recommended Prerequisites: Biology I



This course fulfills a Science requirement for all diplomas.

This course will include conducting laboratory and field investigations, using scientific methods, and making informed decisions using critical thinking and scientific problem solving. Students study the following topics: astronomy in civilization, patterns and objects in the sky, our place in space, the moon, reasons for the seasons, planets, the sun, stars, galaxies, cosmology, and space exploration. Students who successfully complete Astronomy will acquire knowledge within a conceptual framework, conduct observations of the sky, work collaboratively, and develop critical-thinking skills. The course will also rely on outside resources such as stargazing and planetarium visits.

SCI5514: Advanced Science, Earth & Space Meteorology

1 Semesters, 1 Credit

Grade Level: 10-12

Recommended Prerequisites: Biology I



This course fulfills a Science requirement for all diplomas.

This course will include the fundamental principles governing the behavior of our atmosphere and the duties and methods of the professional meteorologist. Students will gain insight into the exciting discipline of meteorology, discussing topics such as cloud formation, movement in the atmosphere, thunderstorms, tornadoes, meteorological satellites, and climate change. Students will discuss the process of the scientific method and also demonstrate science information literacy skills through source selection and creation of a narrated presentation.

SOCIAL STUDIES

GEOGRAPHY

HST150: AP Human Geography

2 Semesters, 2 Credits

Grade Level: 10-12



College Credit Available If AP Test is Passed.

AP Human Geography does **NOT** count as a social studies requirement for any diploma type. This course only counts as an elective credit for all diploma types.

AP Human Geography is a course based on the content established and copyrighted by the College Board. The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). Topics include: Geography: Its Nature and Perspectives; Population and Migration; Cultural Patterns and Processes; Political Organization of Space; Agriculture, Food Production, and Rural Land Use; Industrialization and Economic Development; and Cities and Urban Land Use.

INTEGRATED SOCIAL STUDIES

HST102: Geography & History of the World

2 Semesters, 2 Credits

Grade Level: 9-10



Counts as a Social Studies requirement for the General Diploma.

This course counts as an Elective for all diplomas.

Fulfills the Geography History of the World/World History and Civilization graduation requirement for the Core 40, Core 40 with Academic Honors.

Geography and History of the World is designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest and imperialism; urbanization; and innovations and revolutions.

Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction. Using these skills, concepts, and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

HST104: Honors Geography & History of the World

2 Semesters, 2 Credits

Grade Level: 9



Counts as a Social Studies requirement for the General Diploma.

This course counts as an Elective for all diplomas.

Fulfills the Geography History of the World/World History and Civilization graduation requirement for the Core 40, Core 40 with Academic Honors.

Geography and History of the World is designed to enable students to use geographical skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest and imperialism; urbanization; and innovations and revolutions.

Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction. Using these skills, concepts, and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

WORLD HISTORY

HST100/HST101: World History & Civilization

2 Semesters; 2 Credits

Grade Level: 10-12

This course counts as an Elective for all diplomas.

This course fulfills the Geography History of the World/World History & Civilization graduation requirement for all diplomas.

World History and Civilization emphasizes events and developments 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.

HST202: AP World History

2 Semesters, 2 Credits

Grade Level: 10

Recommended Prerequisite: Grade of B or better in Geography 56010



Fulfills Social Studies requirement for General, Core 40, AHD, THD or counts as an elective for any diploma.

College Credit Available If AP Test is Passed.

World History, Advanced Placement provides students with the content established by the College Board. The course will have a chronological frame from the periods 8000 B.C.E. to the present. AP World History focuses on five overarching themes: Interaction Between Humans and the Environment; Development and Interaction of Cultures; State-Building, Expansion, and Conflict; Creation, Expansion, and Interaction of Economic Systems; and Development and Transformation of Social Structures.

UNITED STATES HISTORY

HST300: United States History

2 Semesters, 2 Credits

Grade Level: 9-12

Dual Credit Available (IU)



Fulfills the US History requirement for all diplomas.

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 twenty-first 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.

HST302: AP United States History

2 Semesters, 2 Credits

Grade Level: 11-12

Recommended Prerequisites: Teacher recommendation; 2 semesters of Geography & History of the World or World History & Civilization with a grade of B or better



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.

UNITED STATES GOVERNMENT

HST400: United States Government

1 Semester, 1 Credit

Grade Level: 11-12

Dual Credit Available (IU)









Fulfills Government requirements for all diplomas.

Students are required to take the naturalization test for citizenship per SEA 132 (New 2019-2020). SEA 398 (Spring 2020) states that schools will be required to issue the naturalization test, report results, and post test data results starting in November.

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 rights and provides the structure and functions of various levels of

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-  Prerequisite(s) required
-  Counts toward Academic Honors Diploma
-  Counts toward Technical Honors Diploma
-  Dual Credit Available
-  Fulfills Quantitative Reasoning Course Requirement
-  Weighted Grade applies

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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.

HST404: AP United States Government

1 Semester, 1 Credit

Grade Level: 11-12

Recommended Prerequisites: Teacher recommendation; 2 Semesters Core 40/AHD History with a grade of B or better



Those taking this one-semester course will have the opportunity to take the College Board AP exam that is offered in May. Cost of the exam will be the responsibility of the student. Advanced Placement United States Government develops analytical perspectives on government and politics in the United States. The course involves the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It requires familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. political reality. Writing skills have been incorporated into the class as preparation for the AP exam.

ECONOMICS

HST401: Economics

1 Semester, 1 Credit

Grade Level: 11-12



This course counts as an Elective for all diplomas.

Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas.

Fulfills a Social Studies requirement for the General Diploma only.

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students learn that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade.

HST406: AP Microeconomics

1 Semester, 1 Credit

Grade Level: 12

Recommended Prerequisite: Grade of a B or better in US History

College Credit Available If AP Test is Passed



AP Economics will examine the allocation of scarce resources and the economic reasoning used by people as consumers, producers, savers, investors, workers, voters, and as government agencies on the individual level. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will have an opportunity to use their writing, critical thinking, and research skills with the required research project. Students taking this one-semester course will have the opportunity to take the College Board AP exam in May.

SOCIAL STUDIES ELECTIVES

HST003: Current Problems, Issues & Events

1 Semester, 1 Credit (may be repeated if content changes)

Recommended Grade Level: 10-12



Current Problems, Issues, and Events gives students the opportunity to apply investigation and inquiry techniques to the study of significant problems or issues. Students develop competence in:

- | | |
|--|--|
| (1) recognizing cause and effect relationships, | (3) synthesizing knowledge into useful patterns, |
| (2) recognizing fallacies in reasoning and propaganda devices, | (4) stating and testing hypotheses, and |
| | (5) generalizing based on evidence. |

Problems or issues selected will have contemporary historical significance and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

HST002: Sociology

1 Semester, 1 Credit

Grade Level: 11-12



This course counts as an Elective for all diplomas.

