MICHIGAN CITY HIGH SCHOOL

8466 W. Pahs Road ✳ Michigan City, IN 46360 ✳ 219.873.2044

Career Pathway Guide & Course Descriptions

for the

2025-2026 School Year

for the

Graduating Class of 2029

College & Career READY!

REVISED: 01.16.2025

Michigan City Area Schools
Opportunity ★ Excellence ★ Pride

mchs.educatemc.net

CONTENTS

Use these links to be directed to each section.

These symbols will help you find the courses you want!

🔑 **Prerequisite(s)**

💠 **Dual Credit Available (see pages 8-10 for more info)**

= Weighted Grade applies

Additional information and course offerings are listed in the full MCHS Course Guide. This book contains courses solely available to students graduating in 2029 under the New Indiana Diploma.

Visit mchs.educatemc.net/school-counseling

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 (AH) Courses, Advanced Placement Courses, and Dual Credit Courses for High School and College.

ACADEMIC HONORS (AH) COURSES

* courses available for Grade 9 students

ENGLISH

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

MATH

Algebra I AH *
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
Geography & History of the World AH *

OTHER

AP Research

Weighted Grades

MCHS "weighs" 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 = 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 ◈ symbol to find Dual Credit Courses.

LOOK for the = 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:

- ★ Are you working toward earning one of the Enrollment Honors Seals?
- ★ 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!

School	Tuition (per credit hour)	Total Cost of… 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.

One Year of College Credit at MCHS!

INDIANA COLLEGE CORE

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**

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

Green Font: Ivy Tech Black Font: Indiana University

2024-2025

Students will be eligible for these courses beginning Junior Year based on grades and behavior.

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)
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
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

LAWE 100	Survey of Criminal Justice	3 credits

Law Enforcement Fundamentals 7191 Vincennes University

LAWE 101	Basic Police Operations	3 credits
LAWE 150	Criminal Minds and Deviant Behavior	3 credits

Corrections and Cultural Awareness 7188 Vincennes University

LAWE 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 *Pre-req: college-ready in R & W*

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

Child and Adolescent Development 7157 Ivy Tech

EDUC 121	Advanced Child Development	credits TBD

Teaching and Learning 7162 Ivy Tech

EDUC 201	Technology In Education	credits TBD (prereq. EDUC 101)

Total Possible Credits Earned **credits TBD**

Education Careers **Year II**

Education Professions Capstone 7267 Ivy Tech

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

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

Electrical Fundamentals 7124 Ivy Tech

BCTI 130	Intro to Electrical I	3 credits

Advanced Electrical 7119 Ivy Tech

BCTI 131	Electrical, Part I	3 credits (prereq. BCTI 130)
BCTI 132	Electrical, Part II	3 credits (prereq./coreq. BCTI 131)

Certification: NCCER Electrical I, OSHA 10

Total Possible Credits Earned **12 credits**

Energy Academy **Year II**

Ivy Tech Course Name TBD

INDT 113	Industrial Electrical I	3 credits
SUST 100	Introduction to Renewable Energy Systems	3 credits

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

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 *Pre-req: college-ready in R & W*

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

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**

INDIANA DEPARTMENT of EDUCATION

CURRENT & FUTURE INDIANA DIPLOMA: COMPARISON

The new diploma structure includes a base (minimum requirements) for every student, plus the opportunity to earn readiness seals aligned with their unique path. Students are encouraged to seize this flexibility by personalizing their high school experience. The new seals provide additional intentionality to maximize readiness and are designed to be permeable, allowing students to update their graduation plan and pivot, if their original interests and goals change. Students who do not earn a seal must still complete components 2 and 3 of Graduation Pathways.

