BULLDOG Pursuits

CPHS Guide to Academics and Careers

2025-2026

Mission.
Creating possibilities; Ensuring Success; Inspiring Character - Our promise to help all CPHS students develop the skills needed to maximize their potential.

Vision.
We believe our responsibility is to our students, our community, and their future. We will constantly pursue forward-thinking, student-centered, engaging learning experiences and connection-driven opportunities for discovery and understanding. We will help every student develop the skills they need to maximize their potential to make both immediate and future positive impacts in the local and global community.

We purposefully cultivate a community of connection in which we show our commitment to courage, citizenship, culture, creativity, connection, and college & career readiness.

CPHS Support Teams

CPHS recognizes the need to support all students academically, socially, and emotionally. Collaborative student support teams consist of an assistant principal, two guidance counselors, a social worker, an academic coach, and an interventionist. These teams work together to determine best supports for students. In most cases, students and families will work with the same student support team for all four years of their high school experience. Should you have any questions regarding your student's experience, please reach out to your student's assistant principal or guidance counselor.

Team A-Fan

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CPHS Support Teams CONTINUED...

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Indiana Diploma Requirements: CLASS OF 2026-2028

INDIANA CORE 40

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

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

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

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

**SAT scores updated September, 2017

***WorkKeys assessment titles updated, 2018

CORE 40 with Academic Honors *(minimum 47 credits)*

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

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

CORE 40 with Technical Honors *(minimum 47 credits)*

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

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

1 MATH / QUANTITATIVE REASONING COURSE

Students MUST take a math or quantitative reasoning course **each** year of high school per the Indiana Department of Education.

*For Academic Honors Diploma, 3 out of the 4 required years of math **must** be taken at the high school level.

2 GRADUATION PATHWAYS

In addition to the above diploma requirements, each student must complete a Graduation Pathway. Students will work with their counselor to achieve this pathway and complete the required paperwork.

3 WORLD LANGUAGE

While there are no foreign language requirements for the Core 40 Diploma, students wishing to attend college are encouraged to take at least 2 years of a language to help satisfy college admission requirements.

4 COMMUNITY SERVICE HOURS

Each student at CPHS must also complete community service hours. Students who have attended CPHS for 4 years must complete 40 hours of community service.

5 PERSONAL FINANCE

Beginning with the class of 2027, students must take a Personal Finance course.

Graduation Requirements: CLASS OF 2026-2028

GRADUATION

Earn a Diploma
(Choose One Below)

- C4Ø — Core 40
- THD — Technical Honors Diploma
- AHD — Academic Honors Diploma

Community Service Hours
(40 hours required)

Complete the FAFSA
(required even if not going to college)

Career Discovery Meetings
(11th grade and 12th grade meetings required even if not going to college)

- 11 — 1 meeting Junior Year
- 12 — 1 meeting Senior Year

Diploma Pathways
Box 2 and Box 3 required for all

Get the required Box 2 paperwork from your counselor and turn it in ASAP!

Box 2
Learn/Demonstrate Employability Skills
(Choose One Below)

- Clubs
- OR
- IHSAA Sport
- OR
- Community Service
- Employment

Box 3
Prove Post-secondary Readiness
(Choose One Below)

- AHD — Academic Honors Diploma
- OR
- AP/DC — AP and/or DC courses
- OR
- CTE — CTE Courses (Specific sequence of Career Technical Education courses)
- OR
- SAT — 480 EBRW & 530 Math
- OR
- ACT — 18 English or 22 Reading AND 22 Math or 23 Science

Each of the stars is a requirement for graduation that must be completed. Your counselor will be keeping track of all of these for you, but you can also keep track!

Indiana Diploma Requirements: CLASS OF 2029+

FUTURE NEW INDIANA DIPLOMA

ENGLISH	8 CREDITS	• 2 credits: English 9 • 1 credit: Communications-focused course • 5 additional English credits
MATH	7 CREDITS	• 2 credits: Algebra I • 1 credit: Personal Finance • 4 additional math credits
SCIENCE, TECHNOLOGY, AND ENGINEERING	7 CREDITS	• 2 credits: Biology I • 1 credit: Computer Science • 2 additional science credits • 2 STEM-focused credits
SOCIAL STUDIES	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	2 CREDITS	• 1 credit: Physical Education • 1 credit: Health & Wellness
DIRECTED ELECTIVES	N/A	
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 variet of courses, such as CTE, Performing or Fine Arts, and World Languages.
COLLEGE & CAREERS	1 CREDIT	
TOTAL	42 CREDITS	

Optional Seals

INDIANA DEPARTMENT of EDUCATION — BLUEPRINT FOR SUCCESS: READINESS-SEALS

Although seals are optional, students are encouraged to utilize the blueprints below to focus their flexible credits into a connected pathway that aligns with their future goals. Students may earn one or multiple seals. Graduation Pathways requirements will be satisfied through completion of any seal.

	ENROLLMENT	EMPLOYMENT	ENLISTMENT & SERVICE

HONORS SEAL	• 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:
	  ○ 4 credits in AP courses and pass corresponding AP exams
	  ○ 6 college credits
	  ○ 4 credits in IB courses and take corresponding exams
	  ○ Score a 1250 on the SAT or a 26 on the ACT
		• Earn a market-driven credential of value* aligned to a specific occupation or 3 courses in a Career and Technology Education (CTE) pathway
		• Complete 100 hours of work-based learning
		• Demonstrate skill development in Communication, Collaboration, and Work Ethic
		• Meet attendance goal
			• 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
			• Achieve a score of 31 on the ASVAB and complete all three components of the Career Exploration Program
			• 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

HONORS PLUS SEAL	Earn the Honors Enrollment Seal, plus:
	• 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 100 hours of work-based learning
	• Demonstrate skill development in the following areas: Communication, Collaboration, and Work Ethic
		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, focused 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
			Earn the Honors Enlistment Seal, plus:
			• Achieve a score of 50 or higher on the ASVAB
			• 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

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

Graduation Requirements

CLASS OF 2029+

GRADUATION

Earn a Diploma

- Complete diploma requirements for Indiana Diploma
- Optional Diploma Seals
  - Enrollment Seal, Employment Seal, Enlistment Seal

Career Discovery Meetings

(required even if not going to college)

- 11: 1 meeting Junior Year
- 12: 1 meeting Senior Year

Complete the FAFSA

(required even if not going to college)

Graduation Pathways

Box 2 and Box 3 required for all

Box 2

Learn/Demonstrate Employability Skills (Choose One)

- Clubs
- OR
- Sports
- OR
- Community Service
- Employment

Box 3

Prove Post-secondary Readiness (Choose One)

- Optional Diploma Seal
- OR
- AP and/or DC courses
- OR
- CTE Courses (Career Technical Education)
- OR
- SAT
- OR
- ACT

Each of the stars is a requirement for graduation that must be completed. Your counselor will be keeping track of all of these for you, but you can also keep track!

Get the required Box 2 paperwork from your counselor and turn it in ASAP!

CPHS Policies

SCHEDULE CHANGE POLICY

Designing your course schedule is an important process. Ultimately, your post-secondary goal should be the driving force when selecting courses. Once you decide on the courses you wish to take, teachers are hired to make sure that all courses have appropriate levels of staffing. Due to the staffing implications that result when changes are made to student schedules, CPHS has developed a policy to assist students with their decisions.

Student schedules may only be changed for the following reasons:

- Increase academic rigor of CORE COURSES - changes may be considered to move to a more academically challenging course
- Adjust for incorrect schedules
  - Student taking a course over again
  - Student took a scheduled course during summer school
  - Missing graduation requirement
- Change in post-secondary study or career path
- Documented medical reasons

If any of these reasons are applicable to the change desired, schedule changes will only be made during the first 5 days of the semester.

Level Changes:

Students are encouraged to take the most rigorous course that is commensurate with their ability level. At times, level changes need to be made. For example, a student may need to move from English 9 Honors to English 9 (or vice versa). This process will occur between weeks four (4) and six (6) of each semester. This time frame allows teachers to develop a strong understanding of a student's academic potential and ensures that students will not fall behind in the courses they are moving into. If a student/parent feels that a level change is warranted, the parent should contact the teacher to discuss the request.

EARLY GRAD POLICY

Students who wish to graduate either a semester early (after 1st semester of senior year) or a year early (at the conclusion of junior year) need to complete a **minimum of 6 total semesters** in order to be eligible for early graduation. Students wishing to graduate early will need to fill out the Early Graduation Application. This application is due to the student's counselor **by the 5th day of the school year** to ensure that all requirements are met. In order to qualify for early graduation, students must be able to answer "yes" to both of the following statements:

- I am on track to earn the Core 40, Academic Honors or Technical Honors Diploma (minimum 25 credits)
- I have worked with my counselor to ensure that my Graduation Pathway paperwork is complete and has been submitted.

If approved, students will be placed into the remaining courses they need to finish out their high school requirements. Students who do not complete the Early Graduation Application or who are not able to answer "yes" to the above statements are not eligible to graduate early.

Starting with the graduating class of 2029, students are unable to graduate early unless they have earned an optional seal in addition to the Indiana Diploma.

CPHS Policies CONTINUED...

TEACHER CHANGE POLICY

Students are encouraged to work directly with their teachers to garner the most support in their courses. There may be instances where a student and/or parent requests to change a teacher due to a myriad of reasons. It is CPHS's policy that students follow our Teacher Change Policy to ensure fairness for all students and staff.

1. The student will speak to their teacher regarding struggles/issues that they are experiencing. The student and teacher will work together to try to remedy the situation.
2. If, after this conversation with the teacher, the student still feels that they would like a teacher change, the student's parent then contacts the teacher for a meeting to discuss the student's struggles and try to find ways to resolve the issues the student may be experiencing.
3. If, after this meeting with the parent and student, the student/parent still wishes to change the teacher, the student's Assistant Principal will be presented with the information from both conversations, outcomes of meetings, and will make a determination as to whether or not a teacher change is warranted.

ONLINE COURSE POLICY

The purpose of a student taking an online course(s) is to allow enrollment in in-person course(s) that align with individual academic and post-secondary goals. If a student's schedule would prevent them from taking an in-person course during the school year, online course enrollment may be considered.

Select online courses may be offered during the summer and/or school year. Online course offerings are subject to change.

AUDIT POLICY

An audited class is an elective course not needed for high school graduation. Auditing a course would be a way for a student to pursue an interest without having it impact their GPA. The audited course will appear on the transcript but will not carry any grade or credit. In order to audit a course, a student must turn in the audit form within the first two weeks of the semester.

- Auditing students are expected to attend class, do the assigned work, take assessments, and participate in class activities.
- Student work will be evaluated and graded.
- Students may not audit a course in order to prepare for subsequent enrollment in that course.
- Students may not audit a course in order to make up work as a result of an incomplete grade.
- Audited classes cannot be used to fulfill graduation requirements.
- Schedules will not be altered to accommodate audit requests.
- Once a student begins auditing a class, requests to receive credit for the course will not be considered.
- Transcripts and report cards will reflect the audited class and grade received, but credits will not be granted. The class grade will not be included in the calculation of the student's grade point average.
- Students may audit a maximum of 2 courses per semester.

Dual Credit Information

IMPORTANT NOTES...

1. DC offerings are subject to change based on agreements with each college/university and/or CPHS credentialing.
2. DC requirements (GPA, grade level, etc) may need to be met in order to be eligible to earn dual credits.
3. The colleges CPHS partners with have requirements that CPHS must abide by in order to allow students to earn dual credits.
   - PNW: GPA= 2.3+
   - IUN: GPA=2.7+
   - Ivy Tech:
     - Grades 9 & 10 will have to complete a Knowledge Assessment to determine whether or not they qualify for the dual credit. Grades 11 & 12 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit.
4. Students enrolling in a DC course here at CPHS are creating a collegiate transcript. Changes at the high school level will also need to be dealt with on the college side (ex: dropping a dual credit class at CPHS will also require you to drop the course on the college side).
   - It is VITAL that students earn at least a C or better in their college courses in order to not impact future admissions and/or financial aid status.
5. To request dual credit transcripts, students will need to contact the registrar's office at the university that the college credit is coming from. Example: if DC Speech dual credit was earned, and that credit is coming from PNW, the student would need to contact PNW in order to get the PNW transcript proving the course was taken and earned there. The student can then ask for the transcript to be forwarded to the school(s) of their choice (note: a fee is typically associated with sending dual credit transcripts). This process is typically done at the completion of senior year.

CORE TRANSFER LIBRARY

The CTL is a comprehensive, continually updated list of courses that are pre-approved for transfer between all Indiana public college and university campuses and five independent colleges and universities (assuming adequate grades were earned). You can find the courses listed in the Core Transfer Library at www.transferin.net.

DUAL CREDIT PARTNERS

Dual Credit Offerings 25/26

DUAL CREDIT OFFERINGS/PARTNERSHIPS ARE SUBJECT TO CHANGE. DUAL CREDIT PARTNERS MAY REQUIRE SPECIFIC CRITERIA TO BE MET TO EARN DUAL CREDIT

CPHS COURSE / CODE	UNIVERSITY PARTNER	UNIVERSITY COURSE NAME	# CREDITS	NOTES
BUSINESS				
*KNOWLEDGE ASSMENT=ASSESSMENT REQUIRED FOR 9TH & 10TH GRADE AND ANY 11TH & 12TH GRADE UNDER 2.6 GPA				
MANAGEMENT FUNDAMENTALS DC (7143)	IVY	BUSN 105-PRINCIPLES OF MANAGEMNT BUSN 201-BUSINESS LAW	3 3	*KNOWLEDGE ASSESSMENT
MARKETING FUNDAMENTALS (5914)	IVY	MKTG 101-PRINCIPLES OF MARKETING MKTG 102- PRINCIPLES OF SELLING	3 3	*KNOWLEDGE ASSESSMENT
DIGITAL MARKETING DC (7145)	IVY	MKTG 252- INTRODUCTION TO DIGITAL MARKETING MKTG 257- DIGITAL MARKETING MANAGEMENT	3 3	MKTG 257-MUST HAVE MKTG 252
PERSONAL FINANCE & BANKING (7150)	IVY	BUSN 108- PERSONAL FINANCE	3	*KNOWLEDGE ASSESSMENT
ADVANCED ACCOUNTING DC (4522)	PNW	ACC 20000- INTRODUCTORY ACCOUNTING	3	2.3 GPA
PRINCIPLES OF ENTREPRENEURSHIP DC (7154)	IVY	ENTR 100- ENTREPRENEURIAL FOUNDATION ENTR 200- ENTREPRENEURIAL MINDSET	3 3	ENTR 200- MUST HAVE ENTR 100 *KNOWLEDGE ASSESSMENT
CAREER TECHNICAL EDUCATION (CTE)				
AUDIO & VIDEO PROD ESSENTIALS (7306)	USI	RTV 150- PRACTICUM- BROADCASTING	3	
PRINCIPLES OF AUTO DC (7213)	IVY	AUTI 100 - BASIC AUTOMOTIVE SERVICE AUTI 111 - ELECTRICAL SYSTEMS I	3 3	AUTI 111- MUST HAVE AUTI 100
BRAKE SYSTEMS DC (7205) & STEERING / SUSPENSION DC (7212)	IVY	AUTI 121- BRAKE SYSTEMS AUTI 122- STEERING & SUSPENSION SYSTEM AUTI 145- DRIVELINE SERVICE	3 3 3	AUTI 121, AUTI 122, AUTI 145- MUST HAVE AUTI 100 CLASSES TAKEN CONCURRENTLY
AUTO SERVICES CAPSTONE DC (7375)	IVY	AUTI 131 - ENGINE PERFORMANCE SYSTEMS I	3	MUST HAVE AUTI 111
DIGITAL DESIGN GRAPHICS DC (7141) & GRAPHIC DESIGN LAYOUT DC (5550)	IVY	VISC 102- RASTER GRAPHICS I VISC 115- VECTOR GRAPHICS & PUB DESIGN	3 3	*KNOWLEDGE ASSESSMENT COURSES TAKEN CONCURRENTLY
PRINCIPLES OF CONSTRUCTION TRADES DC (7130)	IVY	BCTI 100-INTRODUCTION TO CONSTRUCTION TECHNOLOGY	3	
CONSTRUCTION TRADES: GENERAL CARPENTRY DC (7123)	IVY	BCTI 101- INTRO TO CARPENTRY, PART I BCTI 102- INTRO TO CARPENTRY, PART 2	3 3	BCTI 101- MUST HAVE BCTI 100 BCTI 102- MUST HAVE BCTI 101
CONSTRUCTION TRADES: FRAMING & FINISHING DC (7122)	IVY	BCTI 103- CARPENTRY FRAMING & FINISHING, PT I BCTI 104- CARPENTRY FRAMING & FINISHING, PT 2	3 3	BCTI 103- MUST HAVE BCTI 100 BCTI 104- MUST HAVE BCTI 103
CONSTRUCTION TRADES CAPSTONE (7242)	IVY	BCTI 130- INTRODUCTION TO ELECTRICAL BCTI 201- CARPENTRY FORMS, PART 1	3 3	BCTI 201- MUST HAVE BCTI 100
PRINCIPLES OF PREC MACHINING DC (7109)	VINCENNES	PMTD 110- MANUFACTURING PROCESSES PMTD 110L- MANUFACTURING PROCESSES LAB PMTD 105- UNDERSTANDING INDUSTRIAL BLUEPRINTS	3 3 3	PER DUAL CREDIT PARTNER, FRESHMEN ARE NOT ABLE TO EARN DUAL CREDIT
PREC MACHINING FUNDAMENTALS DC (7105) & ADVANCED PRECISION MACHINING DC (7107)	VINCENNES	TO BE DETERMINED BY INSTRUCTOR	UP TO 12	COURSES TAKEN CONCURRENTLY; INSTRUCTOR CAN GIVE UP TO 12 CREDITS IN MACHINING PATHWAY
INTRO TO ENGINEERING DC (4802)	IVY	DESN 101-INTRO TO DESIGN TECHNOLOGY DESN 113-2D COMPUTER AIDED DESIGN	3 3	DESN 113 - MUST HAVE DESN 101
PRINCIPLES OF ENGINEERING DC (5644)	IVY	DESN 104- MECHANICAL GRAPHICS	3	MUST HAVE DESN 101
CIVIL ENGINEERING & ARCH DC (5650)	IVY	DESN 105- ARCHITECTURAL DESIGN I	3	MUST HAVE DESN 101
ENGINEERING DESIGN & DEVELOP DC (5698)	IVY	DESN 195- MANUFACTURING PRINCIPLES & DESIGN	3	DESN 195- MUST HAVE DESN 113
ENGLISH				
ADVANCED COMPOSITION I DC (1098)	PNW	ENGL 10400- ENGLISH COMPOSITION I	3	2.3 GPA REQUIRED
ADV SPEECH & COMMUNICATION DC (1078)	PNW	COM 11400- FUNDAMENTALS OF SPEECH COMMUNICATION	3	2.3 GPA REQUIRED
WORLD LITERATURE DC (1052)	PNW	ENGL 23100- INTRODUCTION TO LITERATURE	3	MUST HAVE ENG 10400 & 2.3 GPA REQUIRED
CREATIVE WRITING DC (1092)	IVY	ENGL 20200-CREATIVE WRITING	3	MUST HAVE ENG 10400 (THROUGH PNW) WITH A C OR BETTER) OR AP ENGLISH LIT SCORE OF 4+