Fulfills course requirement for General Diploma.

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.

HST001: Psychology

1-2 Semesters, 1 Credit per Semester

Grade Level: 11-12



This course counts as an Elective for all diplomas.

Fulfills course requirement for General Diploma.

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas: History and Scientific Method, Biological Basis for Behavior, Development, Cognition, Personality and Assessment, Abnormal Psychology, Socio-Cultural Dimensions of Behavior, and Psychological Thinking. History and Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development analyzes the changes through one's life including the physical, cognitive, emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment explains the approaches used to explain one's

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- Counts toward Academic Honors Diploma
- Counts toward Technical Honors Diploma
- Dual Credit Available
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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.

HST402: AP Psychology

2 Semesters; 2 Credits

Grade Level: 11-12



This course counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Psychology, Advanced Placement is a course based on content established by the College Board. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes. Topics include:

- | | | |
|-----------------------------------|-------------------------------|--|
| (1) history and approaches, | (6) learning, | (11) testing and individual differences, |
| (2) research methods, | (7) cognition, | (12) abnormal psychology, |
| (3) biological bases of behavior, | (8) motivation and emotion, | (13) treatment of psychological |
| (4) sensation and perception, | (9) developmental psychology, | disorders, and |
| (5) states of consciousness, | (10) personality, | (14) social psychology. |

A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

HST013: Ethnic Studies

1 Semester, 1 Credit

Grade Level: 10-12



This course counts as an Elective for all diplomas.

Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.

HST004: Indiana Studies

1 Semester; 1 Credit

Grade Level: 9-12



Fulfills course requirement for General Diploma.

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and the student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions. This course counts as an Elective for all diplomas.

HST007: African Studies

1 Semester; 1 Credit

Grade Level: 10-12



This course counts as an Elective for all diplomas.

African Studies helps students understand and appreciate the diverse peoples, cultures, and economic systems of the African continent. This course examines:

- | | |
|---|---|
| (1) the early kingdoms and cities of Africa, | (5) African influences in the United States, |
| (2) early trade routes with Europe and the East, | (6) the establishment of independent nations in Africa, |
| (3) the influence of African culture in the Americas, | and |
| (4) European colonization of Africa, | (7) contemporary traditions, literature, art and other |
| | aspects of culture. |

TOPICS IN HISTORY

HST009: History of Chicago

1 Semester; 1 Credit (may be repeated if content changes)

Grade Level: 11-12



This course fulfills "Bucket 2" graduation requirements.

The History of Chicago will give students the opportunity to study the history of Chicago, from its early beginnings to the present day. This course will follow the culture: sports, neighborhoods, politics, arts, science and much more. The course will also feature field trips to the "Windy City" during this one-semester course. There are endless opportunities for students to quench their curiosity of Chicago. Come join us in this exciting learning adventure. This course counts as an Elective for all diplomas.

HST010: History of Sports

1 Semester; 1 Credit

Grade Level: 11-12



This course counts as an Elective for all diplomas.

This course fulfills "Bucket 2" graduation requirements.

This course will examine sports from the beginning of time to the present day. Students will explore how unorganized sports became spectator sports at the collegiate and professional level. It will examine issues dealing with race, class, gender and ethnicity. Specific issues covered will involve the rise of athletic clubs, baseball's popularity in the first half of the 20th century, Sports heroes of the 1920s and 1930s, womens sports, racial segregation in sports, free agency development, Title IX, America's boycott of the 1980 Olympics and the Miracle on Ice in Hockey. Football, Basketball, Track, Gymnastics, Swimming, Boxing, Soccer, Golf and others will all be explored, looking at their beginnings as a sport and issues (positively and negatively) that they have encountered throughout history. This Course will consist of videos, readings, lectures, and discussions.

HST008: History of Rock & Roll

1 Semester; 1 Credit

Grade Level: 11-12



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- Counts toward Academic Honors Diploma
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- Fulfills Quantitative Reasoning Course Requirement
- Weighted Grade applies

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This course fulfills “Bucket 2” graduation requirements.

This course seeks to balance understanding the development and significance of Rock & Roll in its historical and social environment with maintaining a focus on listening to the music as the main mode of understanding. Students will have a chance to be the rock critic as they study the chronological history of rock and view Rock & Roll films and videos. Class assignments will be organized around lectures, small group discussions, and in-class activities. The course begins with an overview of ancestors and influences: blues, boogie-woogie, jazz, swing, country & western, gospel and popular music, and the crossover success of rhythm & blues acts that marked the true birth of rock & roll. We will study the musical and social trends of the 1960s, including the influence of the British Invasion, which signaled the arrival of rock's second Generation, the rock explosion and social upheaval of the late 1960s, and the changes in Rock & Roll music during the seventies, eighties, and nineties. The course will culminate in an exploration of today's current musical trends and icons.

HST014: Moments that Changed America

1 Semester; 1 Credit

Grade Level: 11-12

Prerequisite: United States History or History & World Civilizations



This course fulfills “Bucket 2” graduation requirements.

This course will examine moments/events that changed America. To help students better understand the major developments in this country and our future direction as a nation, it is imperative to reflect on the century's seminal events and their lasting impact. Students will analyze many events, moments including but not limited to: Declaration of Independence, Fireside Chats, Triangle Shirtwaist Fire, Stock market Crash, assassination of JFK, Suffrage Movement, MLK, Landing on the Moon, civil rights act of 1964, Lindbergh's flight, Columbine Shooting, 9/11, Woodstock, Watergate.

This course may be repeated if the material in the course is different from one semester to the next.

SPECIAL EDUCATION

ENGLISH

ENG900: Applied English 9

2 Semesters, 2 Credits

Alternate Diploma Course

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

ENG902: Applied English 10

2 Semesters, 2 Credits

Alternate Diploma Course

Applied English 10, an integrated English course based on the Indiana Content

These symbols will help you find the courses you want!