	CURRENT INDIANA CORE 40	FUTURE NEW INDIANA DIPLOMA
ENGLISH	8 CREDITS	8 CREDITS • 2 credits: English 9 • 1 credit: Communications-focused course • 5 additional English credits
MATH	6 CREDITS • 2 credits: Algebra I • 2 credits: Geometry • 2 credits: Algebra II	7 CREDITS • 2 credits: Algebra I • 1 credit: Personal Finance • 4 additional math credits
SCIENCE, TECHNOLOGY, AND ENGINEERING	6 CREDITS • 2 credits: Biology I • 2 credits: Chemistry 1, Physics I, or Integrated Physics • 2 credits: Any Core 40 science course	7 CREDITS • 2 credits: Biology I • 1 credit: Computer Science • 2 additional science credits • 2 STEM-focused credits
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	5 CREDITS • 2 credits: U.S. History • 1 credit: U.S. Government • 2 credits: World Perspectives (Flexible options, including advanced world language or world-focused social studies courses)
PE/HEALTH	3 CREDITS • 2 credits: Physical Education • 1 credit: Health & Wellness	2 CREDITS • 1 credit: Physical Education • 1 credit: Health & Wellness
DIRECTED ELECTIVES	5 CREDITS Any combination of World Languages, Fine Arts, and/or Career & Technical Education	N/A
PERSONALIZED ELECTIVES	6 CREDITS	12 CREDITS Students are encouraged to utilize the new readiness-seals to align these personalized electives with their unique goals. Personalized electives can include a variety of courses, such as CTE, Performing or Fine Arts, and World Languages.
COLLEGE & CAREERS	N/A	1 CREDIT • 1 credit: Preparing for College & Careers
TOTAL	40 CREDITS	42 CREDITS

Hoosier high school students have the opportunity to earn approximately 60 credits.

Note: The federally-required alternate diploma for students in special education with a significant cognitive disability is still available.

Blueprint for Success: Readiness-Seals

Readiness seals are meant to be flexible, so students can change their graduation plans if their interests or goals change. While earning these seals is optional, we encourage students to use the guidelines below to help them earn credits in a way that connects to their future goals. Students can earn one seal or multiple seals and should consider their plans for after high school when making their course selections. Completing any seal will fulfill the requirements for graduation pathways. For more information, visit the Indiana Department of Education website: https://www.in.gov/doe/diplomas/#Final_Diploma_Rule

ENROLLMENT SEALS

Thinking of attending a two (2) or four (4) year college or university, follow the course requirements below. For example, looking to apply to IU Bloomington, Purdue, Notre Dame, Butler, or any other institution immediately after high school. Earning the enrollment seal can also support students that are enlisting in the military or joining the workforce.

<table>
<tr>
<td> 
</td>
<td>

Complete at least 4 World Language and 6 Social Studies credits
Complete at least 8 Math credits

Algebra I plus Geometry, Algebra II, and Pre-Calculus or any advanced math credits aligned to their course of study

Complete at least 6 Science credits

Biology I plus Chemistry and Physics or any advanced lab science credits aligned to their course of study

Earn a C or higher in ALL courses and earn a cumulative B average
Complete ONE of the following:

Earn 4 credits in AP, IB, or Cambridge courses and take corresponding exams
Earn 6 college credits
Score a 1250 on the SAT or a 26 on the ACT
Earn two of the following:

At least 3 college credits
2 credits in AP courses and take corresponding exams
2 credits in IB courses and take corresponding exams
2 credits in Cambridge courses and take corresponding exams

</td>
</tr>
<tr>
<td> 
</td>
<td>Earn the Honors Enrollment Seal, <u>plus:</u>

Earn a credential of value* that may include for example:

Associate degree;
Technical Certificate;
Indiana College Core;
AP Scholar with Distinction;
Cambridge AICE Diploma; or
IB Diploma

Complete at least 75 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site, or simulated)
Demonstrate skill development in the following areas: Communication, Collaboration, and Work Ethic

</td>
</tr>
</table>

*Note: the credential of value levels are currently being determined by business and industry.

EMPLOYMENT SEALS

Thinking of an apprenticeship, trade/technical school or entering the workforce, follow the course requirements below. For example, applying for an apprenticeship, a CTE program at Ivy Tech, or looking to enter the workforce immediately after high school.

	• Complete one of the following:
	  ○ A market-driven credential of value* aligned to a specific occupation
	  ○ 3 courses in a Career and Technology Education (CTE) pathway
	  ○ An approved career preparation experience aligned to Indiana's CSA program, or
	  ○ An approved, locally-created pathway
	• Complete 150 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site, or simulated)
	• Demonstrate skill development in Communication, Collaboration, and Work Ethic
	• Meet attendance goal

	Earn the Honors Employment Seal, **plus:**
	
	• Earn a market-driven credential of value* that may include for example:
	  ○ Associate degree;
	  ○ Technical Certificate;
	  ○ Indiana College Core; or
	  ○ Advanced industry certificate
	• Complete additional work-based learning (total of 650 hours in one or more experiences) that may include, for example:
	  ○ Pre-Apprenticeship
	  ○ Modern Youth Apprenticeship
	• Demonstrate skill development in Communication, Collaboration, Work Ethic, and any additional skills determined locally

*Note: the credential of value levels are currently being determined by business and industry.