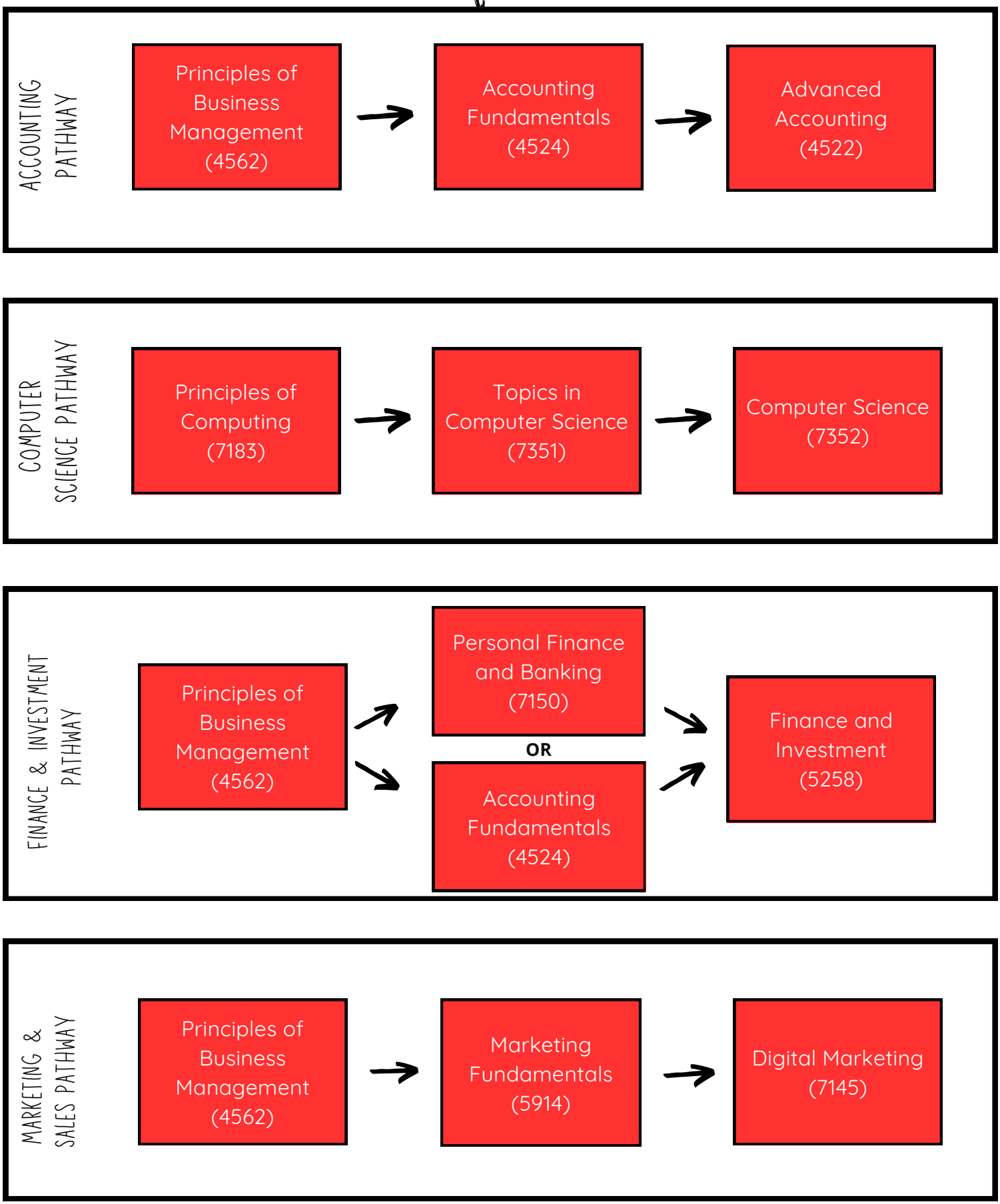
Dual Credit Offerings 25/26

CPHS COURSE / CODE	UNIVERSITY PARTNER	UNIVERSITY COURSE NAME	# CREDITS	NOTES
		FAMILY & CONSUMER SCIENCE		
PRINCIPLES OF TEACHING DC (7161)	IUN	EDUC-F200 - EXAMINING SELF AS TEACHER	3	2.7 GPA
CHILD & ADOLESCENT DEVELOP DC (7151)	IUN	EDUC-P250 - GENERAL EDUCATIONAL PSYCHOLOGY	3	2.7 GPA
TEACHING & LEARNING DC (7162)	IUN	EDUC-W200 - USING COMPUTERS IN EDUCATION	3	2.7 GPA
PRINCIPLES OF CULINARY & HOSP DC (7173)	IVY	HOSP 101- SANITATION & SAFETY HOSP 102- BASIC FOOD THEORY & SKILLS	3 3	HOSP 102-MUST HAVE HOSP 101 *KNOWLEDGE ASSESSMENT
NUTRITION DC (7171)	IVY	HOSP 104- NUTRITION	3	*KNOWLEDGE ASSESSMENT
CULINARY ARTS DC (7169)	IVY	HOSP 105- INTRODUCTION TO BAKING	3	MUST HAVE HOSP 101
		MATH		
PRE-CALCULUS: ALGEBRA DC (2564)	IUN	MATH M-125 - PRE-CALCULUS MATHEMATICS	3	M-125- MUST HAVE ALGEBRA 2 AND GEOMETRY AND 2.7 GPA
PRE-CALCULUS: TRIG DC (2566)	IUN	MATH M-126 - TRIGONOMETRIC FUNCTIONS	3	MUST HAVE MATH 125 & 2.7 GPA
		SCIENCE		
CHEMISTRY HONORS DC (3064)	IUN	C101- ELEMENTARY CHEMISTRY C121- ELEMENTARY CHEMISTRY LAB	3 2	2.7 GPA
BIOLOGY II HONORS DC (3026)	PNW	BIO L100- HUMANS AND THE BIOLOGICAL WORLD	5	2.3 GPA
ANATOMY & PHYSIOLOGY DC (5276)	IUN	PHSL P130- HUMAN BIOLOGY BIOL N213- HUMAN BIOLOGY LAB	3 2	2.7 GPA
PHYSICS DC	PNW	SCI 11200-INTRUDUCTION TO THE PHYSICAL SCIENCES I	3	2.3 GPA
PRINCIPLES OF HEALTHCARE DC (7168)	IVY	HLHS-100 INTRO TO HEALTHCARE	3	
MEDICAL TERMINOLOGY DC (5274)	IVY	HLHS-101 MEDICAL TERMINOLOGY	3	*KNOWLEDGE ASSESSMENT
HEALTHCARE SPECIALIST: CNA (7166)	IVY	HLHS-107 CNA PREPARATION	5	*KNOWLEDGE ASSESSMENT
		SOCIAL STUDIES		
US HISTORY DC (1542)	PNW	HIST 15100 - AMERICAN HISTORY TO 1877 HIST 15200 - UNITED STATES SINCE 1877	3 3	2.3 GPA
US GOVERNMENT DC (1540)	PNW	POL 10100 - AMERICAN GOVERNMENT & POLITICS	3	2.3 GPA
ECONOMICS DC (1514)	PNW	ECON 25100 - MICROECONOMICS	3	MUST HAVE EARNED M-125 PRE-CALCULUS DC ; 2.3 GPA
		WORLD LANGUAGE		
AP/DC SPANISH LANG & CULTURE (2132)	IUN	SPAN-S 200- SECOND YEAR SPANISH	3	2.7 GPA; 2 YEARS OF HIGH SCHOOL SPANISH WITH GRADES OF C OR BETTER

New Courses for 25/26

SCULPTURE

CTE Pathway Sequences 25/26



CTE Pathway Sequences 25/26

Business Management & Administration Pathway

Principles of Business Management (4562) → Management Fundamentals (7143) → Accounting Fundamentals (4524)

Radio & TV Pathway

Principles of Broadcasting (7139) → Audio & Video Production Essentials (7306) → Mass Media Production (7307) → Radio & TV Broadcasting Capstone (7308)

Optional Course

Digital Design Pathway

Principles of Digital Design (7140) → Digital Design Graphics (7141) / Graphic Design & Layout (5550)

*Students take BOTH courses concurrently

Digital Design: Yearbook Pathway

Principles of Digital Design: Yearbook (7140) → Digital Design Graphics: Yearbook 2 (7141) → Digital Design Graphics: Yearbook 3 (5550)

CTE Pathway Sequences 25/26

EDUCATION CAREERS PATHWAY

Principles of Teaching (7161) → Child & Adolescent Development (7157) → Teaching and Learning (7162)

CULINARY ARTS PATHWAY

Principles of Culinary and Hospitality (7173) → Nutrition (7171) → Culinary Arts (7169)

PRE-NURSING/ HEALTHCARE SPECIALIST PATHWAY

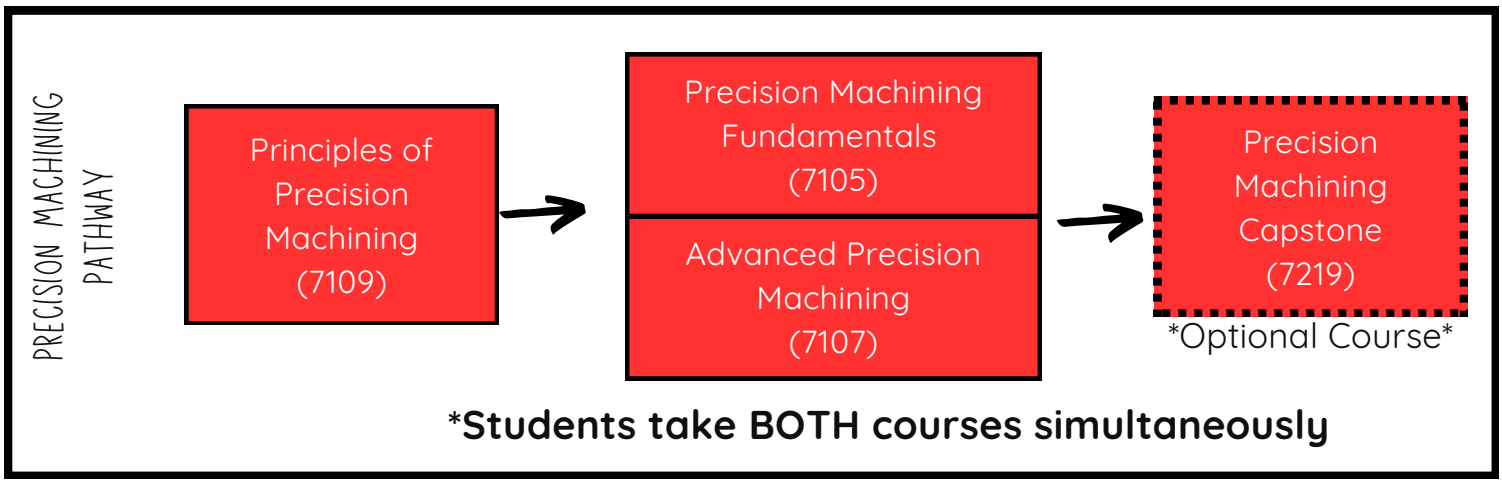
Principles of Healthcare (7168) → Medical Terminology (5274) → Healthcare Specialist: CNA (7166) / Healthcare Specialist Capstone (7255)

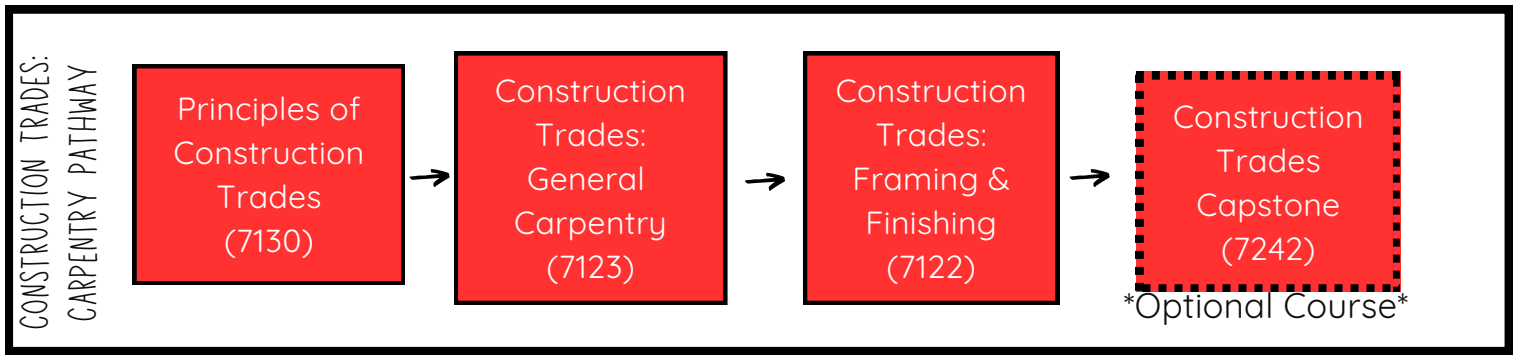
***Students take BOTH courses simultaneously**

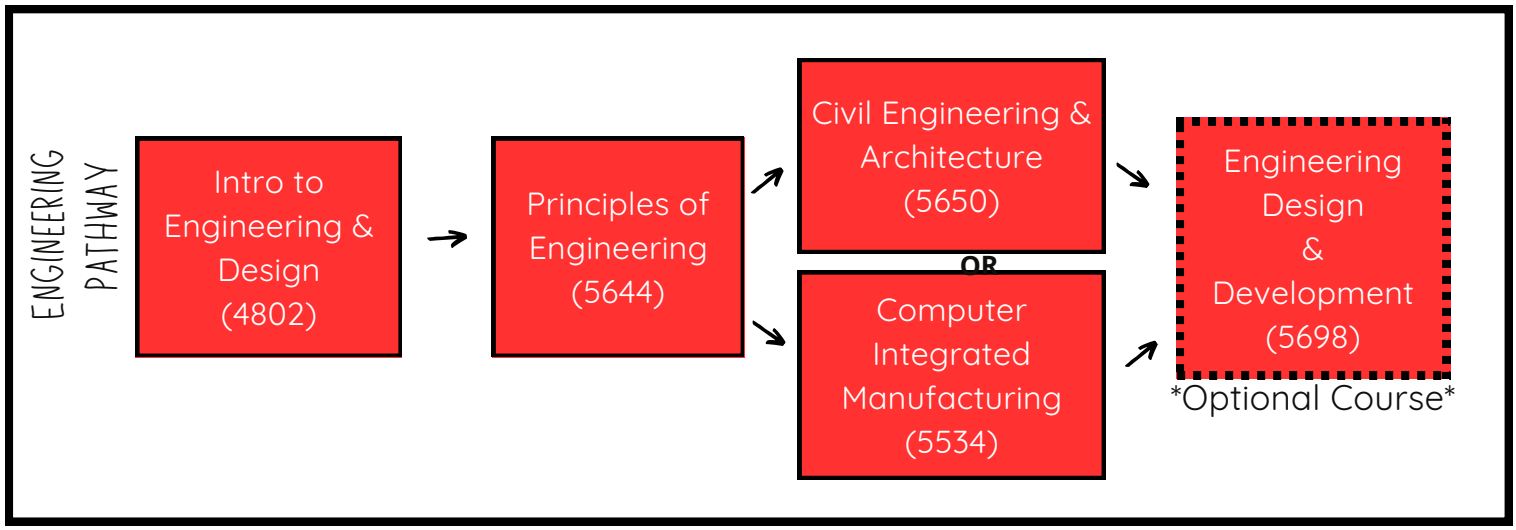
BIOMEDICAL SCIENCES PATHWAY

Principles of Biomedical Sciences (5218) → Human Body Systems (5216) **OR** Anatomy & Physiology (5276) → Medical Interventions (5217)