Prerequisite(s) required



Counts toward Academic Honors Diploma



Counts toward Technical Honors Diploma



Dual Credit Available



Fulfills Quantitative Reasoning Course Requirement



Weighted Grade applies

AHD = Core 40 Diploma with Academic Honors | THD = with Technical Honors

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

ENG904: Applied English 11

2 Semesters 2 Credits

Alternate Diploma Course

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

ENG906: Applied English 12

2 Semesters, 2 Credits

Alternate Diploma Course

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

HEALTH

PEH900: Applied Health & Wellness

1 Semester, 1 Credit

Grade Level: 9 –12

Alternate Diploma Course

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

MATH

MTH900: Applied Algebra I

2 Semesters; 2 Credits

Grade Level: 9

Alternate Diploma Course

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

MTH902: Applied Geometry

2 Semesters; 2 Credits

Grade Level: 10

Alternate Diploma Course

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

MTH970: Applied Business Math

2 semesters; 2 Credits

Grade Level: 11-12

Alternate Diploma Course

Applied Business Math is a course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. Students gain a solid understanding of the application of money management skills, navigating industry-specific technology and apps, establishing and managing budgets, and maintaining inventory for products, along with other skills that provide a foundation for careers in business-related fields and everyday life. The content includes basic mathematical operations related to accounting, banking and finance, marketing, management, and retail. Instruction includes simulations, guest speakers, tours, Internet research, and business experiences.

SCIENCE

SCI903: Applied Biology I

2 Semesters, 2 Credits

Grade Level: 9-12

Alternate Diploma Course

Applied Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction focuses 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.

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Prerequisite(s) required



Counts toward Academic Honors Diploma



Counts toward Technical Honors Diploma



Dual Credit Available



Fulfills Quantitative Reasoning Course Requirement



Weighted Grade applies

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SCI902: Applied Physical Science

1 Semester, 1 Credit

Alternate Diploma Course

Applied Physical Science is a course in which students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental chemical, physical, and related Earth and space science concepts and principles that are related to students' interests and that address everyday problems.

SCI900: Applied Earth & Space Science I

2 Semesters, 2 Credits

Grade Level: 9-12

Alternate Diploma Course

Applied Earth and Space Science I is a course focused on the following core topics: study of the Earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and Earth processes. Students analyze and describe Earth's interconnected systems and examine how Earth's materials, landforms, and continents are modified across geological time. Instruction focuses on developing student understanding that scientific knowledge is gained from observation and experimentation, by conducting investigations and evaluating and communicating the results of those investigations. This course may include a variety of learning experiences and tools to support the process of investigation, data collection and analysis.

SOCIAL STUDIES

HST900: Applied Economics

1 Semester, 1 Credit

Grade Level: 11-12

Alternate Diploma Course

Applied Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course identifies economic behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade. Students may be offered opportunities to better understand and apply course content through a variety of instructional strategies including project- and community-based instruction and real-world experiences

HST903: Applied Geography & History of the World

2 Semesters, 2 Credits

Grade Level: 9- 12

Alternate Diploma Course

Applied Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to apply their understanding of major global themes, including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of sources, organizing information by creating graphic representations, analyzing information to understand, determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. Students use the knowledge, tools, and skills obtained from this course in order to understand, analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

HST905: Applied United States History

2 Semesters, 2 Credits

Grade Level: 11-12

Alternate Diploma Course

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

HST901: Applied United States Government

1 Semester, 1 Credit

Grade Level: 11-12

Alternate Diploma Course

Applied 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; 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 rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be included. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will recognize their own impact, 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.

PHYSICAL EDUCATION

PEH901: Applied Elective Physical Education

2 Semesters, 8 Credits maximum

Grade Level: 9-12

This course counts as the Health & Wellness Requirement for the Certificate of Completion.

Applied Elective Physical Education, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. With staff support, students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness and includes self-monitoring. Ongoing assessment may include individual progress and/or performance-based skill evaluation.

PEH901: Applied Physical Education I







2 Semesters, 2 Credits

Grade Level: 9-12

This course counts as the Health & Wellness Requirement for the Certificate of Completion

Applied Physical Education I offers a planned, sequential, and comprehensive physical

These symbols will help you find the courses you want!

-  Prerequisite(s) required
-  Counts toward Academic Honors Diploma
-  Counts toward Technical Honors Diploma
-  Dual Credit Available
-  Fulfills Quantitative Reasoning Course Requirement
-  Weighted Grade applies

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education curriculum that 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 which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation.

CAREER & TECHNICAL

CTE910: Applied Preparing for College & Careers

2 Semesters, 2 Credits

Grade Level: 9-12

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

CTE981: Applied Career Information & Exploration

2 Semesters; 2 Credits

Grade Level: 9-12

Alternate Diploma Course

Applied Career Information and Exploration provides students with opportunities to learn about themselves, including interests, strengths and needed supports while exploring various traditional and nontraditional occupations and careers. Students develop skills in:

- (1) employability,
- (2) understanding the economic process, and
- (3) career decision making and planning.

Opportunities are provided for students to observe and participate in various job situations through opportunities such as community-based instruction, internships, mock interviews, and guest speakers. Portfolio and resume development experience and career-related assessments may also be provided to students.

CTE913 & CTE914: Applied Basic Skills Development

2 Semesters, 2 Credits

Grade Level: 9-12

Alternate Diploma Course

Applied Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including:

- | | |
|----------------|--------------------------------------|
| (1) reading, | (5) mathematical computation, |
| (2) writing, | (6) note taking, |
| (3) listening, | (7) study and organizational skills, |
| (4) speaking, | (8) problem-solving skills, and |
| | (9) employability skills |

All of which are essential for high school achievement and post-secondary outcomes. Determination of the skills to be emphasized in this course is based on Indiana's standards and Content Connectors, individual school corporation general curriculum plans, and the student's Individualized Education Program(IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations

and may be applied using instructional practices related to community-based instruction. Could be applied as a math unit.

CTE911: Applied Personal Financial Responsibility

2 Semesters, 2 Credits

Grade Level: 11-12

Alternate Diploma Course

Applied Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build and apply skills in financial literacy and responsible decision making. Content includes analyzing personal standards, needs, wants, and goals; identifying sources of income, and navigating technology for money management. A project-based approach and applications through authentic settings such as work-based observations, service learning experiences and community based instruction are utilized. Direct, concrete applications of basic mathematics proficiencies in projects are encouraged. This counts as a math unit.

CTE911: Applied Student Store

2 Semesters, 2 Credits

Grade Level: 9-12

Alternate Diploma Course

Applied student store is an introductory course that is relevant for teaching students everyday working and communication skills. Each student will have fundamental training and experience in the following areas: Customer service skills, team leadership skills, counting inventory, stock, straightening store, store cleaning duties, and basic retail skills. Daily learning tips will be used including verbal practice on customer service, asking customers pertinent questions, gaining knowledge of products sold, and learning to do a transaction from beginning to end. This includes using the register keys to ring up items, collect money owed, and give back change if needed.