ENLISTMENT & SERVICE SEALS

Thinking of entering the military, follow the course requirements below. For example, wanting to enlist in the Armed Forces immediately after high school.

<table>
<tr>
<td> 
</td>
<td>

Complete one of the following:

Introduction to Public Service course or approved locally-created equivalent

Emphasis on developing an awareness of the physical standards and character required for service

One year of JROTC in high school

Achieve a score of 31 on the ASVAB and complete one of the following:

All three components of the Career Exploration Program
A career exploration tool approved by IDOE

Meet attendance goal
Demonstrate skill development in Communication, Collaboration, and Work Ethic

Externally verified through a mentorship experience with current military personnel, veterans, or other public safety professionals

</td>
</tr>
<tr>
<td> 
</td>
<td>Earn the Honors Enlistment Seal, <u>plus:</u>

Complete one of the following:

Achieve a score of 50 or higher on the ASVAB
Enrollment in ROTC at the collegiate level
Acceptance to a service academy

Demonstrate excellence in leadership through one of the following:

Completion of at least 100 hours of public service;
Holding a leadership role in a co/extracurricular activity;
Completion of two seasons of a team-based physical sport or activity

</td>
</tr>
</table>

*Note: the credential of value levels are currently being determined by business and industry.

MCHS Course Offerings to Meet New Indiana Diploma Graduation Requirements

Minimum Requirements	Eligible Courses
English: 8 Credits	
English 9: **2 Credits**	• English 9
Communications-Focused Course: **1 Credit**	• Speech • Advanced Speech & Communication • Journalism • Student Media (e.g., newspaper) • AP Seminar • Advanced English/ Language Arts, College Credit (college course with communications focus) • Visual Communication • Interpersonal Relationships
Additional English Credits: **5 Credits**	• English 10 • English 11 • English 12 • Advanced Composition • AP Seminar • AP English Language Composition • AP English Literature & Composition • Advanced English /Language Arts, College Credit
Mathematics: 7 Credits	
Algebra I: **2 Credits**	• Algebra I
Personal Finance: **1 Credit**	• Personal Financial Responsibility
Additional Math Credits: **4 Credits**	• Geometry • Algebra II • Analytical Algebra II • Finite Mathematics • Quantitative Reasoning • Pre-Calculus: Algebra • Pre-Calculus: Trigonometry • Calculus • Probability & Statistics • Business Math • AP Statistics • AP Calculus AB • AP Calculus BC • AP Precalculus • Advanced Mathematics, College Credit

Minimum Requirements	Eligible Courses
Science, Technology, & Engineering: 7 Credits	
Biology: **2 Credits**	• Biology I • AP Biology
Computer Science: **1 Credit**	• Computing Foundations for a Digital Age • Principles of Computing • Topics in Computer Science • Computer Science • Advanced Cybersecurity • Cybersecurity Operations • IT Fundamentals • Networking & Cybersecurity Operations
Additional Science Credits: **2 Credits** **(L) = Lab Science**	• Biology II (L) • Earth & Space Science (L) • Integrated Chemistry & Physics (L) • Chemistry I (L) • Chemistry II (L) • AP Chemistry (L) • Physics I (L) • Physics II (L) • AP Physics (Algebra-Based) • Science Research, Independent Study (L) • Environmental Science (L) • AP Environmental Science (L) • Anatomy & Physiology • Advanced Science, College Credit (L) • Advanced Science Special Topics (L) • Human Body Systems • Medical Interventions
STEM-Focused Credits: **2 Credits**	• Principles of Engineering • Computer Integrated Manufacturing • Civil Engineering & Architecture • Engineering Design & Development • Smart Manufacturing Systems • Industry 4.0 - Smart Manufacturing Capstone • Advanced Precision Machining • Precision Machining Capstone • Human Body Systems • Principles of Biomedical Sciences • Medical Interventions • Principles of Healthcare • Emergency Medical Tech • Healthcare Specialist: CNA • Topics in Computer Science • Computer Science • Computer Science Capstone • Advanced Electrical