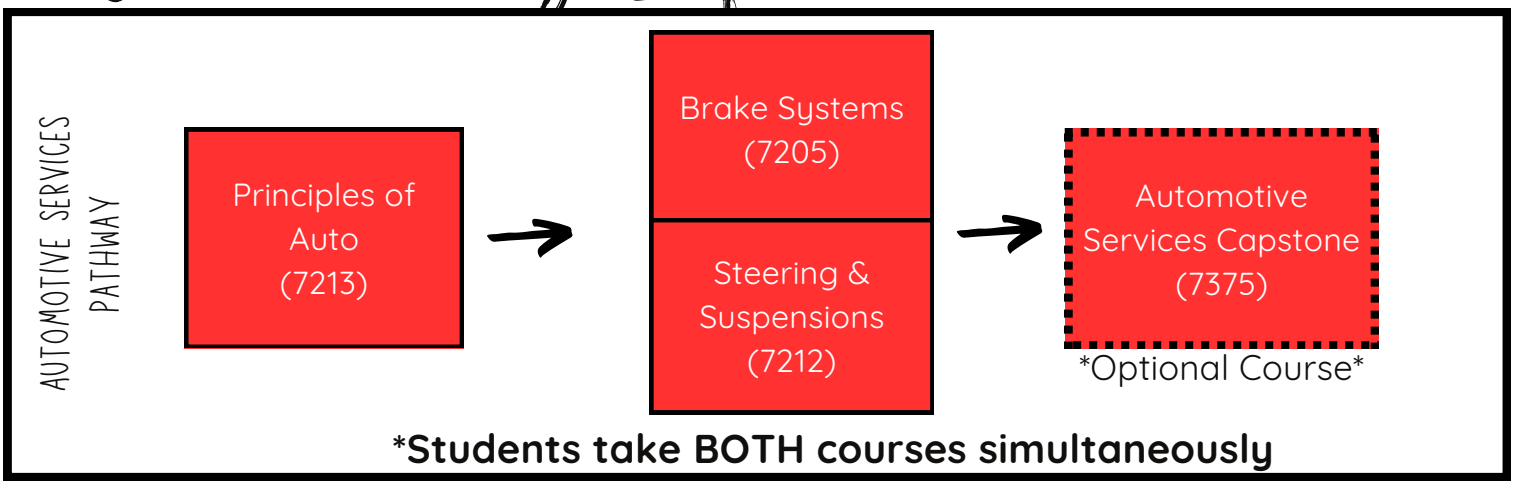
CTE Pathway Sequences 25/26







CTE Pathway Sequences 25/26



CPHS Courses 25/26

ART

COURSE	PREREQUISITE	GRADES	Y/S
INTRO 2D ART	NONE	9,10,11,12	S
INTRO 3D ART	NONE	9,10,11,12	S
AP ART HISTORY	3.0 GPA	10,11,12	Y
AP 2D ART & DESIGN	4 ART CLASSES	12	Y
CERAMICS I	3D ART	10,11,12	S
CERAMICS II	CERAMICS I	10,11,12	S
JEWELRY	3D ART	10,11,12	S
SCULPTURE	3D ART	10,11,12	S
PAINTING I/PAINTING II	2D ART	10,11,12	S
DRAWING I/DRAWING II	2D ART	10,11,12	S

BUSINESS

COURSE	PREREQUISITE	GRADES	Y/S
PRINCIPLES OF COMPUTING	ALGEBRA I	9,10,11,12	Y
TOPICS IN COMPUTER SCIENCE	PRIN. COMPUTING	10,11,12	Y
COMPUTER SCIENCE	TOPICS IN COMP SCI	11,12	Y
PRINCIPLES OF BUSINESS MANAGEMENT	NONE	9,10,11,12	Y
MANAGEMENT FUNDAMENTALS DC	PRINCIPLES OF BUSINESS MGMT	10,11,12	Y
MARKETING FUNDAMENTALS DC	PRINCIPLES OF BUSINESS MGMT	10,11,12	Y
DIGITAL MARKETING DC	MARKETING FUNDAMENTALS	10,11,12	Y
PERSONAL FINANCE & BANKING DC	PRINCIPLES OF BUSINESS MGMT	10,11,12	Y
ACCOUNTING FUNDAMENTALS	PRINCIPLES OF BUSINESS MGMT	10,11,12	Y
ADVANCED ACCOUNTING DC	PRINCIPLES OF BUSINESS MGMT	10,11,12	Y
FINANCE & INVESTMENT	PERSONAL FINANCE & BANKING OR ACCOUNTING FUNDAMENTALS	11,12	Y
PRINCIPLES OF ENTREPRENEURSHIP DC	NONE	9,10,11,12	Y
ENTREPRENEURSHIP & NEW VENTURES	4 CREDITS OF INTRO/ADV. CTE COURSES IN BUSINESS/ MARKETING CLUSTER	10,11,12	Y
INFO TECH SUPPORT	PRINCIPLES OF COMPUTING / INSTRUCTOR APPROVAL	10,11,12	Y
PERSONAL FINANCE	NONE	9,10,11,12	S
PREPARING FOR COLLEGE & CAREERS	NONE	9,10,11,12	S
WORK BASED LEARNING CAPSTONE	APPLICATION	12	Y

CTE

COURSE	PREREQUISITE	GRADES	Y/S
PRINCIPLES OF BROADCASTING	NONE	9,10,11,12	Y
AUDIO & VIDEO PRODUCTION ESSENTIALS DC	PRINCIPLES OF BROADCASTING	10,11,12	Y
MASS MEDIA PRODUCTION	AUDIO & VIDEO	11,12	Y
RADIO & TV BROADCASTING CAPSTONE	MASS MEDIA	11,12	Y
PRINCIPLES OF AUTOMOTIVE SERVICES	NONE	9,10,11,12	Y
BRAKE SYSTEMS DC	PRINCIPLES OF AUTO	10,11,12	Y
STEERING & SUSPENSIONS DC	PRINCIPLES OF AUTO	10,11,12	Y
AUTOMOTIVE SERVICES CAPSTONE	BRAKE SYSTEMS + STEERING & SUSPENSIONS	11,12	Y
PRINCIPLES OF DIGITAL DESIGN	NONE	9,10,11,12	Y
DIGITAL DESIGN GRAPHICS DC	PRINCIPLES OF DIGITAL DESIGN	10,11,12	Y
GRAPHIC DESIGN & LAYOUT DC	PRINCIPLES OF DIGITAL DESIGN	10,11,12	Y
PRINCIPLES OF DIGITAL DESIGN: YEARBOOK	NONE	9,10,11,12	Y
DIGITAL DESIGN GRAPHICS: YEARBOOK	PRINCIPLES OF DIGITAL DESIGN: YEARBOOK	10,11,12	Y
GRAPHIC DESIGN & LAYOUT: YEARBOOK	PRINCIPLES OF DIGITAL DESIGN: YEARBOOK	10,11,12	Y
PRINCIPLES OF PRECISION MACHINING DC	NONE	9,10,11,12	Y
PRECISION MACHINING FUNDAMENTALS DC	PRINCIPLES OF PRECISION MACHINING	10,11,12	Y
ADV. PRECISION MACHINING DC	PRINCIPLES OF PRECISION MACHINING	10,11,12	Y
PRINCIPLES OF CONSTRUCTION TRADES DC	NONE	9,10,11,12	Y
CONSTRUCTION TRADES: GENERAL CARPENTRY DC	PRINCIPLES OF CONSTRUCTION TRADES	10,11,12	Y
CONSTRUCTION TRADES: FRAMING & FINISHING	GENERAL CARPENTRY	11,12	Y
CONSTRUCTION TRADES CAPSTONE	FRAMING & FINISHING	11,12	Y
INTRO TO ENGINEERING & DESIGN DC	NONE	9,10,11,12	Y
PRINCIPLES OF ENGINEERING DC	IED	10,11,12	Y
CIVIL ENGINEERING & ARCHITECTURE DC	IED (NEED POE FOR DC)	11,12	Y
COMPUTER INTEGRATED MANUFACTURING	IED	11,12	Y
ENGINEERING DESIGN & DEVELOPMENT DC	IED/POE/CIM OR CEA	11,12	Y

ENGLISH

COURSE	PREREQUISITE	GRADES	Y/S
ENGLISH 9 / ENGLISH 9 HONORS	HONORS: "C" IN ENGLISH 8 HONORS	9	Y
ENGLISH 10 / ENGLISH 10 HONORS	HONORS: "B" IN ENGLISH 9 HONORS	10	Y
ENGLISH 11	TESTING/TEACHER REC	11	Y
AMERICAN LITERATURE	TESTING/TEACHER REC	11	Y
AP ENGLISH LITERATURE	"C" OR BETTER IN ENGLISH 10 HONORS	11	Y
ENGLISH 12	TESTING/TEACHER REC	12	Y
ADVANCED COMPOSITION DC	TESTING/TEACHER REC	11,12	S
ADV. SPEECH & COMMUNICATION DC	NONE	11,12	S
WORLD LITERATURE DC	ADV. COMP DC	11,12	S
AP ENGLISH LANGUAGE/COMPOSITION	"C" OR BETTER IN AP LIT OR "A" IN AMERICAN LIT WITH TEACHER REC	12	Y
SPEECH/DEBATE (COMPETITIVE)	COMMITMENT TO COMPTETE IN AT LEAST 3 SATURDAY TOURNAMENTS	11,12	Y
PHOTOGRAPHY	DIGITAL CAMERA/CELL PHONE CAMERA	9,10,11,12	Y
DEBATE	NONE	9,10,11,12	S
STUDENT MEDIA-NEWSPAPER	PHOTOGRAPHY /JOURNALISM /TEACHER REC	10,11,12	Y
JOURNALISM/ADV. JOURNALISM	TEACHER REC	9,10,11,12	Y
CREATIVE WRITING DC	ADV COMP DC OR AP LANG WITH 4+ AP SCORE	11,12	S
MUSIC MANAGEMENT & PRODUCTION	NONE	10,11,12	Y

FAMILY & CONSUMER SCIENCE

COURSE	PREREQUISITE	GRADES	Y/S
PRINCIPLES OF TEACHING DC	NONE	9,10,11,12	Y
CHILD & ADOLESCENT DEVELOPMENT DC	PRINCIPLES OF TEACHING / TRANSPORTATION TO ELEMENTARY SCHOOLS DURING CLASS TIME	10,11,12	Y
TEACHING & LEARNING DC	PRINCIPLES OF TEACHING / TRANSPORTATION TO ELEMENTARY SCHOOLS DURING CLASS TIME	10,11,12	Y
INTRO TO FASHION & TEXTILES I/II	NONE	10,11,12	S
INTERPERSONAL RELATIONS	NONE	10,11,12	S
PRINCIPLES OF CULINARY & HOSPITALITY DC	NONE	9,10,11,12	Y
NUTRITION DC	PRINCIPLES OF CULINARY	10,11,12	Y
CULINARY ARTS DC	"C" OR BETTER IN NUTRITION	11,12	Y

MATH

COURSE	PREREQUISITE	GRADES	Y/S
ALGEBRA I	NONE	9	Y
GEOMETRY / GEOMETRY HONORS	ALGEBRA; HONORS:"C" OR BETTER IN PRIOR HONORS CLASS	9,10,11,12	Y
ALGEBRA II / ALGEBRA II HONORS	GEOMETRY; HONORS:"C" OR BETTER IN PRIOR HONORS CLASS	10,11,12	Y
PRE-CALCULUS / TRIGONOMETRY	GEOMETRY & ALGEBRA II	11,12	Y
PRE-CALCULUS DC / TRIG DC	MINIMUM 2.7 GPA	11,12	Y
PRE-CALCULUS HONORS / TRIG HONORS	"C" OR BETER IN PRIOR HONORS CLASS	11,12	Y
PRIME MATH	ALGEBRA II, STANDARDIZED TESTING	12	Y
AP STATISTICS	ALGEBRA II OR ALGEBRA II HONORS	11,12	Y
AP CALCULUS AB	PRE-CALC/TRIG HONORS	9,10,11,12	Y

PERFORMING ARTS

BEGINNING CHOIR	NONE	9,10,11,12	Y
INTERMEDIATE CHOIR	NONE	9,10,11,12	Y
ADVANCED TREBLE CHOIR	1 YEAR HIGH SCHOOL CHOIR / AUDITION	10,11,12	Y
ADVANCED MIXED CHOIR	1 YEAR HIGH SCHOOL CHOIR / AUDITION	10,11,12	Y
BEGINNING ORCHESTRA	MIDDLE SCHOOL ORCHESTRA OR AUDITION	9,10,11,12	Y
INTERMEDIATE ORCHESTRA	AUDITION/DIRECTOR DISCRETION	9,10,11,12	Y
ADVANCED ORCHESTRA	AUDITION/DIRECTOR DISCRETION	10,11,12	Y
BEGINNING CONCERT BAND	MIDDLE SCHOOL BAND OR AUDITION	9,10,11,12	Y
INTERMEDIATE BAND: A / B	AUDITION/DIRECTOR DISCRETION	9,10,11,12	Y
ADVANCED CONCERT BAND	AUDITION/DIRECTOR DISCRETION	10,11,12	Y
THEATRE ARTS	NONE	9,10,11,12	S
ADVANCED THEATRE ARTS	THEATER ARTS	9,10,11,12	S
TECHNICAL THEATRE	RECOMMENDED COMPLETION OF THEATER ARTS/ADV. THEATER ARTS	10,11,12	S
MUSIC THEORY & COMPOSITION	NONE	10,11,12	Y
ELECTRONIC MUSIC	NONE	10,11,12	Y

CPHS Courses 25/26

PHYSICAL EDUCATION

COURSE	PREREQUISITE	GRADES	Y/S
PE I / PE II / CORE PE: ATH. DEVELOP	NONE	9,10,11,12	S
HEALTH & WELLNESS	NONE	10,11,12	S
ELECTIVE PE: ATHLETIC DEVELOPMENT 10-12	PE I & PE II OR CORE-PE AD	10,11,12	S
ELECTIVE PE: LIFESAVING	PE I & PE II OR CORE-PE AD	9,10,11,12	S
ELECTIVE PE: TEAM SPORTS	PE I & PE II OR CORE-PE AD	10,11,12	S
ELECTIVE PE: FITNESS TRAINING	PE I & PE II OR CORE-PE AD	10,11,12	S

SCIENCE

COURSE	PREREQUISITE	GRADES	Y/S
BIOLOGY / BIOLOGY HONORS	NONE	9	Y
CHEMISTRY / CHEM HONORS DC	CHEM: BIO + ALGEBRA I (BOTH "C" OR BETTER) CHEM HONORS DC: CONCURRENT ENROLL OR SUCCESSFUL COMPLETION ALGEBRA II	10,11,12	Y
INTEGRATED CHEM/PHYSICS	TESTING/TEACHER REC	10,11,12	Y
BIOLOGY II DC	BIOLOGY	10,11,12	Y
FORENSIC SCIENCE	BIO + CHEM (BOTH "C" OR BETTER) OR ICP ("B" OR BETTER)	11,12	Y
PRINCIPLES OF HEALTHCARE DC	NONE	9,10,11	Y
MEDICAL TERMINOLOGY DC	NONE	11,12	Y
HEALTHCARE SPECIALIST: CNA	PRINCIPLES OF HEALTHCARE DC + MEDICAL TERMINOLOGY DC WITH "C" OR BETTER	10,11,12	Y
ANATOMY & PHYSIOLOGY DC	CHEM OR PHYSICS / TESTING / TEACHER REC	11,12	Y
ENVIRONMENTAL SCIENCE	BIOLOGY & ICP	11,12	Y
AP ENVIRONMENTAL SCIENCE	11/12: BIO + CHEM (BOTH "C" OR BETTER) 10: CONCURRENT ENROLLMENT IN CHEM HONORS & ALGEBRA II HONORS	11,12	Y
ASTRONOMY	STRONG MATH	11,12	Y
ORGANIC & BIOCHEMISTRY HONORS	CHEMISTRY & GEOMETRY	11,12	Y
AP CHEMISTRY	CHEM HONORS DC	11,12	Y
PHYSICS / PHYSICS DC	CONCURRENT ENROLLMENT IN ALGEBRA II	11,12	Y
AP PHYSICS C	PHYSICS DC OR AP CHEMISTRY AND CONCURRENT ENROLLMENT IN PRE-CALC OR HIGHER	11,12	Y
MARINE SCIENCES	"C" OR BETTER IN BIO	11,12	Y
PRINCIPLES OF BIOMEDICAL SCIENCES	BIO OR CONCURRENT ENROLLMENT IN BIO	9,10,11,12	Y
HUMAN BODY SYSTEMS	PRIN. BIOMEDICAL SCIENCES	10,11,12	Y
MEDICAL INTERVENTIONS HONORS	HUMAN BODY SYSTEMS	11,12	Y
BIOMEDICAL INNOVATIONS HONORS	BIOMEDICAL SCIENCES + HUMAN BODY SYSTEMS OR ANATOMY + MEDICAL INTERVENTIONS HONORS	12	Y
MARINE BIOLOGY	"C" OR BETTER IN BIOLOGY + SPONSOR APPROVAL	9,10,11	Y

SOCIAL STUDIES

COURSE	PREREQUISITE	GRADES	Y/S
GEOGRAPHY/HISTORY OF THE WORLD	NONE	9,10,11,12	Y
AP HUMAN GEOGRAPHY + GEOGRAPHY/HISTORY OF THE WORLD	TESTING/TEACHER REC	9,10,11,12	Y
AP PSYCHOLOGY	NONE	10,11,12	Y
AP US HISTORY	SUCCESSFUL COMPLETION OF ENGLISH 10 10: CONCURRENT ENROLLMENT IN ENGLISH 10 HONORS AND APPROVAL FROM AP HUG TEACHER	10,11,12	Y
US HISTORY / US HISTORY DC	NONE	11	Y
AP GOVERNMENT	TESTING / TEACHER REC SUCCESSFUL COMPLETION OF US HISTORY	11,12	S
AP MICROECONOMICS	TESTING / TEACHER REC SUCCESSFUL COMPLETION OF US HISTORY	11,12	S
US GOVERNMENT / US GOVERNMENT DC	SUCCESSFUL COMPLETION OF US HISTORY DC: 2.0 GPA (2.3 FOR DC)	11,12	S
ECONOMICS / ECONOMICS DC	SUCCESSFUL COMPLETION OF US HISTORY DC: 2.5 GPA	11,12	S
INDIANA STUDIES	NONE	9,10,11,12	S
SOCIOLOGY	11/12: NONE 10: TEACHER REC	10,11,12	S
ETHNIC STUDIES	NONE	9,10,11,12	S

WORLD LANGUAGE

COURSE	PREREQUISITE	GRADES	Y/S
FRENCH I	NONE	9,10,11,12	Y
FRENCH II	FRENCH I	10,11,12	Y
FRENCH III	FRENCH II	11,12	Y
AP FRENCH LANGUAGE & CULTURE	FRENCH III	12	Y
GERMAN I	NONE	9,10,11,12	Y
GERMAN II	GERMAN I	10,11,12	Y
GERMAN III	GERMAN II	11,12	Y
AP GERMAN LANGUAGE & CULTURE	GERMAN III	12	Y
LATIN I	NONE	9,10,11,12	Y
LATIN II	LATIN I	10,11,12	Y
LATIN III	LATIN II	11,12	Y
AP LATIN	LATIN III	12	Y
SPANISH I	NONE	9,10,11,12	Y
SPANISH II	SPANISH I	10,11,12	Y
SPANISH III	SPANISH II	11,12	Y
AP/DC SPANISH LANGUAGE & CULTURE	SPANISH III	12	Y

NON DEPARTMENTAL

COURSE	PREREQUISITE	GRADES	Y/S
AP SEMINAR	AP/HONORS STUDENT / TEACHER REC	11,12	Y
AP RESEARCH	AP SEMINAR (MUST PASS AP SEMINAR AP EXAM)	12	Y
PEER TUTORING	NONE	10,11,12	Y
TOPICS IN SOCIAL SCIENCE: SENIOR PROJECT	NONE	12	S

Course Descriptions

ART DEPARTMENT

ALL ART COURSES COUNT TOWARDS THE FINE ARTS REQUIREMENT FOR ACADEMIC HONORS DIPLOMA

Introduction to 2D Art (4000)

1 semester, 1 credit

Prerequisites: None

9,10,11,12

Introduction to 2D Art will prepare the student for success in CPHS advanced Art classes. This course is also a beginning visual art course for the student who is seeking a well-rounded introduction to visual arts with an academic approach. This course provides the students with opportunities to: explore art history; understand and apply the Elements of Art and Principles of Design; create meaningful artworks that investigate multiple methods, materials and techniques; compose thoughtful written critiques; and use visual thinking skills to discuss the aesthetic nature of art. Emphasis will be placed on students developing visual awareness and craftsmanship as it relates to their artwork. This course will provide an overview of digital portfolio development of prior learning and on-going learning in the visual arts.