CTE900: Applied Adult Roles and Responsibilities

2 Semesters, 2 Credits

Grade Level: 9-12

Alternate Diploma Course

Adult Roles & Responsibilities is recommended for all students as life foundations and academic enrichment, and as a career sequence course for students with interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of adult roles and responsibilities. Direct, concrete mathematics and language arts proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and postsecondary education in all career areas related to individual and family life.

CTE902: Applied Nutrition & Wellness

2 Semesters, 2 Credits

Grade Level: 9-10

Nutrition and Wellness is an introductory course valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers related to nutrition, food, and wellness. This is a nutrition class that introduces students to only the basics of food preparation so they can become self-sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and

language arts proficiencies will be applied. This course is the first in a sequence of courses that provide a foundation for continuing and postsecondary education in all career areas related to nutrition, food, and wellness.

Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses. For more information, see 511 IAC 6-7.1-4(c)(6). Local programs have the option of offering a second version of the course that is focused more on the fitness aspects of wellness and nutrition. This version may be taught within the family and consumer sciences department or it may be interdisciplinary and team taught or co-taught with a teacher licensed in physical education. Such a course may be differentiated from the regular course offering by using a subtitle in addition to Nutrition and Wellness. A student may earn credits for both versions of the course. No waiver is required in this instance.

CTE908: Applied Career Exploration Internship

2 Semesters, 4 Credits

Grade Level: 11-12+

Alternate Diploma Course

The Applied Career Exploration Internship course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. Unlike a cooperative education program in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties: the student, parent, employer, and instructor.

CTE915 & CTE916: Applied Community Service

2 Semesters, 2 Credits

Grade Level: 11-12+

Alternate Diploma Course

Applied Community Service is a course created by public law IC 20-30-14, allowing juniors and seniors the opportunity to earn up to two high school credits for completion of approved community service projects or volunteer service that “relates to a course in which the student is enrolled or intends to enroll.” A community-based approach and applications through authentic settings such as work-based observations, service learning experiences and community-based instruction are utilized. Direct, concrete applications of basic mathematics proficiencies in projects are encouraged. This counts as a math unit.

VISUAL ART

FAR100: Introduction to Two-Dimensional Art (L)

1 Semester, 1 Credit

Grade Level: 9-12

Pathway: Required

Passing this class is a prerequisite for all other Visual Art classes except Photography I and Visual Communication I



This course counts as a Directed Elective or Elective for all diplomas.

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

Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production,

and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

FAR101: Advanced Two-Dimensional Art (L)

1 Semester, 1 Credit

Grade Level: 11-12

Recommended Prerequisites: Introduction to Two-Dimensional Art

Pathway: Required if not enrolled in Photography III



This course counts as a Directed Elective or Elective for all diplomas.

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

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.

FAR104: Drawing I (L)

1 Semester, 1 Credit

Grade Level: 9-12

Recommended Prerequisite: Introduction to Two-Dimensional Art

Pathway: Optional



Drawing I is a course based on the Indiana Academic Standards for Visual Art. Students in drawing 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 drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. 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.

FAR105: Drawing II (L)

1 Semester, 1 Credit

Grade Level: 10-12

Recommended Prerequisite: Introduction to Two-Dimensional Art and Drawing I

Pathway: Optional



This course counts as a Directed Elective or Elective for all diplomas.

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

Drawing II is a course based on the Indiana Academic Standards for Visual Art. Students in drawing 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 drawings utilizing processes such as

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- Prerequisite(s) required
- Counts toward Academic Honors Diploma
- Counts toward Technical Honors Diploma
- Dual Credit Available
- Fulfills Quantitative Reasoning Course Requirement
- Weighted Grade applies

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sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. 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.

FAR106: Painting I (L)

1 Semester, 1 Credit

Grade Level: 10-12

Recommended Prerequisite: Introduction to Two-Dimensional Art

Pathway: Optional



This course counts as a Directed Elective or Elective for all diplomas.

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

Painting I is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. 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.

FAR107: Painting II

1 Semester, 1 Credit

Grade Level: 10 - 12

Recommended Prerequisite: Introduction to Two-Dimensional Art and Painting I

Pathway: Optional



This course counts as a Directed Elective or Elective for all diplomas.

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

Painting II is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. 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.

FAR108: Sculpture I (L)

1 Semester, 1 Credit

Grade Level: 10 - 12

Recommended Prerequisite: Introduction to Two-Dimensional Art

Offered 2025-2026, 2027-2028

Pathway: Optional



This course counts as a Directed Elective or Elective for all diplomas.

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

Sculpture I is a course based on the Indiana Academic Standards for Visual Art. Students in sculpture engage in

sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. 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.

FAR109: Sculpture II (L)

1 Semester, 1 Credit

Grade Level: 10 - 12

Recommended Prerequisite: Introduction to Two-Dimensional Art and Sculpture I

Offered 2025-2026, 2027-2028

Pathway: Optional



This course counts as a Directed Elective or Elective for all diplomas.

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

Sculpture II is a course based on the Indiana Academic Standards for Visual Art. Students in sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. 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. This is a laboratory course.

FAR102: Ceramics I (L)

1 Semester, 1 Credit

Grade Level: 10 - 12

Recommended Prerequisite: Introduction to Two-Dimensional Art

Offered: 2026-27, 2028-29



This course counts as a Directed Elective or Elective for all diplomas.

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

Ceramics is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics 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 works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. 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.

FAR103: Ceramics II (L)

1 Semester, 1 Credit

Grade Level: 10 - 12

Recommended Prerequisite: Introduction to Two-Dimensional Art and Ceramics I

Offered: 2026-27, 2028-29



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- Prerequisite(s) required
- Counts toward Academic Honors Diploma
- Counts toward Technical Honors Diploma
- Dual Credit Available
- Fulfills Quantitative Reasoning Course Requirement
- Weighted Grade applies

AHD = Core 40 Diploma with Academic Honors | THD = with Technical Honors

This course counts as a Directed Elective or Elective for all diplomas.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

Ceramics II is a course based on the Indiana Academic Standards for Visual Art. Students in ceramics 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 works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. 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.

FAR123: Visual Communication (L)

1 Semester, 1 Credit

Grade Level: 9-12

Pathway: Optional



This course counts as a Directed Elective or Elective for all diplomas.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

Visual Communication I is a course based on the Indiana Academic Standards for Visual Art. Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. Students 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.