Minimum Requirements	Eligible Courses
Social Studies: 5 Credits	
U.S. History: 2 Credits	• U.S. History • AP U.S. History
U.S. Government: 1 Credit	• United States Government • AP United States Government & Politics
World Perspectives: 2 Credits	• Geography & History of the World • World History & Civilization • AP World History Modern • Current Problems, Issues, & Events with World Perspective focus • Topics in History with World History focus • AP Human Geography • Any World Language Level III-VI
Physical Education (PE)/Health: 2 Credits	
Physical Education: 1 Credit	• Physical Education I • Physical Education II • Elective Physical Education
Health & Wellness: 1 Credit	• Health & Wellness Education
Personalized Electives: 12 Credits	
Personalized Electives: 12 Credits	Students are encouraged to utilize the new readiness seals to align these personalized electives with their unique goals. Personalized electives can include a variety of courses, such as career and technical education (CTE), performing or fine arts, and world languages.
College and Careers: 1 Credit	
College and Careers: 1 Credit	• Preparing for College and Careers (PCC)

Class of 2029 and Beyond

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 2029 and beyond*** must complete **all three** of the following Graduation Pathway (buckets) Requirements by completing **one** of the associated Pathway Options below **OR** by earning at least one of the six (6) optional seals:

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 *at least one* of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one the following: • **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 *at least one* of the following.)	• **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

Graduation Pathways Checklist

Updated for New Indiana Diploma

Student Name_____

Pathways Completed_____Graduation Date _____

1) New Indiana Diploma

Optional Diploma Readiness-Seals:

Honors
- ❑ Enrollment
- ❑ Employment
- ❑ Enlistment & Service

Honors Plus
- ❑ Enrollment
- ❑ Employment
- ❑ Enlistment & Service

If you complete one of the Seals listed here, you do not have to fulfill the requirements in Boxes 2 and 3.

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*) Sci: _____ (23*)
- ❑ SAT ERW:_____(480*) Math:_____(530*) Math:_____(22*) Sci: _____ (23*)
- ❑ 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 2017-2018 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	N/A
Graduation Pathways Completed:	**Yes**	**No**	

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.

Draft created on 4.27.16; revised 5.18.16;5.23.16; 5.25.16; 3.31.17,4.19.17, 4.26.17, 5.16.17; 7.28.17

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/pay-for-college/bigfuture-scholarships