Introduction to 3D (4002)

1 semester, 1 credit

Prerequisites: None

9,10,11,12

This is an introductory art class concentrating on 3D artworks dealing with height, width and depth. Students will exclusively produce works of art using a variety of three-dimensional medium with a concentration on relief sculptures and sculptures in the round. This course provides students with opportunities involving the additive and subtractive methods of 3D production. Students will experiment with numerous methods, techniques and materials such as: printmaking, balsa foam, plaster, wire, clay, glass etching, mixed medium, recycled materials, tie-dye, etc. This course will provide an overview of digital portfolio development of prior learning and on-going learning in the visual arts.

AP Art History (4025)

2 semesters, 2 credits

Prerequisites:
3.0 GPA minimum

10,11,12

AP Art History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Art History course is equivalent to a two-semester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.

AP 2D Art and Design (4050)

2 semesters, 2 credits

Prerequisites:
4 art classes

12

AP 2D Art and Design students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. The portfolio will have two sections: Sustained Investigation and Selected works. Sustained Investigation consists of 15 quality works that have a common theme. Students submit portfolios for evaluation at the end of the school year. Students may choose to submit: Drawing, 2-Dimensional Design, or 3-Dimensional design portfolios.

Course Descriptions
ART DEPARTMENT

Ceramics I (4040)

1 semester, 1 credit

Prerequisites: 3D Art

10,11,12

Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, as well as proper glazing application for functional and non-functional pottery. Various methods and techniques will be covered including: pinch method, coil method, slab construction, and drape molds. Design and craftsmanship will be emphasized. Students will create a digital portfolio of their artworks.

Ceramics II (4040)

1 semester, 1 credit

Prerequisites: Ceramics I

10,11,12

Ceramics II is an advanced course concentrating on the medium of clay. Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Jewelry (4042)

1 semester, 1 credit

Prerequisites: 3D Art

10,11,12

Jewelry is a course based on the Indiana Academic Standards for Visual Art. Students in Jewelry engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of jewelry design and fabrication techniques including paper beads, polymer clay, wire wrapping and metalsmithing. 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.

Sculpture (4044)

1 semester, 1 credit

Prerequisites: 3D Art

10,11,12

Students in sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. They create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Course Descriptions

ART DEPARTMENT

Painting I (4064) 1 semester, 1 credit Prerequisites: 2D Art 10,11,12	Students learn to create expressions through observation and skillful use of media techniques in this introductory course to painting. They also study historical, cultural, and critical aspects of art. Works emphasize personal expression, improvement of techniques and understanding of the appropriate use of painting concepts. The course teaches students how to critically analyze and interpret artworks, equipping them to theorize and make informed judgments about art's nature and purpose. All works are presented in a digital portfolio.
Painting II (4064) 1 semester, 1 credit Prerequisites: Painting I 10,11,12	Students continue to create expressions through observation and skillful use of media techniques in this advanced course to painting. They also study historical, cultural, and critical aspects of art. Works emphasize personal expression, mastery of techniques and understanding of the appropriate use of painting concepts. The course teaches students how to critically analyze and interpret artworks, equipping them to theorize and make informed judgments about art's nature and purpose. Beyond artistic skills, the curriculum fosters creative potential, critical thinking, and historical awareness, preparing students for success in both artistic and academic fields. All works are presented in a digital portfolio.
Drawing I (4060) 1 semester, 1 credit Prerequisites: 2D Art 10,11,12	This advanced class will allow the student to develop basic drawing skills learned in 2-D Art while experiencing a wide variety of media which include graphite pencils, pen & ink, oil pastels and colored pencils. Advanced problems in landscape, still life, portraits and figure drawing will be presented. Students create drawings utilizing processes such as sketching, rendering, contour, gesture and perspective and use a variety of media. Students will create a digital portfolio of their artworks.
Drawing II (4060) 1 semester, 1 credit Prerequisites: Drawing I 10,11,12	This is an advanced class that will allow the student to further develop drawing skills learned in 2-D Art and Drawing I. This class will continue to use a wide variety of media which include graphite pencils, pen & ink, pastels, oil pastels, colored pencils and mixed media. Advanced problems in landscape, still life and portraits will also be explored. Students create drawings utilizing processes such as sketching, rendering, contour, gesture and perspective and use a variety of media. Students will create a digital portfolio of their artworks. The artwork created in this class is suitable for inclusion in a portfolio for admittance to an art school or university art program.

Course Descriptions

BUSINESS DEPARTMENT

Principles of Computing (7183)

2 semesters, 2 credits

Prerequisites: Algebra I

9,10,11,12

Principles of Computing (AP CSP) is a full-year, engaging, entry-level course that introduces high school students to the foundations of modern computing and prepares them to complete the 9 hour AP Performance Task. The course covers a broad range of topics such as programming to design an app, the Internet, digital privacy and security, the societal impacts of computing, and many more. Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology impact the world. This course explores many of the fundamental ideas of computing so all students can understand how these concepts are transforming the world we live in. After completing this course, students will be prepared to take the AP computer Science Principles AP Exam if they choose.

*Counts as a Quantitative Reasoning course for all diplomas

Topics in Computer Science (7351)

2 semesters, 2 credits

Prerequisites: Principles of Computing

10,11,12

Topics in Comp Sci introduces the structured techniques necessary for efficient solution of business related computer programming logic problems and coding solutions into a high-level language. Students will learn the language of C++ while gaining knowledge in computer science concepts. The study of variables, selection structures, iteration structures, functions, arrays, data files and classes will be covered in this year-long course.

*Counts as a Quantitative Reasoning course for all diplomas

Computer Science (7352)

2 semesters, 2 credits

Prerequisites: Topics in Computer Science

11,12

This curriculum is a full-year, rigorous curriculum that introduces students to software engineering and object-oriented programming and design using the Java programming language. This curriculum covers a broad range of topics, including the design of solution to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. All student materials and activities are provided online at code.org/csa. After completing this course, students will be prepared to take the AP Computer Science A AP exam.
*Counts as a Quantitative Reasoning course for all diplomas

Principles of Business Management

2 semesters, 2 credits

Prerequisites: None

9,10,11,12

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

Course Descriptions

BUSINESS DEPARTMENT

Management Fundamentals DC (7143)

IVY TECH COMMUNITY COLLEGE

2 semesters, 2 credits

Prerequisites: Principles of Business Management

10,11,12

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

Students opting for the dual credit option must apply to Ivy Tech. Grade 10 will have to complete a Knowledge Assessment to determine whether or not they qualify for the dual credit. Grades 11 & 12 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and Ivy Tech transcript (BUSN 105, BUSN 201).

Marketing Fundamentals DC (5914)

IVY TECH COMMUNITY COLLEGE

2 semesters, 2 credits

Prerequisites: Principles of Business Management

10,11,12

Marketing Fundamentals DC is a course that introduces the importance of marketing in today's global economy. In Marketing Fundamentals DC, we will focus on studying the functions of marketing, market segmentation, marketing planning, advertising, promotion, pricing, branding, selling, distribution, financing, marketing efficacy, product/service management, and marketing planning. Students will also learn how to manage the social media of a company through an interactive simulation where they will take on the persona of the social media marketing manager and create and manage the social media for the organization through ten rounds of posts. Students will take a social media certification exam at the conclusion of the course through Stukent. This course is project based.
Students wishing to earn the dual credit in this course must apply to Ivy Tech. Grade 10 will have to complete a Knowledge Assessment to determine whether or not they qualify for the dual credit. Grades 11 & 12 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and Ivy Tech transcript (MKTG 101, MKTG 102).

Digital Marketing DC (7145)

IVY TECH COMMUNITY COLLEGE

2 semesters, 2 credits

Prerequisites: Marketing Fundamentals DC

10, 11,12

Digital Marketing provides an introduction to the world of e-commerce and digital marketing media. The course covers how to integrate digital media and e-commerce into organizational and marketing strategy. Students will explore e-commerce applications and the most popular digital marketing tactics and tools. Emphasizes familiarity with executing digital media, understanding the marketing objectives that digital media can help organizations achieve, and establishing and enhancing an organization's digital marketing presence. Students will also manage the digital marketing for a simulated company.
Students wishing to earn the dual credit in this course must apply to Ivy Tech. Grade 10 will have to complete a Knowledge Assessment to determine whether or not they qualify for the dual credit. Grades 11 & 12 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and Ivy Tech transcript (MKTG 252, MKTG 257).

Course Descriptions

BUSINESS DEPARTMENT

Personal Finance & Banking DC (7150)

2 semesters, 2 credits

Prerequisites: Principles of Business Management

10,11,12

Personal Finance and Banking DC emphasizes management of individual financial resources for growth and maintenance of personal wealth. This course covers home buying and mortgage financing, installment financing, life and health insurance, securities, commodities and other investment opportunities. Students will gain an overview of the banking industry and the financial services provided by banks for individuals and businesses.
Students opting for the dual credit option must apply to Ivy Tech. Grade 10 will have to complete a Knowledge Assessment to determine whether or not they qualify for the dual credit. Grades 11 & 12 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and Ivy Tech transcript (BUSN 108).

Accounting Fundamentals (4524)

2 semesters, 2 credits

Prerequisites: Principles of Business Management

10,11,12

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

Advanced Accounting DC (4522)

2 semesters, 2 credits

Prerequisites: Accounting Fundamentals

11,12

Advanced Accounting DC provides a broad overview of financial accounting. Advanced Accounting DC is designed to help students (1) understand the two primary functions of financial accounting, (2) understand the business activities that financial accounting measures, (3) determine how financial accounting information is communicated through financial statements, and (4) describe the role that financial accounting plays in the decision-making process. This course is recommended for students intending to pursue a 2-year or 4-year Business degree as they will be required to take this course as part of their major in business.
Student grades will be reflected on both the CPHS transcript and Purdue University Northwest transcript (ACC 20000).

*Counts as a Quantitative Reasoning course for all diplomas

Finance and Investment (5258)

2 semesters, 2 credits

Prerequisites: Personal Finance & Banking OR Accounting Fundamentals DC

11,12

Finance and Investments addresses the need of schools in areas that have workforce demand in the finance industry. It analyzes and synthesizes high-level skills needed for a multitude of careers in the banking and investment industry. Students learn banking, investments, and other finance fundamentals and applications related to financial institutions, business and personal financial services, investment and securities, risk management products, and corporate finance.

*Counts as a Quantitative Reasoning course for all diplomas

Course Descriptions

BUSINESS DEPARTMENT

Principles of Entrepreneurship DC (7154)

IVY TECH COMMUNITY COLLEGE

2 semesters, 2 credits

Prerequisites: None

9,10,11,12

Principles of Entrepreneurship focuses on students learning about their own strengths, character and skills and how their unique abilities can apply to entrepreneurship, as well as how an entrepreneurial mindset can serve them regardless of their career path. Students will learn about the local, regional and state resources and will begin to understand and apply the entrepreneurial process. The course helps students to identify and evaluate business ideas while learning the steps and competencies required to launch a successful new venture. The course helps students apply what they have learned from the content when they write a Personal Vision Statement, a Business Concept Statement, and an Elevator Pitch.
Students opting for the dual credit option must apply to Ivy Tech. Students wishing to earn the dual credit in this course must apply to Ivy Tech. Grades 9 & 10 will have to complete a Knowledge Assessment to determine whether or not they qualify for the dual credit. Grades 11 & 12 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and Ivy Tech transcript (ENTR 100, ENTR 200).

Entrepreneurship & New Ventures (5966)

2 semesters, 2 credits

Prerequisites: 4 credits of Intro/Adv. CTE courses from Business / Marketing Cluster

10,11,12

DC Entrepreneurship and New Ventures Capstone is recommended for students intending to pursue a Business degree and/or who may have aspirations of starting their own business someday. Entrepreneurship and New Ventures introduces entrepreneurship and development skills and tools critical for starting and succeeding in a new venture. Students enrolled in this course will learn first-hand how to develop a business plan necessary to learn the critical factors of value proposition, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies. Additional topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising start-up funding, sales and revenue forecasting are explored.

Information Tech Support (Repair) (5230) / Information Tech Support II (Repair) (5231)

2 semesters, 2 credits

Prerequisites: Principles of Computing, Instructor Approval

10,11,12

Information Tech Support (Repair) allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on activities, students will learn how to assemble and configure computers, install operating systems and software, and troubleshoot hardware and software problems.

Information Tech Support II:
Grades 11, 12 Through troubleshooting hardware, software, and networks, students solve problems through a variety of real-world IT problems. Throughout the course, students communicate with other team members and document progress to fix a variety of devices.

Course Descriptions

BUSINESS DEPARTMENT

Personal Finance (4540)

1 semester, 1 credit

Prerequisites: None

9,10,11,12

CPHS recommends Personal Finance to all students regardless of their college and career goals. Personal Finance teaches students the principles of managing and growing their money. Students learn how to plan and set financial goals, develop budgets, save and invest, manage a checking account, use credit wisely, select credit cards, avoid financial pitfalls, protection against identity theft, choose financial institutions, understand paychecks and taxes, and purchase insurance.

*Counts as a Quantitative Reasoning course for all diplomas

**Starting with the Class of 2027, Personal Finance will be a graduation requirement for all grades. This requirement can be fulfilled by taking this 1-semester course, or by taking the Finance & Investment Pathway of courses.

Preparing for College & Careers (5394)

1 semester, 1 credit

Prerequisites: None

9,10,11,12

Preparing for College and Careers addresses essential knowledge, skills, and behaviors all students need to live successfully in today's world. The focus of the course is creating a career plan to help students focus on his/her future. Topics to be addressed include communication, leadership, and management processes; exploration of personal aptitudes, interests, principles, and goals; life and career exploration and planning; examining multiple life roles and responsibilities as individuals; planning and building employability skills; transferring school skills to life and work; decision making and organizational skills. Students will engage in career procurement processes and do a few classroom presentations. This is a foundational course designed to teach knowledge and life skills that are essential for ALL high school students regardless of their career cluster or pathway.

Work Based Learning Capstone (5974) / Career Exploration Capstone (0530)

2 semesters, 6 credits

Prerequisites: Application

12

This course is offered to 12th grade students interested in specific careers that require additional degrees or certification following high school. The emphasis of this experience is on applying skills developed through instruction and learning new competencies at the internship site. The internship is tailored to the unique needs and interests of the student. Interns in this program may leave CPHS during the school day to go to the internship site. Students may also opt to attend school all day and still participate in Work Based Learning Capstone or Career Exploration Capstone. CPHS staff will work with students on an individual basis to set-up their course schedule. Interested students should register for Internship when building their 12th grade course schedules. Students will then complete the application packet required for admission into the program. Once students are accepted to the program, they will work with coordinator(s) to secure their internship. Students must complete Preparing for College and Careers prior to the start of their senior year.

Course Descriptions

BUSINESS DEPARTMENT

Intro to Computer Science 1 semester, 1 credit Prerequisites: None	Introduction to Computer Science allows students to explore the world of computer science and digital technology. Students will gain a broad understanding of the areas composing computer science and digital technology fields. Specifically, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/ robotics. More information to come regarding grade levels.

Course Descriptions

CAREER TECHNICAL EDUCATION (CTE) DEPARTMENT

Principles of Broadcasting (7139)

2 semesters, 2 credits

Prerequisites: None

9,10,11,12

Principles of Broadcasting introduces students to the fundamentals of digital radio and television/film production. Students will develop basic skills in digital production techniques for audio, video, studio, and field production. Provides a framework for the practical applications required to operate in front of the camera/mic and in the production field of TV and radio. Students will learn how to operate all TV and radio studio equipment and perform as talent in both mediums. Students will learn the basic operations of a radio station including programming, writing, recording, interviewing, editing, and announcing skills. Students will learn about TV production including direction, camera techniques, lighting and sound techniques, stand up talent, and editing techniques. The emphasis will be on producing short video segments using TV field production techniques and design principles. Students will research, conduct interviews, write scripts, provide talent, and edit news segments. Students will also listen to and analyze professional programs, learn about the different types of TV & radio programming, the evolution of TV & radio, and challenges of working in the profession.