FAR124: Visual Communication II (L)

1 Semester, 1 Credit

Grade Level: 9-12

Recommended Prerequisite: Visual Communication I

Pathway: Optional



This course counts as a Directed Elective or Elective for all diplomas.
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

Visual Communication II is a course based on the Indiana Academic Standards for Visual Art. Students in visual communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. They create print media utilizing graphic design, typography, illustration, and image creation with digital tools and computer technology. Students 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.

FAR114: Photography I (L)

1 Semester, 1 Credit

Grade Level: 9 - 12

Pathway: Optional



This course counts as a Directed Elective or Elective for all diplomas.

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

Photography I is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and darkroom processes. 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.

Photography I will be working with film and film processing, and darkroom processing.

FAR115: Photography II (L)

1 Semester, 1 Credit

Grade Level: 9-12

Recommended Prerequisite: Photography I

Pathway: Optional



This course counts as a Directed Elective or Elective for all diplomas.

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

Photography II is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and darkroom processes. 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.

Photography II will continue working with film and film processing. Students will also learn historical and alternative processes, such as Van Dyke, cyanotypes, and sepia toning.

FAR116: Photography III (L)

1 Semester, 1 Credit

Grade Level: 10-12

Prerequisite: Photography II

Pathway: Required if not enrolled in Advanced Two-Dimensional Art









Photography III is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and darkroom processes. 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.

Photography III will continue to work with traditional and historical film-based processes, and incorporate mixed media, experimental photography, and digital photography. Students will use a 35mm SLR camera (*provided by instructor*) in addition to a 35mm point and shoot camera.

FAR117: Fiber Arts I (L)

These symbols will help you find the courses you want!

-  Prerequisite(s) required
-  Counts toward Academic Honors Diploma
-  Counts toward Technical Honors Diploma
-  Dual Credit Available
-  Fulfills Quantitative Reasoning Course Requirement
-  = Weighted Grade applies

AHD = Core 40 Diploma with Academic Honors | THD = with Technical Honors

1 Semester, 1 Credit

Grade Level: 10-12

Recommended Prerequisite: Introduction to Two-Dimensional Art

Pathway: Optional



This course counts as a Directed Elective or Elective for all diplomas.

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

Fiber Arts is a course based on the Indiana Academic Standards for Visual Art. Students in fiber arts engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create fiber art works utilizing processes such as loom and off-loom construction, dyeing, coiling, and stitchery. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. This is a laboratory course.

FAR118: Fiber Arts II (L)

1 Semester, 1 Credit

Grade Level: 10-12

Prerequisite: Introduction to Two-Dimensional Art and Fiber Arts I



This course counts as a Directed Elective or Elective for all diplomas.

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

Fiber Arts II is a course based on the Indiana Academic Standards for Visual Art. Students in fiber arts engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create fiber art works utilizing processes such as loom and off-loom construction, dyeing, coiling, and stitchery. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers. This is a laboratory course.

FAR122: Printmaking I (L)

1 Semester, 1 Credit

Grade Level: 10-12

Recommended Prerequisite: Introduction to Two-Dimensional Art

Pathway: Optional



This course counts as a Directed Elective or Elective for all diplomas.

This course fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

Printmaking is a course based on the Indiana Academic Standards for Visual Art. Students in printmaking engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students apply media, techniques, and processes with sufficient skill to communicate intended meaning. They create abstract and realistic prints using a variety of materials such as linocut, woodcut, stencil, silkscreen, photo silkscreen, and mono-print. They utilize processes such as etching, relief, and lithography to explore a variety of ideas and problems. Students 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. This is a laboratory course.

FAR628: Education & Training: Special Topics - Visual Arts Internship

1 Semester, 1 Credit (second semester only)

Grade Level: 11-12

Pathway: Required (Must be enrolled in the Visual Art Pathway to take this class)



Education and Training: Special Topics is an extended learning experience designed to address the advancement and specialization of careers within the career cluster through the provision of a specialized course for a specific workforce need in the school's region. The learning experience is at a qualified site, and is designed to give the student the opportunity to practice technical skills previously learned in the classroom while working under the direction of the appropriately licensed professional. Throughout the course, students will focus on learning about employment opportunities at a variety of entry levels, an overview of the career cluster, teams, and legal and ethical considerations; and obtaining the knowledge, skills and attitudes essential for success in specific occupations. Course standards and curriculum must be tailored to the specific profession, preparing students to advance in this career field, and where applicable, provide students with opportunities for certification or dual credit. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from high school, to postsecondary opportunities, and to work in a variety of careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application process for admission into a postsecondary program are also areas of focus. Participation in a related CTSO encourages the development of leadership, communication and career related skills, and opportunities for community service.

WORLD LANGUAGES

WLD200: French I

2 Semesters, 2 Credits

Grade Level: 9-12

Prerequisite: At least a C in English



French Level I provides an introduction to the French language as well as an introduction to the customs, culture and traditional celebrations of French-speaking countries. In Level I the student will also be introduced to the geographic regions where French is spoken.

- learn the differences between formal and informal address and know when to use them;
- ask and respond to simple questions in life-like situations;
- read French in natural situations such as menus, comics, and school schedules; and
- learn how to order in a restaurant or ask about products

During the course students will have an opportunity to:
while shopping in a store; and write short narratives for daily situations

In addition, the student will learn:

- geographical features of the French-speaking world; and
- the major holidays celebrated in French-speaking countries.

WLD201: French II

2 Semesters, 2 Credits

Grade Level: 10-12

Prerequisite: French I



French Level II builds on Level I. Students will expand their ability to pronounce French words by sight-reading aloud more often and by performing skits in the target language. They will read and create dialogs dealing with daily activities and personal interests. Students will learn some of the history of France and French-speaking regions. They will expand their knowledge of the geography of French-speaking regions. Short stories will be read to understand the people and regions.

- ask questions regarding daily activities;

French II students will:

- participate in conversations on a variety of topics such

- as French schools and how French teens spend their free time;
- prepare a simple narrative (short letters and reports) about personal experiences;
- express their preferences for foods and various free time activities;
- read short "stories" to understand the main idea and facts; and

WLD202: French III

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: French II

Dual Credit Available (Ivy Tech)



French Level III provides students with information fostering an understanding and appreciation of other cultures. Basic skills of pronunciation, writing, listening and reading comprehension are enhanced through the study of French culture. The students will also delve deeper into cultural aspects of France through music and visual arts. Students will be expected to participate orally.