www.scholarshipproviders.org

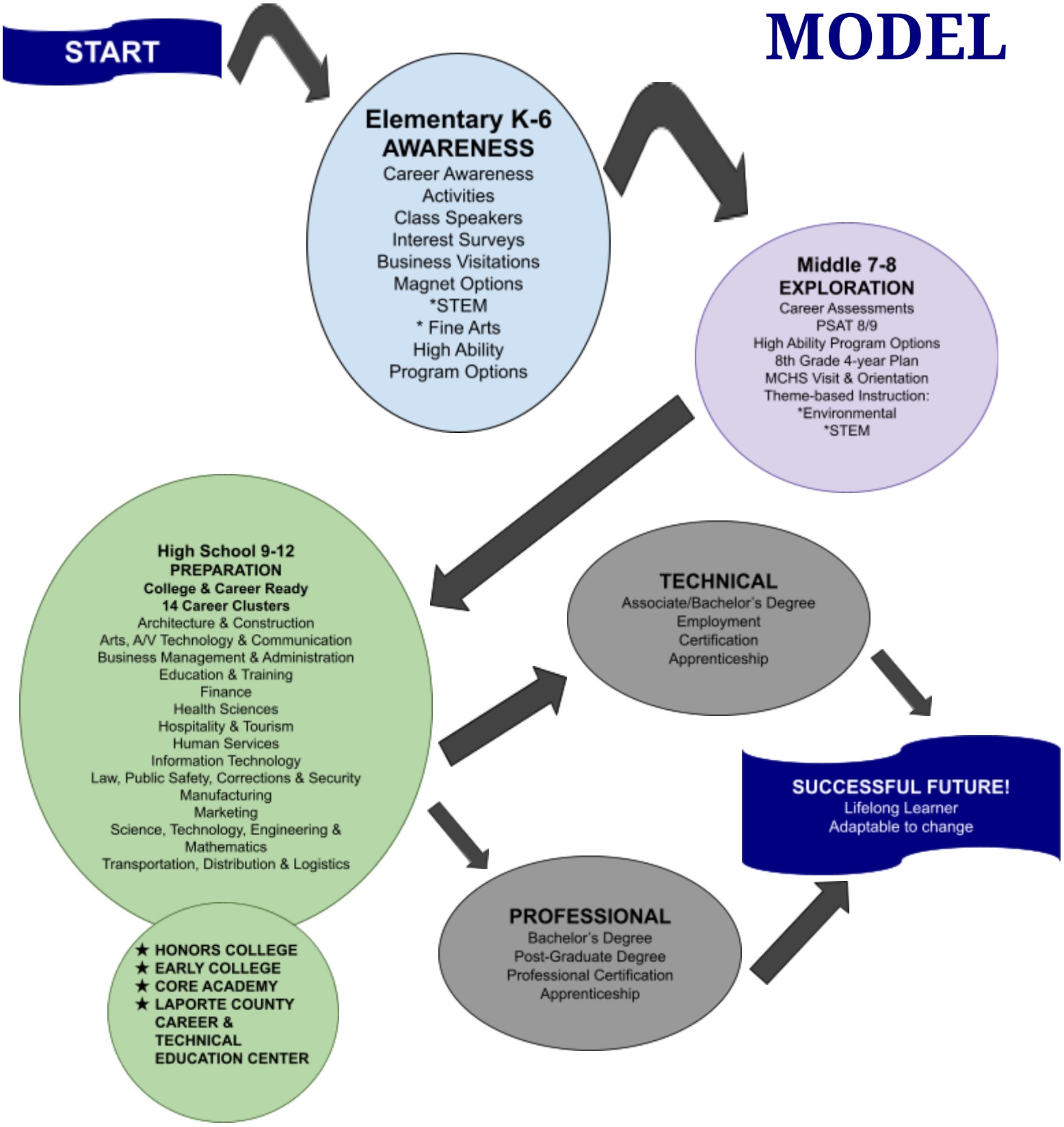
Grants & Loans

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



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

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	**Construction Trades: Framing & Finishing** Grades 11-12
Required Specialized Courses - Electrical (Energy Academy)	**Principles of Construction Trades DC** Grades 11-12	**Electrical Fundamentals** Grades 11-12	**Advanced Electrical** Grades 11-12
Capstone Courses	**Construction Trades Capstone** Grades 12		**Construction Trades Electrical Capstone** Grades 12
Additional Recommended Courses for 4-Year Programs	**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)

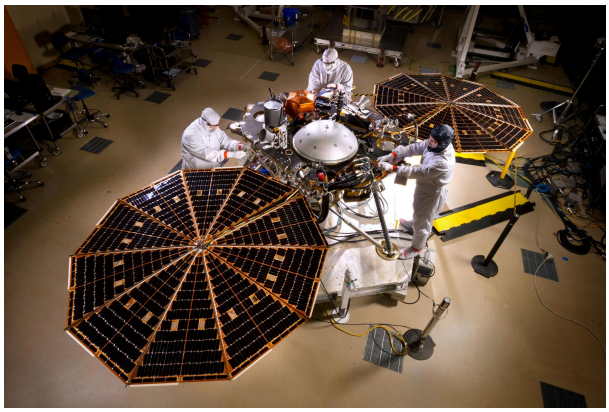
Course Work in this Career Pathway

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, stylling, 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 *must take level I before II*	**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
RequiredSpecialized 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

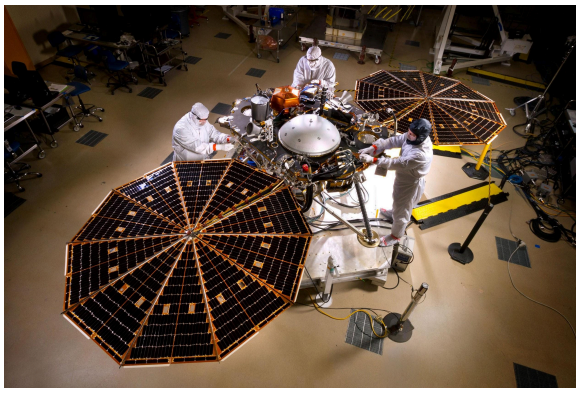
Recommended Intro-Level Courses	**Intro to Business** Grades 9-10	**Digital Applications & Responsibility** Grades 9-12	**Intro to Entrepreneurship** Grades 10-12
Required Specialized Courses	**Principles of Business Management** Grades 9-10	**Marketing Fundamentals** Grades 10-12	**Digital Marketing** 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.