Audio and Video Production Essentials DC (7306)

2 semesters, 2 credits

Prerequisites: Principles of Broadcasting

10,11,12

A continuation of Principles of Broadcasting, which provides students with opportunities to produce and broadcast weekly TV & radio news/sports shows, live sports broadcasting, commercials, short films, and segments under the Crown Town Media student media program. Students will be responsible for producing weekly TV & radio programming such as CPTV and QuickCUT, in addition to producing radio shows and local commercials.

Students opting for the dual credit option must apply to USI. Student grades will be reflected on both the CPHS transcript and USI transcript (RTV 150).

Mass Media Production (7307)

2 semesters, 2 credits

Prerequisites: Audio & Video Production

11,12

Mass Media Production will focus on the study of theory and practice in the voice and visual aspects of radio and television performance. In addition, this course introduces the skills used to acquire and deliver news stories in a digital media format. Students will learn how to research issues and events, interview news sources, interact with law enforcement and government officials, along with learning to write in a comprehensive news style.

Course Descriptions

CAREER TECHNICAL EDUCATION (CTE) DEPARTMENT

Radio & TV Broadcasting Capstone (7308) 2 semesters, 2 credits Prerequisites: Mass Media Production 11,12	This course will cover a variety of domains further building on skills in video production, and broadcast industry practices specific to radio, television, and digital media. Attention will be given to cross-industry synergies, emerging technologies, and the global market for media. Students are highly encouraged to do a video newscast or radio practicum to gain real world experience. In most cases this practicum may be completed through a school-based enterprise.

Course Descriptions

CAREER TECHNICAL EDUCATION (CTE) DEPARTMENT

Principles of Automotive Services DC (7213)

IVY TECH COMMUNITY COLLEGE

2 semesters, 2 credits

Prerequisites: None

9,10,11,12

This course gives students an overview of the operating and general maintenance systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the automotive industry. Students will study the maintenance and light repair of automotive systems. Also, this course gives students an overview of the electrical operating systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the electrical diagnosis and repair in the automotive electrical industry. Students will study the fundamentals of electricity and automotive electronics.
Students opting for the dual credit option must apply to Ivy Tech. Students wishing to earn the dual credit in this course must apply to Ivy Tech. Grades 9 & 10 will have to complete a Knowledge Assessment to determine whether or not they qualify for the dual credit. Grades 11 & 12 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and Ivy Tech transcript (AUTI 100, AUTI 111)

Brake Systems DC (7205) & Steering and Suspensions DC (7212)

IVY TECH COMMUNITY COLLEGE

2 semesters, 4 credits

Prerequisites: Principles of Automotive Services

10,11,12

This class is an advanced class for those interested in automotive technology. Students will be studying engine repair, engine performance, brake systems, and suspension/steering. The program will help students prepare for areas of NATEF certification as specified by the National Institute for Automotive Service Excellence (ASE). The inner workings of a service repair shop will also be explored. This course will have more hands-on application and school-to-work experience than the one-hour course. National certifications will also be taken during this class. This class takes up 2 periods in a student's schedule.

Students opting for the dual credit option must apply to Ivy Tech. Students wishing to earn the dual credit in this course must apply to Ivy Tech. Grade 10 will have to complete a Knowledge Assessment to determine whether or not they qualify for the dual credit. Grades 11 & 12 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and Ivy Tech transcript (AUTI 121, AUTI 122, AUTI 145).

Automotive Services Capstone (7375)

IVY TECH COMMUNITY COLLEGE

2 semesters, 2 credits

Prerequisites: Brake Systems and Steering & Suspensions

11,12

This course further explores important skills and competencies within the Automotive Service Technology Pathway. Topics such as Steering & Suspension, Engine Repair, Climate Control, and Driveline Service. This course takes up to 2 periods in a student's schedule.

Students opting for the dual credit option must apply to Ivy Tech. Students wishing to earn the dual credit in this course must apply to Ivy Tech. Grades 11 & 12 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and Ivy Tech transcript (AUTI 131).

Course Descriptions

CAREER TECHNICAL EDUCATION (CTE) DEPARTMENT

Principles of Digital Design (7140)

2 semesters, 2 credits

Prerequisites: None

9,10,11,12

This course introduces students to fundamental design theory and fundamental computer graphics in visual communications. 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. This course will include basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. These skills are further developed through work with vector-based, raster-based, and page layout software used in the professional visual communications industry.

Digital Design Graphics DC (7141) & Graphic Design and Layout DC (5550)

IVY TECH COMMUNITY COLLEGE

2 semesters, 4 credits

Prerequisites: Principles of Digital Design

10,11,12

This course will further enhance the students' learning experiences in pre-press, offset press and finishing operations. Emphasis will be placed on advanced elements of design and layout leading to computerized electronic image generation, multi-color plate preparation, and multi-color offset press operations, and advanced finishing techniques. Advanced Photoshop and Illustrator projects as well as multi-color textile screen printing, complex and rotary laser engravings, sublimation, contour cutting vinyl, wide format printing, UV printing, and embroidery, are additional areas of study in this course. Students may be responsible to produce, from concept through completion, products for the school corporation. A student's success in this course will strongly hinge on good attendance and the ability to work independently without distraction. This course takes up 2 periods in a student's schedule.

Students opting for the dual credit option must apply to Ivy Tech. Students wishing to earn the dual credit in this course must apply to Ivy Tech. Grade 10 will have to complete a Knowledge Assessment to determine whether or not they qualify for the dual credit. Grades 11 & 12 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and Ivy Tech transcript (VISC 102, VISC 115).

Course Descriptions

CAREER TECHNICAL EDUCATION (CTE) DEPARTMENT

Principles of Digital Design: Yearbook I (7140)

2 semesters, 2 credits

Prerequisites: None

9,10,11,12

Students are responsible for creating the Excalibur Yearbook and maintaining the Crown Town Media Website. This course introduces students to fundamental design theory and fundamental computer graphics in visual communications and storytelling. Investigations into digital content creation and photography will provide experiences in applying design theory, creative problem solving, critical peer evaluation, and presentation skills. This course will include basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. These skills are further developed through work with page and web design software used in the professional visual communications industry.

Digital Design Graphics: Yearbook 2 (7141)

2 semesters, 2 credits

Prerequisites: Principles of Digital Design: Yearbook 1

10,11,12

Students are responsible for creating the Excalibur Yearbook and maintaining the Crown Town Media Website. This course further enhances students' understanding of design theory and computer graphics in visual communications and storytelling. Continued applications in digital content creation and photography provide experiences in applying design theory, creative problem solving, critical peer evaluation, and presentation skills. This course includes computer terminology and use, mastering intermediate skills, and developing efficient working styles. Students will also develop an advanced portfolio for scholarship and job interviews. These skills are demonstrated through award-winning work with page and web design software used in the professional visual communications industry.

Graphic Design & Layout: Yearbook 3 (5550)

2 semesters, 2 credits

Prerequisites: Principles of Digital Design: Yearbook 1

10,11,12

Students are responsible for creating the Excalibur Yearbook and maintaining the Crown Town Media Website. This course further enhances students' understanding of design theory and computer graphics in visual communications and storytelling. Continued applications in digital content creation and photography provide experiences in applying design theory, creative problem solving, critical peer evaluation, and presentation skills. This course includes computer terminology and use, mastering intermediate skills, and developing efficient working styles. Students will also develop an advanced portfolio for scholarship and job interviews. These skills are demonstrated through award-winning work with page and web design software used in the professional visual communications industry.

Course Descriptions

CAREER TECHNICAL EDUCATION (CTE) DEPARTMENT

Principles of Construction Trades DC (7130)

IVY TECH COMMUNITY COLLEGE

2 semesters, 2 credits

Prerequisites: None

9,10,11,12

Principles of Construction Trades DC prepares students with the basic skills needed to continue in a construction trade field. Topics will include an introduction to the types and uses for common hand and power tools, learn the types and basic terminology associated with construction drawings, and basic safety. Additionally students will study the roles of individuals and companies within the construction industry and reinforce mathematical and communication skills necessary to be successful in the construction field. Modules cover topics such as basic safety, communication skills, and introduction to construction drawings; all basic skills needed to continue education in the construction program.
Students opting for the dual credit option must apply to Ivy Tech. Grades 9 & 10 will have to complete a Knowledge Assessment to determine whether or not they qualify for the dual credit. Grades 11 & 12 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and college transcript (BCTI 100).

Construction Trades: General Carpentry DC (7123)

IVY TECH COMMUNITY COLLEGE

2 semesters, 2 credits

Prerequisites: Principles of Construction

10,11,12

For those students interested in learning about the materials and processes used in the construction industry and possibly entering a career in the construction trades, construction management, or architecture, the construction trades course will provide a good foundation from which to start. Students will study about and work with concrete as used in slabs, footings and foundations. Floor, wall, and roof framing using wood, steel, and engineered materials will be practiced. Time will also be spent in learning the basics in the areas of roofing, drywall, electrical and mechanical systems, and plumbing. This course provides students with an understanding of how their home is constructed and skills with which to maintain it.
Students opting for the dual credit option must apply to Ivy Tech. Grade 10 will have to complete a Knowledge Assessment to determine whether or not they qualify for the dual credit. Grades 11 & 12 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and college transcript (BCTI 101, BCTI 102).

Construction Trades: Framing & Finishing DC (7122)

IVY TECH COMMUNITY COLLEGE

2 semesters, 2 credits

Prerequisites: General Carpentry

11,12

Builds on the formation, installation, maintenance, and repair skills learned in Construction Trades I. Information on materials, occupations, and professional organizations within the industry will be covered. Students will develop basic knowledge, skills, and awareness of interior trim and the installation of drywall, moldings, interior doors, kitchen cabinets, and baseboard moldings. Students will also develop exterior finishing competencies. The course includes instruction on the installation of cornices, windows, doors and various types of sidings currently used in industry. Studies will also focus on the design and construction of roof systems and the use of framing squares for traditional rafter and truss roofing. Students opting for the dual credit option must apply to Ivy Tech. Grades 11 & 12 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and college transcript (BCTI 103, BCTI 104)

Construction Trades Capstone DC (7242)

IVY TECH COMMUNITY COLLEGE

2 semesters, 1-3 credits/semester

Prerequisites: Framing & Finishing

11,12

The Construction Trades Capstone course covers the basics of electricity and working with concrete. Electrical topics include National Electric Code, electrical safety, electrical circuits, basic electrical construction drawings and residential electrical services. Students may also gain an understanding of concrete properties, foundations, slab-on-grades, and vertical/horizontal framework. The course prepares students for the NCCER Carpentry Forms Level 3 and Electrical Level 1 certificates.
Students opting for the dual credit option must apply to Ivy Tech. Grades 11 & 12 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and college transcript (BCTI 130, BCTI201).
*Counts as a Quantitative Reasoning course for all diplomas

Course Descriptions

CAREER TECHNICAL EDUCATION (CTE) DEPARTMENT

Principles of Precision Machining DC (7109)

VINCENNES UNIVERSITY

2 semesters, 2 credits

Prerequisites: None

9,10,11,12

Principles of Precision Machining DC will instruct students in shop safety, industrial terminology, tools and machine tooling, measurement, and layout. Includes laboratory exercises to begin project completion of turning, milling, and grinding applications. This course incorporates certification assessment for the National Institute of Metalworking Skills Measurement, Materials and Safety, Job Planning, Bench work, and Layout Certification. Students will apply mathematics in solving engineering and design related problems in the areas of die design, fabrication, assembly, special machinery, die casting and molds. Emphasizes geometric dimensioning and applying tolerances. Students opting for the dual credit option must apply to Vincennes.
Student grades will be reflected on both the CPHS transcript and Vincennes transcript (PMTD 110, PMTD 110L, PMTD 105). Per our dual credit partner, 9th graders are NOT able to earn the dual credit for this course.

Precision Machining Fundamentals DC (7105) & Adv. Precision Machining DC (7107)

VINCENNES UNIVERSITY

2 semesters, 4 credits

Prerequisites: Principles of Precision Machining

10,11,12

This course is recommended for students who have successfully completed PMTI and are intending to pursue a machining degree, mechanical engineering degree, or enter the workforce under the educational principles and guidance of an apprenticeship program. This course is offered for students looking to pursue a career in the machining or mechanical engineering field. In this course we will review the many basic principles in machine manufacturing that were learned in PMT I and begin exploring new more complex scenarios and processes. Students will get to experience operating various pieces of machinery, using basic hand tools, using precision measurement tools, and maintaining machinery. We will embrace a strong focus on shop mathematics (including right angle trigonometry), blueprint reading, and related machine information and concepts. Students will engage in machine processes on assigned projects that will hone their previous skills, introduce them to new more challenging processes, and foster more in depth problem solving capabilities and analytical thinking. This course takes up 2 periods in a student's schedule.

Students opting for the dual credit option must apply to Vincennes. Student grades will be reflected on both the CPHS transcript and college transcript (Credits will be determined by instructor-instructor can issue up to 12 credits)

*Counts as a Quantitative Reasoning course for all diplomas

Precision Machining Capstone (7219)

2 semesters, 2 credits

Prerequisites: Advanced Precision Machining

11,12

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

*Counts as a Quantitative Reasoning course for all diplomas

Course Descriptions

CAREER TECHNICAL EDUCATION (CTE) DEPARTMENT

Introduction to Engineering Design DC (4802)

IVY TECH COMMUNITY COLLEGE

2 semesters, 2 credits

Prerequisites: None

9,10,11,12

Introduction to Engineering Design DC is a course that develops student problem solving skills using the design process. Students document their progress of solutions as they move through the design process. Students develop solutions using elements of design and manufacturability concepts. Students develop hand sketches using 2D and 3D drawing techniques by using Computer Aided Design (CAD).
Students opting for the dual credit option must apply to Ivy Tech. Knowledge Assessment is not required.
Student grades will be reflected on both the CPHS transcript and Ivy Tech transcript (DESN 101, DESN 113).

Principles of Engineering DC (5644)

IVY TECH COMMUNITY COLLEGE

2 semesters, 2 credits

Prerequisites: Intro to Engineering

10,11,12

Principles of Engineering DC 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 mechanical and electrical engineering, along with robotics and automation. 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.
Students opting for the dual credit option must apply to Ivy Tech. Knowledge Assessment is not required. Student grades will be reflected on both the CPHS transcript and Ivy Tech transcript (DESN 104).

Civil Engineering & Architecture DC (5650)

IVY TECH COMMUNITY COLLEGE

2 semesters, 2 credits

Prerequisites: IED (POE for dual credit)

11,12

Civil Engineering and Architecture DC introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resources, and environmental issues. Principles of Engineering is required for this course in order to earn the dual credit.

Students opting for the dual credit option must apply to Ivy Tech. Knowledge Assessment is not required. Student grades will be reflected on both the CPHS transcript and Ivy Tech transcript (DESN 105).

*Counts as a Quantitative Reasoning course for all diplomas.

Course Descriptions

CAREER TECHNICAL EDUCATION (CTE) DEPARTMENT

Computer Integrated Manufacturing (5534)

2 semesters, 2 credits

Prerequisites: IED

11,12

Computer Integrated Manufacturing is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction of Engineering Design. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes. CIM students will learn about how all of the products they use every day are manufactured—from the product design to the manufacturing processes that involve robotics and automation. Students will learn to use CAD and computer-aided manufacturing (CAM) as tools to design and create products. Finally, as part of a team, students will design, build, and program their own manufacturing system model.

*Counts as a Quantitative Reasoning course for all diplomas

Engineering Design & Development DC (5698)

IVY TECH COMMUNITY COLLEGE

2 semesters, 2 credits

Prerequisites: IED/POE/CIM or CEA

11,12

Engineering Design and Development DC is an engineering research course in which students work in teams to research, design, test and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide the team to reach a solution to the problem. The team and/or individuals communicate their solution to a panel of stakeholders at the conclusion of the course. As the capstone course in the Engineering Pathway, EDD engages students in critical thinking, problem-solving, time management, and teamwork skills.
Students opting for the dual credit option must apply to Ivy Tech. Knowledge Assessment is not required. Student grades will be reflected on both the CPHS transcript and Ivy Tech transcript (DESN 195).

Course Descriptions
ENGLISH DEPARTMENT

English 9 / English 9 Honors (1002)

2 semesters, 2 credits

Prerequisites: None

9

In English 9, students focus on developing reading comprehension and analysis skills. These skills include using context clues to determine unknown words, determining main ideas, drawing conclusions, and supporting conclusions with details from a text. In this course students will read short stories, a novel, a Shakespearean play, poetry, and nonfiction articles. English 9 places a strong focus on helping students organize their writing for short answer questions and analysis paragraphs. Minimal homework is required in this course.

ENGLISH 9 HONORS:
Prerequisite: "C" minimum in English 8 Honors
This course requires students to analyze texts at a more rigorous level than the English 9 course. Coming into this course, students should have a solid knowledge of grammatical conventions and should be able to write a well-developed paragraph. In this course, students will read short stories, a novel, a Shakespearean play, poetry, and nonfiction articles. Honors students will also participate in a debate unit with research and public speaking components. Students will be expected to complete reading assignments at home ahead of classroom discussions. There is a required summer reading assignment for this course.

English 10 / English 10 Honors (1004)

2 semesters, 2 credits

Prerequisites: English 9 / Testing and Teacher Rec

10

The focus of this course is on skill building of reading comprehension and formal essay writing skills. Individual units emphasize fiction, nonfiction, and drama, with a focus on diverse reading comprehension skills, composition units focus on multi-paragraph essay development, timed writing, and synthesis essay writing. Vocabulary and grammar are integrated into the course in weekly lessons that emphasize skill acquisition for the sake of application into writing assignments and reading comprehension assessments. Students will also learn how to analyze a novel for key elements such as theme and character development.