- respond to questions expressing their own emotions and desires;
- read advertisements and cartoons for understanding;
- describe in writing or prepare a presentation on

- write short replies to different situations (short letters and telephone conversations)

In addition the student will learn about such culture items as:

- the geographical features of French-speaking countries;
- historically significant places and people;
- how the major holidays are celebrated in France; and
- architecture, art, and music.

Students will be able to:

- read short stories, plays, and poetry;
- take notes using familiar vocabulary and structures; and
- write brief summaries of materials read.

In addition students will:

- aspects of culture; and
- learn how to seek help in a crisis

WLD203: French IV

2 Semesters, 2 Credits

Grade Level: 12

Prerequisite: French III

Dual Credit Available (Ivy Tech)



Level IV French enables students to participate in leadership roles in the classroom. Students will participate in conversation. A concise review of grammar is also included. One special area of study will be examined through reading a book, supplementary tapes, and films.

- express opinions and make judgments, respond to inquiries and interact in more complex social situations;
- give presentations on such cultural topics as: traditions, historical and contemporary events and major historical and artistic figures;
- report the key ideas of what someone else has said;
- read for comprehension and express judgments;
- write organized compositions on a given topic; and
- demonstrate creativity through writing and

The course also enables students to: presentations.

In addition, students will also:

- become aware of the historical timeline of French history; and
- learn of the historical developments in France.

These symbols will help you find the courses you want!

- Prerequisite(s) required
- Counts toward Academic Honors Diploma
- Counts toward Technical Honors Diploma
- Dual Credit Available
- Fulfills Quantitative Reasoning Course Requirement
- Weighted Grade applies

AHD = Core 40 Diploma with Academic Honors | THD = with Technical Honors

WLD300: German I

2 Semesters, 2 Credits

Grade Level: 9-12

Prerequisite: At least a C in English



German Level I provides an introduction to the German language (pronunciation and grammar) as well as an introduction to the customs, culture and traditional celebrations of German-speaking countries. In Level I the student will also be introduced to the geographic regions where German is spoken. During the course of the school year the class will discuss and reflect on why foreign languages should be learned.

- respond to and give directions in class and life-like situations such as asking for directions to or from common places.
- learn the differences between formal and informal address and know when to use them.
- ask and respond to simple questions in life-like situations (i.e. *Wo ist die Toilette? Wie komme ich zur Bäckerei?*)
- read German in natural situations such as menus, comics, storybooks and school or railroad schedules.
- learn how to order in a restaurant or ask about products while shopping in a store.

During the course students will have an opportunity to:

- write short narratives for different situations (e-mail, invitations, short letters, short descriptions).

In addition the student will learn about such cultural items as:

- geographical features of the German-speaking world.
- the major holidays celebrated in German-speaking countries.
- the “fifth” season in German-speaking countries, *Fasching*.
- nonverbal communication; is your body saying what your mouth is saying?

WLD301: German II

2 Semesters, 2 Credits

Grade Level: 10-12

Prerequisite: German I



German Level II builds on Level I. Students will expand their ability to pronounce German words by sight-reading aloud more often and by performing skits in the target language. They will read and create dialogs dealing with daily activities and personal interests. Students will have opportunities to write other students in German. Students will explore the foundations of German culture by learning some of the history of German-speaking regions. They will expand their knowledge of the geography of German-speaking regions. Short stories and poems will be read to help develop understanding of the people and regions.

- ask questions regarding daily activities;
- participate in conversations on a variety of topics such as: German schools and how German teens spend their free time;
- prepare a simple narrative (short letters, emails and reports) about personal experiences;
- express their preferences to foods and various free time activities;
- read short “stories” in either narrative or comic form and understand the main idea and facts;
- write short replies to different situations (e-mails, short letters, telephone conversations and so on).

The students will be able to:

In addition the student will learn about such cultural items as:

- the geographical features of German-speaking countries and states;
- historically significant places and people in German-speaking areas;
- how the major holidays are celebrated in Germany, such as the “fifth season” in German-speaking countries, *Fasching*;
- time expectations, such as arriving on time to invitations or appointments;
- architecture in German-speaking countries and its evolution;
- visual arts, past and present; and
- music, classical and popular in Germany today.

WLD302: German III

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: German II
Dual Credit Available (Ivy Tech)



German Level III provides students with information fostering an understanding and appreciation of other cultures. Basic skills of pronunciation, writing, listening and reading comprehension are enhanced through the study of German culture, social behaviors and values. The students will also delve deeper into cultural aspects of German-speaking countries through music and visual arts. Students will be expected to participate in discussions conducted primarily in German.

Students will be able to:

- respond to questions (factual or opinion) expressing their own emotions and desires in German with more than memorized bland phrases;
- read advertisements and cartoons for understanding;
- read short authentic materials such as short stories, plays, and poetry;
- complete authentic forms and documents and take notes using familiar vocabulary and structures; and
- paraphrase verbal expectations, write brief summaries

of materials read and brief compositions.

In addition students will:

- describe in writing or prepare a presentation on aspects of culture using German as much as possible, including major historical events, value systems, visual arts, architecture, literature, music and political-geography;
- learn how to seek help in a crisis; and
- learn how to participate appropriately in special family occasions such as birthdays and graduations.

WLD303: German IV

2 Semesters, 2 Credits

Grade Level: 12

Prerequisite: German III

Dual Credit Available (Ivy Tech)



Level IV German enables students to participate in leadership roles in the classroom and extracurricular activities related to German: i.e., German Club. Students will participate in verbal conversations or written correspondence with native or advanced non-native speakers. A concise review of grammar is also included. One special area of study will be examined in-depth; Resistance, Widerstand, in the 3rd Reich will be examined through reading a book, supplementary documents and tapes, and viewing of films. The student will function primarily in the foreign language.

The course also enables students to:

- express opinions and make judgments, respond to inquiries and interact in more complex social situations;
- give presentations on such cultural topics as: traditions, historical and contemporary events and major historical and artistic figures;
- report the key ideas of what someone else has said;
- read for comprehension from a variety of longer authentic materials and to express judgments about what is read;
- write organized compositions on a given topic; and
- demonstrate his/her creativity through their writing and presentations.

In addition, students will also:

- become aware of the historical timeline of German history, architecture, art and music;
- learn of the historical developments in Germany from 1917 to present and will gain an understanding of the evolution to a modern Germany through some representative literature, art work, film and music; and
- be able to adjust their form of address to their situation.

WLD400: Japanese I

2 Semesters, 2 Credits

Grade Level: 9-12

Prerequisite: At least a C in English



Level I Japanese students will understand the importance of learning a foreign language, and be able to compare it to their native language.