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.

CTE120: Introduction to Entrepreneurship
1-2 Semesters; 1 Credits/Semester (2 Credits maximum)
Grade: 9-10

This course counts as a Personalized Elective.

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

These symbols will help you find the courses you want!
🔑 Prerequisite(s) required
💠 Dual Credit Available
= Weighted Grade applies

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.

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)


This course counts as a Personalized Elective.

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.

CTE979: Principles of Digital Design
2 Semesters; 1 Credit/Semester (2 Credits Maximum)
Grade: 9-11

This course counts as a Personalized Elective.

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.

CAREER & TECHNICAL EDUCATION

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.

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,
(2) writing,
(3) listening,
(4) speaking,
(5) mathematical computation,
(6) note taking,
(7) study and organizational skills,
(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. This course could be applied 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 & 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

These symbols will help you find the courses you want!
🔑 **Prerequisite(s)**
💠 **Dual Credit Available**
= Weighted Grade applies

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).

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.

ENGINEERING & TECHNOLOGY EDUCATION

CTE837: Computing Foundations for a Digital Age
1 Semesters, 1 Credits
Grade Levels: 9-10

Computers and the internet have revolutionized the way we access and disseminate information. As technology continues to change at an ever-increasing pace, the need for students to gain a foundational understanding of computer science is clear. Computing Foundations for a Digital Age is designed to introduce students to five major topics within computer science including computing systems, networks and the internet, data and analysis, algorithms and planning, and impacts of computing. The course introduces foundational computing concepts while exploring current events and building critical thinking, collaboration, problem solving, and other important skills that are invaluable for life in a global and technologically advancing society.

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.

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 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

These symbols will help you find the courses you want!
🔑 **Prerequisite(s)**
💠 **Dual Credit Available**
= Weighted Grade applies

maintenance of structures, special purpose facilities, green construction and construction careers.

CTE603: Compressed Air Academy, Year 1 - Principles Advanced Manufacturing I
2 Semesters, 2 Credits
Grade Level: 9-10

This course counts as a Personalized Elective.
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.

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.

ENG150: English 9 Academic Honors
Integrated English
2 Semesters, 2 Credits
🔑 =

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

Electives in English

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

FAR500: Theatre Arts
1 Semester, 1 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
Grade Level: 9-12
Prerequisites: 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.

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.

MUT112: Student Media/Announcements/MCHSTV
2 Semesters, 2 Credits
Grade Level: 9-12

This course does not count as an English credit.

These symbols will help you find the courses you want!
🔑 **Prerequisite(s)**
💠 **Dual Credit Available**
= Weighted Grade applies

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 Personalized Elective.

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

CTE116: Interpersonal Relationships
1 Semester, 1 Credit
Grade Level: 9 - 12

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. 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 Personalized Elective.

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 Personalized Elective.

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

These symbols will help you find the courses you want!
🔑 **Prerequisite(s)**
🔹 **Dual Credit Available**
= Weighted Grade applies

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 Personalized Elective.

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 successDirect, 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 Personalized Elective.

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.

CTE709: Principles of Fashion & Textiles
2 Semesters; 2 Credits (Maximum)
Grade Level: 9 - 11

This course counts as a Personalized Elective.

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.

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 Personalized Elective.

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 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.

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.

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

These symbols will help you find the courses you want!
🔑 **Prerequisite(s)**
💠 **Dual Credit Available**
= Weighted Grade applies

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 courses to meet graduation requirements (no exceptions).

MULTIDISCIPLINARY

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.

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 Personalized 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.

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

These symbols will help you find the courses you want!
🔑 Prerequisite(s)
🔹 Dual Credit Available
= Weighted Grade applies

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

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.
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 Academic Honors
2 Semesters, 2 Credits
Grade Level: 9-12
Prerequisites: B or better in 8th Grade Math Course
🔑 **=**

Algebra I Academic Honors 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
Prerequisite: Algebra I
🔑

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 Academic Honors
2 Semesters, 2 Credits
Grade Level: 9-10
Prerequisites: B or better in Geometry Academic Honors
🔑 **=**

Algebra II Academic Honors 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 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.