ENGLISH 10 HONORS:
Prerequisite: "B" minimum in English 9 Honors
Designed for the accelerated English student who intends to continue into AP Literature, this course provides students the opportunity to sharpen skills in language, vocabulary, literature, composition, and oral communication with the focus on exploring characterization, universal themes, and symbols in four novels, a Shakespearean play, and poetry. Students will develop, refine, and apply advanced critical and analytical thinking, writing, and communication skills in preparation for the active, high-level learning required for AP English. Discussions, timed essays, and projects will incorporate classroom activities such as group work, student presentations, and peer review/editing. Summer reading is required for English 10 Honors

English 11 (1006)

2 semesters, 2 credits

Prerequisites: Testing / Teacher rec; English 10

11

Through the integrated study of language, literature, vocabulary, composition, oral communication, and use of technology, English 11 continues to develop all skills as outlined in English 9 and 10. We read four novels for practice with reading comprehension and critical thinking. Writing focuses on the development of a main idea and organization that supports the defense of the idea. There are projects for all literary works that offer opportunities for alternative assessment and student choice. Test preparation for the SAT are incorporated throughout the year, and there is a unit for career exploration that utilizes a variety of technological resources.

Course Descriptions

ENGLISH DEPARTMENT

American Literature (1020) 2 semesters, 2 credits Prerequisites: Testing/Teacher Rec; English 10 10	This course integrates a progressive composition program, including documented literary responses, with a study of select American poetry and prose from Romanticism to Postmodernism. The course integrates SAT instruction within the study of American Literature and the study of composition skills. This course is intended for students planning to go to a 4-year college or university and is a rigorous study of American Literature, with an analysis of some of the most impacting writings from America's history.
AP English Literature / Composition (1058) 2 semesters, 2 credits Prerequisites: "C" or better in English 10 Honors 11	AP English Literature and Composition is a rigorous two-semester course intended for the serious, accelerated student. Through careful reading, critical analysis of imaginative literature, and extensive writing, students will deepen their understanding of the ways writers use language to provide both meaning and interest for their readers. After intensively studying the increasingly global literary works recommended by College Board, the student will be encouraged to take the AP English Literature and Composition AP test for possible college credit. Summer reading is required.
English 12 (1008) 2 semesters, 2 credits Prerequisites: Testing / Teacher rec; English 11 12	This course emphasizes critical reading of various types of literature with a focus on building discussion and writing skills. Students will examine a variety of texts from different time periods and genres to identify the intended audiences and purposes for writing, as well as practicing various styles of writing (including but not limited to: narrative, expository, persuasive/argumentative, literary response, research and letter writing). This course is intended for students who are preparing for college or workforce entrance but are not yet ready for the rigor of dual credit, college-level English courses. **ENGLISH 12 ONLINE:** Students who can learn independently through computer integration may opt to take English 12 Online. Please see our Online Course Policy for further clarification.

Course Descriptions

ENGLISH DEPARTMENT

Advanced Composition I DC (1098)

1 semester, 1 credit

Prerequisites: Testing/Teacher Rec; English 11

11,12

This course focuses on realizing that writing involves making choices – in response to the writer's understanding of the purpose of the writing, its intended audience, and the form (or genre) the writing takes – helps writers take ownership of their work. Integrating the voices of others into a piece of writing while maintaining control over one's own ideas and purpose is a complex skill requiring comprehension, interpretation, analysis, and synthesis. Academic integrity is cultivated when writers have multiple opportunities to demonstrate it.

Students opting for the dual credit option must apply to PNW. Student grades will be reflected on both the CPHS transcript and PNW transcript (ENG 10400).

Advanced Speech & Communication DC (1078)

1 semester, 1 credit

Prerequisites: None

11,12

Students will practice the basic principles and techniques of effective oral communication. This course includes instruction in adapting speech to different audiences and purposes. Students must make a variety of oral presentations. Elective course for 11th grade students-12th grade students may take this course as an elective or as part of their senior year English courses.

Students opting for the dual credit option must apply to PNW. Student grades will be reflected on both the CPHS transcript and PNW transcript (COM 11400).

World Literature DC (1052)

1 semester, 1 credit

Prerequisites: Advanced Composition DC

11,12

DC World Literature allows students to become exposed to a wide range of texts chosen from numerous cultures and countries. When students immerse themselves within these texts, they are given the opportunity to explore and engage in a variety of world views while developing, reshaping, and/or enhancing their own. Students' intellect, opinions, and sense of perception of both each other and the world around them will be challenged through studying literature from around the world. Reading, discussing, researching, and writing about these cultural texts are linked, recursive processes rooted in curiosity; practice leads to skill. Reading, writing, and engaging in discussion over a variety of genres, both academic and non-academic, cultivates critical thinking as well as the ability to adapt to new rhetorical situations. This course aims to prepare students to enter the world as competent, compassionate, and tolerant members of society.

Students must take DC Advanced Composition for dual credit and earn a C- or better in order to qualify for dual credit in DC World Literature. Students opting for the dual credit option must apply to PNW. Student grades will be reflected on both the CPHS transcript and PNW transcript (ENG 23100).

Course Descriptions

ENGLISH DEPARTMENT

AP English Language / Composition (1056)

2 semesters, 2 credits

Prerequisites: "C" or better in AP Lit or A in American Lit with teacher rec

12

Advanced Placement English is a rigorous, discussion oriented two-semester course intended for the serious student. The course is essentially based on non-fiction writings but does include some fiction works as well as drama. Nonfiction essays will be studied with heavy emphasis on class dialogue as well as reading and writing in various rhetorical modes. An opportunity is offered for concentrated focus on the student's personal writing style and presence. Designed to increase the student's literary repertoire, the student will be encouraged to take the AP English Language and Composition test for possible college credit. Summer reading is required.

Creative Writing DC (1092)

1 semester, 1 credit

Prerequisites: Advanced Comp DC or AP Lang with AP Score

11,12

Creative Writing DC is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.
Students opting for the dual credit option must apply to Ivy Tech. Students must have credit in ENG10400 (though PNW) with a C- or better, or an AP English Literature AP Score of 4+ to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and Ivy Tech transcript (ENGL 20200).

Speech/Debate (Competitive) (1070)

1 semester, 1 credit

Prerequisites: Commitment to compete in at least 3 Saturday tournaments

11,12

This course is designed to prepare students for tournament competitions as a member of the CPHS Speech and Debate Team. Students are required to attend a minimum of three Saturday tournaments with the option to compete at up to 15 tournaments leading to the opportunity to compete at the state level. Students are introduced to all categories of competitive speech and debate before instruction is individualized based on category. Speech competitors choose from impromptu or extemporaneous speaking, informative speaking, original oratory, poetry, prose, dramatic/humorous interpretation, radio broadcast, or group discussion. Debaters choose from congress, world schools team, public forum, policy, or Lincoln-Douglas. Students should take this course first semester to prepare for events. Competitors may renew the course for the second semester to continue skill development in varsity tournaments.

Course Descriptions

ENGLISH DEPARTMENT

Photography (Photojournalism) (4062) **1 semester, 1 credit** Prerequisites: Digital camera / cell phone camera 9,10,11,12	This course will introduce students to the world of photography and journalism. The law, ethics and history of photography will completement the major units of study: operation and care of the camera, photo composition, journalistic photography form and function, photo manipulation, caption writing and management skills. Students will use Adobe Photoshop, the photo editing industry leader. This course is the prerequisite to yearbook production. The students will create a photo portfolio which then may be used for application submissions and various photo contests and/or scholarships. Each student is required to have access to a working camera throughout the semester. **Counts as a fine arts credit for all diplomas
Debate (1070) 1 semester, 1 credit Prerequisites: None 9, 10, 11,12	This semester elective course introduces students to the basic principles involved in debate including public speaking delivery techniques, research strategies to support arguments, active listening skills to enable strategic responses, and creative writing techniques to inform or persuade an audience. Students will also examine how the media purposefully include or exclude information to sway public opinions.
Student Media - Newspaper (1086) 2 semesters, 2 credits Prerequisites: Photography, Journalism / Teacher Rec- 10, 11,12	Students must be proficient writers and have the ability to meet deadlines to succeed. This class produces the school newspaper, Inklings, including generating story ideas, reporting, writing, editing, photography, page design, financing and distribution. Students who have successfully completed the beginning journalism course, have taken honors or AP English and have the recommendation of the newspaper advisor are encouraged to join the newspaper staff. This course requires some after school hours **counts as a fine arts credit for all diplomas **STUDENT MEDIA: EDITOR:** This course is for the editors of the newspaper and yearbook staff only. All aspects of publications are coordinated in this class. Student leaders are involved in managing the financial and legal aspects of newspaper or yearbook and hold meetings during this time to make editorial decisions.

Course Descriptions

ENGLISH DEPARTMENT

Journalism / Advanced Journalism (1080)

2 semesters, 2 credits

Prerequisites: Teacher Rec

9,10,11,12

This elective course is for the student with strong English skills who enjoys writing, reading and learning about current news events. This course includes the process and application of news gathering; reporting, writing, and editing news stories along with features, sports stories, and opinion writing; the legal and ethical responsibilities involved in publication; advertising; design; and computer technology. This class is a prerequisite for those students who plan to join the newspaper staff, the Inklings.

Music Management & Production (4202)

2 semesters, 2 credits

Prerequisites: None

10,11,12

This course will provide a framework for the practical applications required to work in the music industry. Students will learn about music law, publishing, marketing, public relations, social media, imaging/branding, recording using ProTools software, live performance, sound production and sales. Students enrolled in the course with comprise the staff of Crown City Records and embark on a yearlong project where they search for musical artists to represent, represent the artists in the role of A&R, provide imaging/branding of the artists, record the artists, copyright and publish the artists' music, publish the artists' music, and produce live shows for the artists.

*Counts as a Fine Arts credit for Academic Honors Diploma

Course Descriptions

FAMILY & CONSUMER SCIENCE DEPARTMENT

Principles of Teaching DC (7161)

2 semesters, 2 credits

Prerequisites: None

9,10,11,12

Principles of Teaching DC addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. The social, emotional, and physical growth of children plus parenting skills will be covered. A laboratory pre-school is a part of the learning experience each semester. Second semester addresses more complex issues of child development and early childhood education with emphasis on guiding development throughout childhood, including school age children. Topics include positive parenting, practices that promote long term well-being, guidance and intervention strategies with individuals and groups of children. Students will explore child-related careers. Authentic applications are required through school-based experiences with children. This course is recommended for any student for enrichment and as a foundation for students with interest in any child-related career or profession. This course will require a great deal of writing.
Students opting for the dual credit option must apply to IUN. Student grades will be reflected on both the CPHS transcript and IUN transcript (EDUC- F200).

Child & Adolescent Development DC (7151)

2 semesters, 2 credits

Prerequisites: Principles of Teaching, Transportation to elementary schools during class time

10,11,12

Child and Adolescent Development DC examines the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence with a focus on the middle years through adolescence. Basic theories of child development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of parents, peers, the school environment, culture and the media are discussed. An observation experience up to 20 hours is required for completion of this course. Students will be cadet teachers for an elementary school mentor on block days.

Students opting for the dual credit option must apply to IUN. Student grades will be reflected on both the CPHS transcript and IUN transcript (EDUC-P250).

Teaching & Learning DC (7162)

2 semesters, 2 credits

Prerequisites: Principles of Teaching; Transportation to elementary schools during class time

10,11,12

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

Students opting for the dual credit option must apply to IUN. Student grades will be reflected on both the CPHS transcript and IUN transcript(EDUC-W200).

Course Descriptions

FAMILY & CONSUMER SCIENCE DEPARTMENT

Intro to Fashion & Textiles I (5380) 1 semester, 1 credit Prerequisites: None 10,11,12	Fashion and Textiles addresses knowledge skills related to design, production, acquisition and distribution in fashion and textile arenas. Topics covered include the study of fabrics and elements of design, the correct use and care of sewing equipment, and the selection and correct fit of a commercial pattern. Each student is required to construct a garment and an additional project. *Counts as a Fine Arts credit for Academic Honors Diploma
Intro to Fashion & Textiles II (5380) 1 semester, 1 credit Prerequisites: Fashion & Textiles I 10,11,12	Introduction to Fashion and Textiles II includes the study of career paths, Fibers and textiles, design skills, and sewing skills, Each student is required to construct two projects and two garments. A Community service project may be done during class. This is a one-semester elective course suggested for 10th, 11th, and 12th grade students. *Counts as a Fine Arts credit for Academic Honors Diploma
Interpersonal Relations (5364) 1 semester, 1 credit Prerequisites: None 10,11,12	Interpersonal Relationships is for anyone who wants to learn how to have better relationships with parents, siblings, friends, and/or co-workers. Interpersonal Relationships addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring, and respectful relationships. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is used. Topics include communication, leadership and teamwork, goal setting and decision making, preventing and managing stress and conflict. Students will learn through group activities, projects, guest speakers, lectures, literature, movies, and applications through authentic settings such as volunteer experiences.

Course Descriptions

FAMILY & CONSUMER SCIENCE DEPARTMENT

Principles of Culinary & Hospitality DC (7173)

IVY TECH COMMUNITY COLLEGE

2 semesters, 2 credits

Prerequisites: None

9,10,11,12

Principles of Culinary Arts and Hospitality is recommended for all students pursuing a graduation pathway in Culinary Arts. 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 foodservice industry, safety and sanitation, nutrition, customer relations and career investigation. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course.
Students opting for the dual credit option must apply to Ivy Tech. Grades 9 & 10 will have to complete a Knowledge Assessment to determine whether or not they qualify for the dual credit. Grades 11 & 12 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and Ivy Tech transcript (HOSP 101, HOSP 102).

Nutrition DC (7171)

IVY TECH COMMUNITY COLLEGE

2 semesters, 2 credits

Prerequisites: Principles of Culinary & Hospitality

10,11,12

Nutrition DC introduces the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs throughout the life cycle and to apply those principles to menu planning and food preparation. Major topics include: nutrition, nutrition accommodations and adaptations, special dietary needs, and food preparation techniques and applications, essential and non-essential nutrients, and vitamin and mineral deficiencies. Intensive laboratory experiences with commercial applications are a required component of this course of study. A standards-based plan guides the students' laboratory experiences. Students are monitored in their laboratory experiences by the Culinary teacher.

Students opting for the dual credit option must apply to Ivy Tech. Grade 10 will have to complete a Knowledge Assessment to determine whether or not they qualify for the dual credit. Grades 11 & 12 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and Ivy Tech transcript (HOSP 104).

Culinary Arts DC (7169)

IVY TECH COMMUNITY COLLEGE

2 semesters, 2 credits

Prerequisites: "C" or better in Nutrition

11,12

Culinary Arts DC prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the Culinary and Hospitality industry. Major topics include: how to prepare the four major stocks, the five mother sauces (in addition to smaller sauces) and various soups. Additional emphasis is placed on the further development of the classical cooking methods. As well as basic baking theory and skills, introduction to breads, introduction to pastry arts, food safety and personal hygiene; sanitation and safety procedures, basic culinary skills, culinary math; baking and pastry arts skills, food science, and food preparation techniques and applications. Instruction and laboratory experiences will allow students the opportunity to use and maintain related tools and equipment; and apply management principles in food service or hospitality operations. Intensive laboratory experiences with commercial applications are a required component of this course of study. A standards-based plan guides the students' laboratory experiences. Students are monitored in their laboratory experiences by the Culinary teacher.
Students opting for the dual credit option must apply to Ivy Tech. Grades 11 & 12 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and Ivy Tech transcript (HOSP 103, HOSP 105)

Course Descriptions

MATH DEPARTMENT

Algebra I (2520)

2 semesters, 2 credits

Prerequisites: None

9

Algebra I provides a formal development of the algebraic skill and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem solving situations. Topics include: properties of real numbers, solution sets, basic operations with polynomials, solving quadratic equations and systems, use of exponents. IM Algebra 1 is a problem-based core curricula rooted in content and practice standards to foster learning and achievement for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language.

Geometry, Geometry Honors (2532)

2 semesters, 2 credits

Prerequisites: Algebra

9, 10,11,12

Geometry provides students with experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of angles, lines, planes, congruent and similar triangles, trigonometric ratios, polygons, circles and spatial drawings. An understanding of proof and logic is developed. IM Geometry is a problem-based core curricula rooted in content and practice standards to foster learning and achievement for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language.

GEOMETRY HONORS: Recommended Prerequisite: "C" or better in prior Honors class This course features the same concepts as Geometry but with greater depth and enrichment.

Algebra II, Algebra II Honors (2522)

2 semesters, 2 credits

Prerequisites: Geometry

10,11,12

Algebra II is a course which expands on the topics of Algebra I and provides further development of the concept of a function. The expanded topics of the course include: theorems and algorithms of algebra, polynomials and polynomial functions, rational exponents, complex numbers, sequences and series, properties and graphs of conic sections, permutations and combinations, matrices, exponential and logarithmic functions. IM Algebra 2 is a problem-based core curricula rooted in content and practice standards to foster learning and achievement for all. Students learn by doing math, solving problems in mathematical and real-world contexts, and constructing arguments using precise language.

ALGEBRA II HONORS:
Recommended Prerequisite: "C" or better in prior Honors class
This course features the same concepts as Algebra II, but with greater depth and enrichment.

Course Descriptions
MATH DEPARTMENT

Pre-Calculus
Pre-Calculus DC
Pre-Calculus Honors
(2564)

2 semesters, 2 credits

Prerequisites: Geometry and Algebra II

11,12

This course blends together all of the concepts and skills that must be mastered prior to enrollment in a college-level calculus course. A functional approach provides for the integration of many trigonometric concepts plus the relationship of equations and graphs of linear, quadratic, and parametric equations, translation of axis, and vectors.
*Counts as a Quantitative Reasoning course for all diplomas

PRE-CALCULUS: not intended for students pursuing a STEM degree in college.
PRE-CALCULUS DC: This course blends together all of the concepts and skills that must be mastered prior to enrollment in a college-level calculus course. Students opting for the dual credit option must apply to Indiana University and have a minimum 2.7 GPA. Student grades will be reflected on both the CPHS transcript and the IUN transcript (Math M-125)
PRE-CALCULUS HONORS: Recommended Prerequisite: "C" or better in prior Honors class This course features the same concepts as Pre-Calculus but with greater depth and enrichment. It is intended for students looking to pursue a STEM career and/or to prepare for college level mathematics.