These symbols will help you find the courses you want!

- Prerequisite(s) required
- Counts toward Academic Honors Diploma
- Counts toward Technical Honors Diploma
- Dual Credit Available
- Fulfills Quantitative Reasoning Course Requirement
- Weighted Grade applies

AHD = Core 40 Diploma with Academic Honors | THD = with Technical Honors

Students will come to understand different strategies and modes of learning in acquiring basic language skills and knowledge.

Students will be able to:

- Read, write, and combine all 46 *hiragana* to spell any Japanese word they hear
- Read, write and combine all 46 *katakana* to spell foreign loanwords used in Japanese, or foreign names (e.g. their own)
- Read Japanese passages written in *hiragana* aloud with appropriate pronunciation and intonation
- Ask basic questions and express basic needs, including; Asking to borrow things, asking the location of objects, inquiring about the identity of others' family members or friends; *enpitsu wo kashite kudasai, hon wa doko desuka?, kono hito wa dare desuka?*
- Use basic greetings and everyday expressions to greet appropriate to the time of day or occasion, express thanks, ask for favors, inquire about language ability; *ohayou gozaimasu, ojama*

shimasu, (doumo) arigatou gozaimasu, onegai shimasu, eigo wo hanashimasuka?

- Tell and ask about the time of day, ask and tell about own/others' schedules
- Use direction verbs to express: going, coming, returning; *ikimasu, kimasu, kaerimasu*
- Read and write about 30 *kanji* characters, with emphasis on comprehension

Additionally, students will:

- Be able to name the major islands and cities of Japan, and gain an awareness of Japan's general geographical features
- Gain an awareness of various aspects of Japanese culture and daily life, including: bowing, social norms, gestures and body language, traditional clothing, celebrations and holidays, and traditional foods.
- Learn about traditional sports such as *kendou* and *sumou*.

WLD401: Japanese II

2 Semesters, 2 Credits

Grade Level: 10-12

Prerequisite: Japanese I



Japanese II students will have increased ability to participate in daily conversations and interactions related to the Japanese language, gaining a larger vocabulary and more complex grammar to discuss their own everyday lives and interests.

Students will be able to:

- Express personal feelings of like/dislike, sadness/irritation/joy, and describe skills, using a variety of adjectives; *suki/suki ja arimasen/kirai, jama/ureshii/kanashii/dame, jouzu/heta/tokui/nigate*
- Describe physical and personality characteristics of themselves and other people
- Relate a simple narrative of a personal experience or event using past forms of verbs and adjective, employing adverbs for emphasis ____*ni ikimashita, (totemo) yokatta desu*
- Be able to discuss one's daily activities and hobbies and ask about others'
- Use motion and action verbs with appropriate particles to describe direction of action and place of action

- Read more complex passages aloud with a greater number of *kanji* than in Level 1
- Learn 40-50 more *kanji* and various compounds employing them, being able to use different readings of each character.

Additionally, students will:

- Learn about the various styles of writing; formal, cursive and artistic.
- Learn about Japan's history and culture
- Learn more about traditional dress and sports such as *hanten, kimono, and aikidou*
- Learn about popular culture and media such as music and movies.

WLD402: Japanese III

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Japanese II

Dual Credit Available (Ball State)



Japanese III students will improve their skills in reading, writing, speaking, and listening comprehension. Students will learn to use euphemism and/or indirect speech appropriate to Japanese cultural norms and values. Students will be increasingly comfortable functioning in Japanese for extended periods of time.

Students will be able to:

- Alter their language, both written and spoken, to be appropriate to various social contexts; *desu-masu* for polite speech, plain form and *ta* form for casual speech.
- Write with an increasing proportion of *kanji*
- Read a greater number of *kanji* for comprehension
- Express desires and intentions with *tai* form
- Give and receive directions with appropriate polite expressions and position words, using particles for

location.

- Give commands in polite speech using *te* form
- Make requests and give permission using *te* form

Additionally, students will:

- Read and view both original and translated news articles, videos, and movies to gain an understanding of Japan's history and its place in the world.
- Be introduced to various *realia* in the classroom from Japan, and understand the role these items play in Japanese daily life.

WLD403: Japanese IV

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Japanese III

Dual Credit Available (Ball State)



Level IV Japanese students will become capable of functioning in Japanese in a variety of contexts, such as giving short presentations or teaching factual or applicable knowledge to others. Students will be comfortable functioning in Japanese with native speakers or advanced Foreign Language learners for extended periods of time.

Students will be able to:

- Express opinions both directly and indirectly, gauging which method is appropriate
- Restate/paraphrase/summarize long passages or oral input
- Express capability and possibility using the potential

form

- State impressions with the *sou* form of adjectives.
- Write and read a considerable number of *kanji* used daily in Japan
- Read longer authentic materials with the aid of a *kanji* dictionary

WLD100: Spanish I

2 Semesters, 2 Credits

Grade Level: 9-12

Prerequisite: At least a C in English



Spanish Level I provides an introduction to the Spanish language (pronunciation and grammar) as well as an introduction to the customs, culture and traditional celebrations of Spanish-speaking countries. In Level I the student will also be introduced to the geographic regions where Spanish is spoken. During the course of the school year the class will discuss and reflect on why foreign languages should be learned.

During the course the student will have an opportunity to:

- Respond to and give directions in class and life-like situations such as asking for directions to or from common places.
- Learn the differences between formal and informal address and know when to use them.
- Ask and respond to simple questions in life-like situations (i.e. ¿Quién está ausente?)
- Read Spanish in natural situations such as real menus, comics, storybooks and school

or railroad schedules.

- Learn how to order in a restaurant or ask about products while shopping.

These symbols will help you find the courses you want!

- Prerequisite(s) required
- Counts toward Academic Honors Diploma
- Counts toward Technical Honors Diploma
- Dual Credit Available
- Fulfills Quantitative Reasoning Course Requirement
- Weighted Grade applies

AHD = Core 40 Diploma with Academic Honors | THD = with Technical Honors

- Write short narratives for different situations (e-mail, invitations, short letters, short descriptions).
- In addition the student will learn about such cultural items as:**
- Geographical features of the Spanish-speaking world.

- The major holidays that are celebrated in Spanish-speaking countries.
- Current events such as elections, major weather events, entertainment.
- Nonverbal communication; is your body saying what your mouth is saying?