MTH200: Geometry
2 Semesters, 2 Credits
Grade Level: 9-12
Prerequisite: Algebra I
🔑

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 Academic Honors
2 Semesters, 2 Credits
Grade Level: 9-10
Prerequisite: B or better in 8th Grade Algebra I
🔑 **=**

Geometry Academic Honors 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

These symbols will help you find the courses you want!
🔑 **Prerequisite(s)**
🔹 **Dual Credit Available**
= Weighted Grade applies

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.

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.

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.

These symbols will help you find the courses you want!
🔑 **Prerequisite(s)**
💠 **Dual Credit Available**
= Weighted Grade applies

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.

GENERAL

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

These symbols will help you find the courses you want!
🔑 **Prerequisite(s)**
💠 **Dual Credit Available**
= Weighted Grade applies

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.

SCIENCE

SCI100: Earth & Space Science I
2 Semesters, 2 Credits
Grade Level: 9-12

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
🔑

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 Academic Honors
2 Semesters, 2 Credits
Grade Level: 9-10
=

Biology I Academic Honors 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.

SCI306: Integrated Chemistry & Physics
2 Semesters, 2 Credits
Grade Level: 9-11
Recommended Prerequisite: Algebra I (can be taken concurrently)
🔑

Integrated Chemistry & 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.

SCI400: Physics I
2 Semesters, 2 Credits
Grade Level: 9-11
Strongly Recommended Prerequisites: Algebra I and Algebra II
🔑 =

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.

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)
🔑💠 =

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.

SOCIAL STUDIES

GEOGRAPHY

HST150: AP Human Geography
2 Semesters, 2 Credits
Grade Level: 9-12
=

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

These symbols will help you find the courses you want!
🔑 Prerequisite(s)
💠 Dual Credit Available
= Weighted Grade applies

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

Geography & 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: Geography & History of the World Academic Honors
2 Semesters, 2 Credits
Grade Level: 9

Geography & History of the World Academic Honors 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.

SOCIAL STUDIES ELECTIVES

HST004: Indiana Studies
1 Semester; 1 Credit
Grade Level: 9-12

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.

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.

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

These symbols will help you find the courses you want!
🔑 **Prerequisite(s)**
💠 **Dual Credit Available**
= Weighted Grade applies

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.

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.

SCI902: Applied Physical Science
1 Semester, 1 Credit
Grade Level: 9-12
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 & 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

HST903: Applied Geography & History of the World
2 Semesters, 2 Credits
Grade Level: 9- 12
Alternate Diploma Course

Applied Geography & 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.

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 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

These symbols will help you find the courses you want!
🔑 **Prerequisite(s)**
💠 **Dual Credit Available**
= Weighted Grade applies

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,
(2) writing,
(3) listening,
(4) speaking,
(5) mathematical computation,
(6) note taking,
(7) study and organizational skills,
(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 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 & 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 & 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.

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 Personalized Elective.

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.

FAR104: Drawing I (L)
1 Semester, 1 Credit
Grade Level: 9-12
Recommended Prerequisite: Introduction

These symbols will help you find the courses you want!
🔑 **Prerequisite(s)**
🔹 **Dual Credit Available**
= Weighted Grade applies

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.

FAR123: Visual Communication (L)
1 Semester, 1 Credit
Grade Level: 9-12
Pathway: Optional


This course counts as a Personalized Elective.

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 Personalized Elective.

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 Personalized Elective.

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 Personalized Elective.

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.

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 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.

WLD300: German I
2 Semesters, 2 Credits
Grade Level: 9-12
Prerequisite: At least a C in English

These symbols will help you find the courses you want!
🔑 Prerequisite(s)
💠 Dual Credit Available
= Weighted Grade applies

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?

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. 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*.

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.
- 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?

WLD410: Linguistics

1 semester, up to 2 credits
Grade: 9-12

This course counts as a Personalized Elective.

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:

- 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 Personalized Elective.

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.

These symbols will help you find the courses you want!
🔑 **Prerequisite(s)**
💠 **Dual Credit Available**
= Weighted Grade applies

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 <u>not</u> 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

MCAS Board of Trustees

Jacqueline Allison
Marty Corley
Thomas Dombkowski
Michael Gresham
Jenilee Haynes-Peterson
Phyllis Stark
James Stewart