Pre-Calculus: Trig
Pre-Calculus: Trig DC
Pre-Calculus: Trig Honors
(2566)

2 semesters, 2 credits

Prerequisites: Pre-Calculus, Pre-Calculus DC, Pre-Calculus Honors

11,12

Pre-Calculus: Trigonometry is the 2nd semester that follows Pre-Calculus. This course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, finance, and nearly all other STEM disciplines. Trigonometry consists of six strands: Unit Circle; Triangles; Periodic Functions; Identities; Polar Coordinates and Complex Numbers; and Vectors. Students will advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates.
*Counts as a Quantitative Reasoning course for all diplomas

PRE-CALCULUS: TRIG: not intended for students pursuing a STEM degree in college.
PRE-CALCULUS: TRIG DC: Prerequisite: M125 Students opting for the dual credit option must successfully pass DC Pre-Calculus 1st semester and have a minimum 2.7 GPA. Student grades will be reflected on both the CPHS transcript and the IUN transcript (Math M-126).
PRE-CALCULUS: TRIG HONORS: Recommended Prerequisite: "C" or better in prior Honors class This course features the same concepts as Pre-Calculus: Trigonometry but with greater depth and enrichment. It is intended for students looking to pursue a STEM career and/or to prepare for college level mathematics.

PRIME Math
(2595)

2 semesters, 2 credits

Prerequisites: Algebra II, standardized testing

12

PRIME Math will include and reinforce the Alg 1, Geometry, Alg 2 and Statistics skills necessary to be ready for an entry-level college math course for non-STEM majors. This course emphasizes understanding of math concepts rather than just memorizing procedures. PRIME Math students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips students with higher-order thinking skills in order to apply math skills, functions and concepts in different situations. The content of this course is designed to enhance students' math skills so that they are ready for college-level math assignments.

This course does not count towards NCAA eligibility requirements and is not intended for students pursuing a STEM major in college.

Course Descriptions

MATH DEPARTMENT

AP Statistics (2570)

2 semesters, 2 credits

Prerequisites: Algebra II or Algebra II Honors

11,12

This course introduces students to the concepts of exploratory analysis, planning and conducting studies, probability and statistical inference. This course would benefit any student whose college major requires a statistics course.

*Counts as a Quantitative Reasoning course for all diplomas.

AP Calculus AB (2562)

2 semesters, 2 credits

Prerequisites: Pre-Calculus Honors / Pre-Calculus Trig Honors

11,12

AP Calculus AB is a course which provides students with the content that has been established by the College Board. Generally, topics include: limits, continuity, derivatives, definite integrals, techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. This course also includes applications of the derivative, the integral, and theory of calculus. The use of graphing technology is required.

*Counts as a Quantitative Reasoning course for all diplomas

Course Descriptions

PERFORMING ARTS DEPARTMENT

ALL PERFORMING ARTS COURSES COUNT TOWARDS THE FINE ARTS REQUIREMENT FOR ACADEMIC HONORS DIPLOMA

Beginning Choir (4182)

2 semesters, 2 credits

Prerequisites: None

9,10,11,12

Students will be split into Beginning Treble Choir or Beginning Bass Choir. This course is open to treble voices in grades 9-12 who are taking choir for the first time in high school. Students will learn correct breathing and choral singing technique, sing in 3-4 parts, as well as learn music literacy and music theory. Students are required to perform at our 4 concerts during the year and will have opportunities to be a part of solo and ensemble and after school groups.

Intermediate Choir (4186)

2 semesters, 2 credits

Prerequisites: None

9,10,11,12

This course is open to anyone who is taking choir for the first time in high school or is not ready for the Advanced/Mixed groups. Students will be split into Intermediate Treble Choir or Intermediate Bass Choir. Students will learn correct breathing and choral singing technique, sing in 3-4 parts, as well as learn music literacy and music theory. Students are required to perform at our 4 concerts during the year and will have opportunities to be a part of solo and ensemble and after school groups.

Advanced Treble Choir (4188)

2 semesters, 2 credits

Prerequisites: 1-year high school choir / Audition

10,11,12

This course is open to anyone grades 10-12 who has been in choir for at least a year in high school. Freshman may be a part of this group by audition only. Students will be close to the highest level of breathing and choral singing skills, sing in 4-6 parts, as well as complete their skills in music reading and theory. This group is required to perform at all concerts, may attend other festivals, as well as attending ISSMA State Qualification contest at the end of April. Students will also have the opportunity to be a part of solo and ensemble and after school groups.

Advanced Mixed Choir (Chorale) (4188)

2 semesters, 2 credits

Prerequisites: 1-year high school choir / Audition

10,11,12

This course is open to anyone grades 10-12 who has been in choir for at least a year in high school and is singing and reading music at a college level. Freshman may be a part of this group by audition only. Students will have mastered the highest level of breathing and choral singing skills, sing in 4-9 parts, as well as mastery in music reading and theory skills. This group is required to perform at all concerts, public performances (especially during the holidays), as well as attending ISSMA State Qualification contest at the end of April. Students will also have the opportunity to be a part of solo and ensemble and after school groups.

Course Descriptions

PERFORMING ARTS DEPARTMENT

Beginning Orchestra (4166) 2 semesters, 2 credits Prerequisites: Successful completion of middle school orchestra or director discretion 9,10,11,12	Beginning Orchestra is an introduction to more advanced playing concepts. Students enrolled in Beginning Orchestra would focus on continued development of technique. Concepts covered in this class would include two and three octave scales and arpeggios, shifting to and from higher and lower positions, reading literature in treble and tenor clef, rhythm and bowing studies, and musical styles. Additional concepts presented in this course would include studies in various time signatures, developing and performing with good intonation and different bow techniques. The class would demonstrate musical growth through concerts and performances.
Intermediate Orchestra (4172) 2 semesters, 2 credits Prerequisites: Audition or director discretion 9,10,11,12	Students in this class continue to build on the technical and musical skills developed in elementary and middle school string classes. In addition to an emphasis on new techniques and musical knowledge, string ensemble literature of various styles are prepared and performed. Students are expected to participate in several performances and rehearsals outside the school day. This class is open to violin, viola, cello, and string bass students with prior playing experience.
Advanced Orchestra (4174) 2 semesters, 2 credits Prerequisites: Audition or director discretion 10,11,12	This developmental course is open to all freshmen students who play a band instrument at an intermediate level. Emphasis is placed on tone, technique development and sight reading. Participation in the ISSMA Solo/Ensemble contest is encouraged. The band performs several times during the year. Students in this band are eligible to participate in marching band (sign up in March of 8th grade), jazz band (audition in October) or pep band (sign up in October).

Course Descriptions

PERFORMING ARTS DEPARTMENT

Beginning Concert Band (4160) 2 semesters, 2 credits Prerequisites: Successful completion of middle school band or director discretion 9,10,11,12	This developmental course is open to all freshmen students who play a band instrument at an intermediate level. Emphasis is placed on tone, technique development and sight reading. Participation in the ISSMA Solo/Ensemble contest is encouraged. The band performs several times during the year. Students in this band are eligible to participate in marching band (sign up in March of 8th grade), jazz band (audition in October) or pep band (sign up in October).
Intermediate Band (4168) 2 semesters, 2 credits Prerequisites: Audition or director discretion 9,10,11,12	Students will be divided into the appropriate course, A or B, at the discretion of the director. **INTERMEDIATE CONCERT BAND A: WIND SYMPHONY:** This advanced band class is available by audition, or director discretion, to CPHS students who play a band instrument at an upper intermediate to advanced level. Emphasis is placed on tone, technique development and sight-reading. Advanced performance techniques are emphasized. Participation in the ISSMA Solo/Ensemble contest is encouraged. Serious band literature is selected from a variety of periods in music history. Private lessons are highly encouraged. Students in this band are eligible to participate in marching band (sign up in March), jazz band (audition in October) or pep band (sign up in October). **INTERMEDIATE CONCERT BAND B: SYMPHONIC BAND:** This band class is open to all CPHS students who play a band instrument at an intermediate proficiency or better. Emphasis is placed on tone, technique development and sight reading. Participation in the ISSMA Solo/Ensemble contest is encouraged. The band performs several times during the year. Students in this band are eligible to participate in marching band (sign up in March), jazz band (audition in October) or pep band (sign up in October).
Advanced Concert Band (4170) 2 semesters, 2 credits Prerequisites: Audition or director discretion 10,11,12	**Wind Ensemble.** This advanced band is considered the top concert band at CPHS. The band represents Crown Point High School in public performances and competitions. Advanced performance techniques are emphasized. Serious band literature is selected from a variety of periods of music history. Private lessons are strongly encouraged. All State Band participation is highly encouraged. This ensemble typically performs more concerts than other CPHS Concert Bands. Students in this band are eligible to participate in marching band (sign up in March), jazz band (audition in October) or pep band (sign up in October).

Course Descriptions

PERFORMING ARTS DEPARTMENT

Theatre Arts (4242)

1 semester, 1 credit

Prerequisites: None

9,10,11,12

Students taking Theatre Arts will gain knowledge and develop skills important to any beginning actor. Acting activities will include scripts reading and analysis, rehearsal, scene workshops, peer critique, and final performance. Students will hone their acting skills through multiple scene projects, theatre games, and improvisational games. Emphasis will also be placed on students learning about the history of theatre and play production.

Advanced Theatre Arts (4240)

1 semester, 1 credit

Prerequisites: Theatre Arts

9,10,11,12

Instruction in this course builds upon the skills developed in the Theatre Arts course. Students will begin to explore the acting technique (audition, rehearsal, and performance) of Michael Shurtleff. They will apply their knowledge as they perform in several scenes. Students will also have the opportunity to study three classic plays. Emphasis will also be placed on studying other acting techniques by many famous teachers. Students will also gain experience in performance through theatre games and improvisational games. If the opportunity arises, students may have the opportunity to see quality local theatre. Participation in all acting projects is required.

Technical Theatre (4244)

1 semester, 1 credit

Prerequisites: Recommended completion of Theater Arts/Adv. Theatre Arts

10,11,12

Technical Theatre will be a self-directed study program. Technical Theatre instruction combines the theories of design and stagecraft with the construction and operation of the various elements of technical theatre. This course would give the students the opportunity to work hands-on in the Theatre Department on current theatrical productions, music concerts, or convocations. Students would also be working on and helping with the everyday operations of the auditorium. Projects assigned would include set design and construction light design and installation, sound design and installation, and stage management operations. Students may choose to take this course for successive semesters.

Music Theory and Composition (4208)

1 semester, 1 credit

Prerequisites: None

10,11,12

This course is open to any student wanting to expand their knowledge of music construction and composition. The information covered will include knowledge of the names of the notes, identification of notes to a piano keyboard, all major minor key signatures and scales, time signatures, note values, intervals, understanding of rhythmic figures, aural association to pitch, the ability to identify construction of music, chords and inversions, rhythmic organization, procedures for four-part writing, chord structure analysis, transposition, and aural association to musical structure.

Course Descriptions

PERFORMING ARTS DEPARTMENT

Electronic Music (4202) 1 semester, 1 credit Prerequisites: None 10,11,12	Students taking this course are provided with a wide variety of activities and experiences to develop skills in the use of electronic media and to incorporate current technology. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students enter music into their computer so they can manipulate sound and/or create their own songs. Students will learn to combine music with video.

Course Descriptions

PHYSICAL EDUCATION DEPARTMENT

PE I (3542)
PE II (3544)

1 semester each,
1 credit each

Prerequisites:
None

9,10,11,12

Physical Education I and II continues the emphasis on health-related fitness, and developing the skills necessary for lifetime of activity. The program includes skill development and application of rules and strategies of complex difficulty in different movement forms. This includes health-related fitness activities (cardio respiratory endurance, muscular, strength and endurance, flexibility, and body composition) aerobic exercise, team sports, individual and dual sports, outdoor pursuits, aquatics, dance, and recreational games. On-going assessment will include written and health related evaluations. Swimming is a required part of the PE curriculum. Students must take both courses (3542 and 3544).

CORE PE-ATHLETIC DEVELOPMENT-9

The curriculum for this course is designed to enhance the fundamental athletic skills of competitive CPHS students. Physical Education continues to be the emphasis on health-related fitness and developing the necessary skills necessary for a lifetime of activity. The Athletic Development program includes skill development and strategies of complex difficulty in different movement forms, utilizing free weights and Olympic lifts. This includes health-related fitness activities, cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition as well as development, agility, speed and power. This course is open to competitive male and female students. Recommendations must be secured from a CPHS head coach. Swimming is a required part of the curriculum.

Health & Wellness Education (3506)

1 semester, 1 credit

Prerequisites:
None

10,11,12

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.

HEALTH AND WELLNESS EDUCATION (ONLINE):

Students who can learn independently through computer integration may opt to take Health Online. Please see our Online Course Policy for further clarification.

Elective PE: Athletic Development 10-12th (3560)

2 semesters, 2 credits

Prerequisites:
PE I and PE II
or
Core-PE Athletic Development-9

10,11,12

This course is specifically designed for strength training with the purpose of improving athletic performance. The important elements of athletic development; muscular strength, muscular endurance, flexibility and body composition will be the major emphasis of this course, through use of free weights and Olympic lifts. The students in this course, males or females, will be able to develop these physical attributes and incorporate them into their practices and competitions.
*This course does not count as a Core PE course; it is a PE elective.

Students may take a maximum of 8 elective PE credits during their time at CPHS.

Course Descriptions

PHYSICAL EDUCATION DEPARTMENT

Elective PE: Lifesaving (3560)

1 semester, 1 credit

Prerequisites:
PE I and PE II
or
Core-PE Athletic Development-9

9,10,11,12

The purpose of this course is to instruct candidates the skills and knowledge needed to prevent and respond to aquatic emergencies. This course will permit a student to become a lifeguard and will also allow re- certification. It is designed to teach students advanced techniques in water rescue and leads to Red Cross certification in Advanced Lifesaving. NOTE: The fee for this class is relatively high due to the demands of the American Red Cross and required materials for certification. Students should be avid and strong swimmers. The Red Cross certification requires a student to be able to swim 300 yards (12 lengths) in under 8 minutes. Other tests of a student's swimming ability may be utilized.

*This course does not count as a Core PE course; it is a PE elective. Students may take a maximum of 8 elective PE credits during their time at CPHS.

Elective PE: Team Sports (3560)

1 semester, 1 credit

Prerequisites:
PE I and PE II
or
Core-PE Athletic Development-9

10,11,12

Students will participate in a variety of team sports such as football, basketball, floor hockey, and diamond sports. This class is designed for students that enjoy participating in team sports in a competitive environment and have some background in athletics. Frequent competitions and tournaments will take place throughout the course.

*This course does not count as a Core PE course; it is a PE elective. Students may take a maximum of 8 elective PE credits during their time at CPHS.

Elective PE: Fitness Training (3560)

2 semesters, 2 credits

Prerequisites:
PE I and PE II
or
Core-PE Athletic Development-9

10,11,12

This course is designed to teach the basic strength training and fitness principles and would be of interest for any student who wants to improve his/her personal level of health and fitness. Weight training and cardiovascular fitness will be the main focus of the course. Students will learn the proper form and techniques to strength train using the combination of weight machines and free weights. This course does not include any Olympic lifts. Cardiovascular fitness will be incorporated with the different cardio machines (treadmills, ellipticals, stationary bike, etc) as well. The students will learn about general fitness programs and how to create ones specifically tailored to their fitness level and goals including a warm up, workout, and a cool down phase. The class will meet in the Bulldog Fitness Center.

*This course does not count as a Core PE course; it is a PE elective.
Students may take a maximum of 8 elective PE credits during their time at CPHS.

Course Descriptions

SCIENCE DEPARTMENT

Biology, Biology Honors (3024)

2 semesters, 2 credits

Prerequisites: None

9

Students will study the living things of our world. A major portion of time is spent on cell structure and function, the chemical makeup of living things, how traits are inherited, evolution / how living things change over time, growth of bacteria and other germs, how plants and animals interact with their environment, reproduction, and many other topics

BIOLOGY HONORS:

This course follows the same topics as non-honors biology, but with an increased rigor and faster pace. The course includes an enriched curriculum and extensive lab work. Students will be taught content and asked to apply knowledge weekly. This course will require that students stay motivated and persistent in their study habits to handle the instruction and rigor that is associated with an honors course yet at the introductory level; students in this course will need to practice and study outside of class.

Chemistry, Chemistry I Honors DC (3064)

2 semesters, 2 credits

Prerequisites:
Chemistry: Biology (C or better) and Algebra I (C or better)
Chemistry Honors DC: Concurrent enrollment in or successful completion of Algebra II

10,11,12

This course deals with matter and changes of matter. The work involves both the theoretical aspects and laboratory study of the properties and characteristics of matter. Mathematical skills from Algebra and Geometry will be utilized in problem-solving and applied to chemical theories. Counts as a Quantitative Reasoning course for all diplomas

CHEMISTRY I HONORS DC:

Prerequisites: Concurrently enrolled in or successfully completed Algebra II.
Chemistry Honors DC is a rigorous college-prep class where first year chemistry students will be able to go into greater depth in the chemistry curriculum. Students should plan for an average of 30 minutes a day of work outside the classroom. Students can earn dual credits through Indiana University. Students opting for the dual credit option must apply to Indiana University and have a minimum 2.7 GPA.
Student grades will be reflected on both the CPHS transcript and IUN transcript (C101, C121).

Counts as a Quantitative Reasoning course for all diplomas

Integrated Chemistry-Physics (3108)

2 semesters, 2 credits

Prerequisites: Testing/Teacher rec

10,11,12

This course introduces the fundamental concepts of scientific inquiry, the structure of matter, chemical reactions, forces, motion, and the interactions between energy and matter. This course will serve students as a laboratory-based introduction to possible future coursework in Chemistry or Physics while enduring a mastery of the basics of each discipline. This class is not for students majoring in science in college.