WLD101: Spanish II

2 Semesters, 2 Credits

Grade Level: 10-12

Prerequisite: Spanish I (C or Higher Grade Recommended)



Spanish Level II builds on Level I. Students will expand their ability to pronounce Spanish words by sight-reading aloud more often and by performing prepared readings or skits in the target language. They will read and create dialogs dealing with daily activities and personal interests. Students will have opportunities to write autobiographies in Spanish. They will explore the foundations of Spanish culture by learning some of the history of Spanish-speaking regions. They will also expand their knowledge of the geography of Spanish-speaking regions using short essays and map work.

The students will be able to:

- ask questions regarding daily activities;
- participate in conversations on a variety of topics such as: Spanish schools and how Spanish teens spend their free time;
- prepare a simple narrative (short letters, emails and reports) about personal experiences;
- express their preferences for foods and various free time activities;
- read short "stories" in either narrative or comic form and understand the main idea and facts; and
- write short replies to different situations (e-mails, short letters, telephone conversations and so on).

In addition the student will learn about such cultural items as:

- the geographical features of Spanish-speaking countries and states;
- historically significant places and people in Spanish-speaking areas;
- how the major holidays are celebrated in Spain and Latin America, such as "*El Día de los Muertos*", "*La Navidad*".
- time expectations, such as arriving on time to invitations or appointments;
- architecture in Spanish-speaking countries and its evolution;
- visual arts, past and present; and
- classical and popular music in Spanish-speaking countries today.

WLD102: Spanish III

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Spanish II (C or Higher Grade Recommended)

Dual Credit Available (IU)



Level III students will increase their listening, speaking, reading and writing skills via textbook supplied materials, educational videos, short stories and poetry, singing, dialogues, grammar drills and writing activities. Hispanic culture, history, geography and arts will be covered. Students will be exposed to Spanish extracurricular activities through the Spanish Club, field trips and foreign travel.

Students will be able to:

- understand the spoken word (CDs, tapes, videos, teacher);
- use Spanish for communication;
- pronounce Spanish words correctly;
- read for understanding (poetry, short stories, magazines and advertisements);
- write short narratives, summaries, letters;
- describe major historical events;
- discuss cultural similarities and differences;

- understand the political and monetary systems;
- convey an understanding of visual and performing arts;

- sing well-known Hispanic songs; and

- locate all major Hispanic geographical locations.

WLD103: Spanish IV

2 Semesters, 2 Credits

Grade Level: 11-12

Prerequisite: Spanish III (C or Higher Grade Recommended)

Dual Credit Available (IU)



Level IV students will have their listening, speaking, reading and writing skills enhanced. Students will have an intensive review of all grammar concepts, read short stories, poetry and plays, and use the Spanish language in class formally and informally in both the oral and written genres. Additional geography, history, culture and arts (visual in particular) will be covered.

Students will be able to:

- communicate and interact in more complex social settings employing more difficult vocabulary and grammar structures;
- read more difficult authentic works (plays, poetry, short stories, newspapers, and magazines);
- write organized, grammatically correct compositions on selected topics; and
- discuss cultural items including:
 - (1) historical and current events,
 - (2) historical and current figures,
 - (3) artists and their works and
 - (4) political systems.

WLD409: Rosetta Stone for AKS students (to provide levels II, III, and/or IV)

2 semesters, 2 credits

Grades: 11-12



This course counts as a Directed Elective or Elective for all diplomas.

Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

Students register for Level II/III/IV of current language. This course, based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning target language learning, and to various aspects of the target culture. 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 the target 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 the target language and culture outside of the classroom. Students will work in the online learning program, Rosetta Stone.

WLD410: Linguistics

1 semester, up to 2 credits

Grade: 9-12



This course counts as a Directed Elective or Elective for all diplomas.

A course in humanities provides for the study of content drawn from history, philosophy, literature, languages, and the arts. This course also includes an in-depth study of specific disciplines in these and related subject areas that could include:

These symbols will help you find the courses you want!

- Prerequisite(s) required
- Counts toward Academic Honors Diploma
- Counts toward Technical Honors Diploma
- Dual Credit Available
- Fulfills Quantitative Reasoning Course Requirement
- Weighted Grade applies

AHD = Core 40 Diploma with Academic Honors | THD = with Technical Honors

- linguistics;
- archeology;
- jurisprudence;
- the history, theory, and criticism of the arts;
- the history and philosophy of science;
- ethics;
- comparative religions; and
- other aspects of the social sciences which relate to understanding life and the world.

The emphasis of the course work is on developing an understanding of the content of the course and how to actually apply it to the human environment. Particular attention is given to the relevance of these applications in regard to the current conditions of life.

WLD411: Language for Heritage Speakers I

Grade: 9-12

2 semesters, 2 credits



This course counts as a Directed Elective or Elective for all diplomas.

Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

Designed for native speakers/bilingual students.

Language for Heritage Speakers I is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

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- Prerequisite(s) required
- Counts toward Academic Honors Diploma
- Counts toward Technical Honors Diploma
- Dual Credit Available
- Fulfills Quantitative Reasoning Course Requirement
- Weighted Grade applies

AHD = Core 40 Diploma with Academic Honors | THD = with Technical Honors

SCHEDULE CHANGE POLICY

Schedule changes will only be made if one of the following four conditions applies:

- 1. STUDENT NEEDS A HIGHER-LEVEL CLASS BECAUSE OF A COLLEGE OR TECHNICAL SCHOOL REQUIREMENT.**
- 2. STUDENT HAS AN ERROR ON HIS/HER SCHEDULE.**
- 3. STUDENT NEEDS TO MAKE UP A CLASS BECAUSE OF A FAILURE OR REQUIRED CREDIT.**
- 4. STUDENT PASSED THE COURSE IN SUMMER SCHOOL, AND THE SCHEDULE NEEDS TO BE ADJUSTED.**

Drop/Add requests should be submitted within the first 3 days of a semester.

Schedules will not be changed because of teacher assigned or lunch hour.

CONTACT INFORMATION

Michigan City High School
8466 W. Pahs Road * Michigan City, IN 46360
Main Office: 219.873.2044 * educatemc.net/mchs

* * *

School Counseling Office: 219.873.2050, ext 4443

* * *

La Porte County Career & Technical Education

A.K. Smith Career Center - North Campus
817 Lafayette Street * Michigan City, IN 46360
219.873.2120

educatemc.net/cte

South Campus
1001 US-20 * Michigan City, IN 46360
219.873.2120

* * *



Michigan City Area Schools Administration
408 S Carroll Ave * Michigan City, IN 46360
219.873.2000 * educatemc.net

Superintendent: Dr. Wendel McCollum
Associate Superintendent: Cathy Bildhauser
Director of Curriculum: Cathy Bildhauser

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