*Counts as a Quantitative Reasoning course for all diplomas

Course Descriptions

SCIENCE DEPARTMENT

Biology II DC (3026) 2 semesters, 2 credits Prerequisites: Biology 10,11,12	Biology II DC is an advanced laboratory, field, and literature investigations-based course designed for the future NON-science major. (This class is ideal for students who want to get their science requirements out of the way before transitioning to on-compus learning). Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences. Students opting for the dual credit option must apply to PNW and have a minimum 2.3 GPA. Student grades will be reflected on both the CPHS transcript and the PNW transcript (BIO L100).
Forensic Science / Adv Sci Sp Topics (3092) 2 semesters, 2 credits Prerequisites: Bio ("C" or better) and Chem ("C" or better) OR ICP ("B" or better) 11,12	Through the investigation of crime scene evidence, the underlying chemical, biological and physical principles employed in the analysis and interpretation of physical evidence will be emphasized. Students will use hands-on lab experiments and case studies to investigate many aspects of crime scene analysis including fingerprinting, trace evidence analysis (hair and fiber), blood typing, blood spatter, DNA analysis, ballistics, anthropology, toxicology, entomology, and document analysis. Guest speakers in this field will give students insight on career opportunities that this area of study provides.
Principles of Healthcare DC (7168) 2 semesters, 2 credits Prerequisites: None 9,10,11	Content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, and an introduction to healthcare systems. Lab experiences are organized and planned around the activities associated with the student's career objectives. Students opting for the dual credit option must apply to Ivy Tech. Grades 9 & 10 will have to complete a Knowledge Assessment to determine whether or not they qualify for the dual credit. Grades 11 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and the Ivy Tech transcript (HLHS-100). This course does not fulfill the science requirement for graduation; it is an elective science course.
Medical Terminology DC (5274) 2 semesters, 2 credits Prerequisites: None 11,12	This course teaches medical terminology from an anatomical approach. Root terms are divided by each body system. The origin, a combined form, and an example of non-medical everyday usage are provided for each root term. Word associations are provided as a learning tool. Unusual and interesting information is provided in regards to each term. Root terms are combined with prefixes and suffixes as a student's learning will culminate in the interpretation of several paragraphs of medical notes. Students opting for the dual credit option must apply to Ivy Tech. Grades 11 & 12 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and the Ivy Tech transcript (HLHS-101). This course does not fulfill the science requirement for graduation; it is an elective science course.

Course Descriptions

SCIENCE DEPARTMENT

Healthcare Specialist: CNA (7166) & Healthcare Specialist Capstone (7255)

2 semesters, 2 credits

Prerequisites:
Principles of Healthcare DC and Medical Terminology DC with C's or better

10,11,12

The Healthcare Specialist: CNA prepares individuals desiring to work as nursing assistants with the knowledge, skills, and attitudes essential for providing basic care in extended care facilities, hospitals, and home health agencies under the direction of licensed nurses. The course will introduce students to the disease process and aspects of caring for a long-term care resident with dementia. Individuals who successfully complete this course are eligible to apply to sit for the Indiana State Department of Health (ISDH) certification exam for nursing assistants. This course meets the minimum standards set forth by the ISDH for Certified Nursing Assistant (CNA) training and for health care workers in long-term care facilities. The Healthcare Specialist Capstone course will then facilitate healthcare students' acquisition of additional knowledge and skills necessary to work in a variety of healthcare settings beyond a long term care facility including hospitals, doctors' offices, and clinics. Students can accomplish this goal by completing coursework that will cover topics such as Medical Law and Ethics, Electronic Health Records, and/or Behavioral Health. **Due to limited clinical space, students will be evaluated for entrance to the course based on pre-requisite coursework.**

Students opting for the dual credit option must apply to Ivy Tech. Grade 10 will have to complete a Knowledge Assessment to determine whether or not they qualify for the dual credit. Grades 11 & 12 will have to complete the Knowledge Assessment if they have under a 2.6 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and the Ivy Tech transcript (HLHS-107).

*This course takes up 2 periods in a student's schedule.

Anatomy & Physiology DC (5276)

2 semesters, 2 credits

Prerequisites:
Chem or Physics / Testing / Teacher Rec

11,12

This course involves an in-depth investigation of the structure and function of the human body. Beneficial to those students pursuing a career in medical, dental, or health related areas. All human systems will be studied and how they relate to one another. This course will require work outside of the school day in order to be successful.

Students opting for the dual credit option must apply to IUN and have a minimum 2.7 GPA. Student grades will be reflected on both the CPHS transcript and the IUN transcript (PHSL P130, BIOL N213).

Environmental Science (3010)

2 semesters, 2 credits

Prerequisites:
Biology and ICP

11,12

Students will develop the skills necessary to address the environmental issues we are facing today by examining scientific principles and the application of those principles to natural systems including but not limited to: biodiversity, population management, species conservation, air and water quality and resource conservation. Students completing Environmental Science acquire the essential tools for understanding the complexities of environmental science on a national and global scale. .

Course Descriptions

SCIENCE DEPARTMENT

AP Environmental Science (3012) 2 semesters, 2 credits Prerequisites: 11/12: "C"'s or better in Bio and Chem 10: Concurrent enrollment in Chem Honors & Alg 2 Honors 10,11,12	AP Environmental Science is a course that provides students with the scientific principles, concepts, methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Students will take the end-of-course Advanced Placement test in May. *Counts as a Quantitative Reasoning course for all diplomas
AP Bio / AP Bio Lab (3020) 2 semesters, 4 credits Prerequisites: Bio, Chem / Testing / Teacher Rec 11,12	(2 Period Class) This is a college-level course of study and is recommended for those interested in pursuing careers in science, medicine, or other professional fields. The major themes of the course include: biological systems utilizing free energy and molecular building blocks to grow, reproduce and maintain dynamic homeostasis, living systems storing, retrieving, transmitting and responding to information essential to life processes, biological systems interacting and these systems' complex properties. There is a substantial amount of independent reading required. Students will take the end-of-course Advanced Placement test in May. *Counts as a Quantitative Reasoning course for all diplomas
Astronomy / Adv Sci Sp Topics (3092) 2 semesters, 2 credits Prerequisites: Strong Math skills 11,12	This is a year-long, slightly more qualitative course in astronomy intended for everyone. Topics studied in this course include the history of Astronomy, the Earth-Moon system, Terrestrial and Jovian planets, the Sun, stars, galaxies, black holes, and the rest of the Universe. This course incorporates lab investigations, videos, projects, technology-based activities, and explorations in current events.

Course Descriptions

SCIENCE DEPARTMENT

Organic & Biochemistry Honors / Adv Sci Sp Topics (3092)

2 semesters, 2 credits

Prerequisites: Chemistry & Geometry

11,12

This course is designed for students interested in careers in science or medicine who need a strong foundation in chemistry. Students enrolled in Organic & Biochemistry Honors will study concepts introduced in first year chemistry as well as basic organic and biochemistry. Topics covered include chemical bonding, chemical reactions, solution chemistry, acids and bases, organic compound structures and reactions (alcohols, aldehydes, ketones, carboxylic acids, carbohydrates, ethers, esters, aromatics, amines, and amides), and molecules of physiological significance (amino acids, proteins, fats, lipids, enzymes, and nucleic acids). Students will learn a number of laboratory skills associated with advanced science courses such as dilution, osmosis, intermolecular forces, melting point, and infrared spectroscopy.

AP Chemistry (3060)

2 semesters, 2 credits

Prerequisites: Chem Honors DC

11,12

This course is comparable to the first college chemistry course taken by students working toward degrees in science, medicine, pharmacy, engineering and other technical fields; students interested in these fields are highly encouraged to take this class. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gasses, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. Students should expect to spend at least 6 hours per week preparing for this course outside of class.

*Counts as a Quantitative Reasoning course for all diplomas

Physics, Physics DC (3084)

2 semesters, 2 credits

Prerequisites: Concurrent enrollment in Alg II

11,12

This course is for students wanting to gain a better understanding of the physical world around them through the engineering design process, project based learning, and hands-on applications. It will cover the major areas of physics: mechanics, heat, and sound, electricity/magnetism, light, and modern physics.
*Counts as a Quantitative Reasoning course for all diplomas

PHYSICS DC:
This course is an introduction to science and the scientific method as evidenced by the physical and chemical aspects of nature. Physical and chemical concepts and processes will be studied in the context of everyday life. General topics will include motion, energy, heat, electromagnetism, atoms and molecules. Student grades will be earned through homework, labs, exams, and projects.
Students opting for the dual credit option must apply to PNW and have a minimum 2.3 GPA. Student grades will be reflected on both the CPHS transcript and the PNW transcript (SCI 11200).
*Counts as a Quantitative Reasoning course for all diplomas

AP Physics C (3088)

2 semesters, 2 credits

Prerequisites: Physics DC OR AP Chemistry and concurrent enrollment in Pre-Calc or higher

11,12

This is a rigorous college level course designed for students with special interests in science or engineering fields. The course includes Newtonian mechanics (including rotational dynamics and angular momentum); work, energy and power; periodic motion and gravity.

*Counts as a Quantitative Reasoning course for all diplomas

Course Descriptions
SCIENCE DEPARTMENT

Marine Sciences Adv Sci Sp Topics (3092)

2 semesters, 2 credits

Prerequisites: "C" or better in Bio

11,12

In Marine Science students will begin to better understand the aquatic cycles, structures, and processes that generate and sustain life in the sea. This course will explain how oceans operate and affect life on land. Through the use of scientific inquiry, research, measurement, and problem solving, students will conduct various scientific procedures that will lead to an increased level of knowledge about all aspects of Earth's oceans. Students will begin the school year by focusing on oceanography, where students will learn about plate tectonics, water chemistry, waves, tides, and currents - all of the chemical and physical features of the oceans that in turn affect the biological features of the oceans. During the second semester students will focus on the various forms of life found in oceans from the microbial to marine mammals.

Principles of Biomedical Sciences (5218)

2 semesters, 2 credits

Prerequisites: Biology or concurrent enrollment in Biology

9,10,11,12

Principles of Biomedical Sciences is the first course in the PLTW Biomedical Pathway. It is a hands-on project and problem-solving course. 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 of the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key concepts included are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease.

PRINCIPLES OF BIOMEDICAL SCIENCES HONORS:
Only available to students who have already taken Biology at the 8th grade level. This course features the same concepts, but with greater depth and enrichment.

Course Descriptions

SCIENCE DEPARTMENT

Human Body Systems (5216) 2 semesters, 2 credits Prerequisites: Principles of Biomedical Sciences 10,11,12	As the second course in the PLTW Biomedical Pathway, Human Body Systems is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions.
Medical Interventions Honors (5217) 2 semesters, 2 credits Prerequisites: Human Body Systems 11,12	The third course in the PLTW Biomedical Pathway, Medical Interventions Honors is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions including vascular stents, cochlear implants, and prosthetic limbs. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing innovative developments.
Biomedical Innovations Honors (5219) 2 semesters, 2 credits Prerequisites: Biomed, HBS OR Anatomy and Medical Interventions 12	As the fourth class in the PLTW Biomedical Pathway, Biomedical Innovations Honors is a capstone course designed to give students the opportunity to design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. Students have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.
Marine Biology 1 semester, 1 credit Prerequisites: "C" or better in Biology & Sponsor Approval 9, 10, 11	SUMMER COURSE. Interested students should speak with their science teacher. Students learn marine ecology including mangrove swamps, seagrasses, and coral reefs. Limited to 9 students. This course does not fulfill the science requirement for graduation; it is an elective science course.

Course Descriptions

SOCIAL STUDIES DEPARTMENT

Geography & History of the World (1570) 2 semesters, 2 credits Prerequisites: None 9	Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions, exploration, conquest, imperialism, urbanization, and innovations and revolutions.
AP Human Geography and Geography & History of the World (1572 and 1570) 2 semesters, 4 credits Prerequisites: Testing/Teacher rec 9,10,11,12	AP Human Geography is a two semester course designed to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. The course will be developed around the five college level goals that build on the National Geography Standards developed in 1994. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by an introductory college course. Students will earn credit in both AP Human Geography AND Geography/History of the World. Credits attached to Geography/History of the World do not factor into the student's GPA.
AP Psychology (1558) 2 semesters, 2 credits Prerequisites: None 10,11,12	AP Psychology is designed to introduce students to the systematic and scientific study of the behavior and mental processes. Students will learn many psychological facts, principles, and phenomena associated with each of the major subfields within the study of psychology through research, group discussions, projects, and critical-thinking exercises. Students are to expect a heavy load of reading and writing.

Course Descriptions

SOCIAL STUDIES DEPARTMENT

AP US History (1562)

2 semesters, 2 credits

Prerequisites:
Successful completion of English 10
10th grade: concurrent enrollment in English 10 Honors and approval from AP Hug teacher

10,11,12

AP US History is designed to provide students with the analytic skills and knowledge necessary to deal with problems in US History. AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. Students will need to read 1-3 hours a week in a college level textbook, and they should be strong essay writers.

US History, US History DC (1542)

2 semesters, 2 credits

Prerequisites:
None

11

US History emphasizes national development from the late 19th century into the 21st century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the US. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in US History. Students develop historical thinking and research skills to explore topical issues and to understand the cause for changes in the nation over time.

US HISTORY DC:

This course is intended to replicate the equivalent collegiate levels for introducing US History. Both semesters focus on building students' analytical skills, historical writing ability, historical research skills, and primary source analysis. Students will be asked to build on concepts throughout the semester focusing on political, economic, social, and military endeavors. Students will be expected to read historical texts and summarize to better understand the time periods and the relationship to modern day issues. First semester is a study of development of American political, economic, and social institutions in their geographical and environmental context from the early explorations and colonial settlements through Reconstruction. The second semester is a study of the growth of the US from 1877 to the present. The new industrialism, agrarian problems, geographical and environmental consequences, and depression are studied.
Students opting for the dual credit option must apply to PNW and have a minimum 2.3 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and the PNW transcript (HIST 15100, HIST 15200).

US HISTORY ONLINE:

This course is designed for students who are adept at working on their own with computer technology. The course requires the student to spend 5 hours per week working on the class on their own time. Please see our Online Course Policy for further clarification.

Course Descriptions

SOCIAL STUDIES DEPARTMENT

AP Government (1560) **1** semester, 1 credit Prerequisites: Testing/Teacher Rec/ Successful completion of US History 11,12	AP Government is a one semester course that will provide students with an analytical perspective on government and politics in the United States. The course will contain both general information to analyze U.S. politics and specific examples in order to cover topics with detail. The course will also cover the basic components of the U.S. political system. The course will take an in depth study of the constitution while looking at issues that influenced Supreme Court decisions. Students should be able to read a college level text and write grammatically correct sentences.
AP Microeconomics (1566) 1 semester, 1 credit Prerequisites: Testing/Teacher rec/ successful completion of US History 11,12	This one semester course is designed to provide students with knowledge of fundamental economic principles that relate to the individual consumer, firms, and business organizational structures. Upon completion of the class, students will understand the essentials of the "economic way of thinking" including concepts such as opportunity costs, marginal analysis, voluntary exchange, real vs. nominal principles, efficiency, market failure, factor and product markets, positive and normative analysis, externalities, cost/benefit analysis, production theories, market structures, and pricing. Students will be expected to apply conceptual, logical, mathematical, and analytical approaches to problem solving. A strong emphasis will be given to demand and supply models with a high application and understanding of graphs, tables, and critical thinking. Students should be able to read a college level text and write grammatically correct sentences. *Counts as a Quantitative Reasoning course for all diplomas.
United States Government, United States Government DC (1540) 1 semester, 1 credit Prerequisites: Successful completion of US History 11,12	Students will survey governmental systems of the United States on the federal, state and local levels. Emphasis is on the organization, composition and implementations of the American system of government including the social, philosophical, and economic foundations of a democratic state. Topics in this course are: nominations and elections, political parties, Congress, the Presidency, the national judiciary, and federal bureaucracy. Students will be required to take the Naturalization test at the conclusion of the semester. **GOVERNMENT DC:** Prerequisites: 2.0 GPA Government DC is designed to provide students with the analytic skills and knowledge necessary to deal with problems in the United States Government. Students will develop an understanding of the essential structures and processes of the government of the United States. Our purpose is to discover the what, how, and why of the American government, not make moralistic judgments about politicians or parties. This course is primarily test-based. Students will be required to take the Naturalization test at the conclusion of the semester. Students opting for the dual credit option must apply to PNW and have a minimum 2.3GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and the PNW transcript (POL 10100). **GOVERNMENT (Online):** Online Government is designed for students who are adept at working on their own. The course requires the student to spend 5 hours per week working on the class. Students will be required to take the Naturalization test at the conclusion of the semester. Please see our Online Course Policy for further clarification.

Course Descriptions

SOCIAL STUDIES DEPARTMENT

Economics, Economics DC (1514)

1 semester, 1 credit

Prerequisites: Successful completion of US History

11,12

Students will be introduced to the fundamental concepts and theories which are basic to all economic systems. Students will study economic reasoning, pricing systems, microeconomic principles, macroeconomic principles, consumer economics, financial institutions, employment, and production. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade.

*Counts as a Quantitative Reasoning course for all diplomas

MICROECONOMICS DC:

Prerequisite: 2.5 GPA, concurrent enrollment in higher level math

Economics DC examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy.

Students opting for the dual credit option must apply to PNW, have a minimum 2.3 GPA, and have earned DC in M-125 (Pre-Calculus DC) to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and the PNW transcript (ECON 25100)

*Counts as a Quantitative Reasoning course for all diplomas

ECONOMICS ONLINE:

Economics Online is designed for students who are adept at working on their own with computer technology. The course requires the student to spend 5 hours per week working on the class on their own time. Please see our Online Course Policy for further clarification.

*Counts as a Quantitative Reasoning course for all diplomas

Indiana Studies (1518)

1 semester, 1 credit

Prerequisites: None

9,10,11,12

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 students 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.

Course Descriptions

SOCIAL STUDIES DEPARTMENT

Sociology (1534) 1 semester, 1 credit Prerequisites: 11/12: None 10: Teacher recommendation 10,11,12	Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.
Ethnic Studies (1516) 1 semester, 1 credit Prerequisites: None 9,10,11,12	Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include an analysis of the political impact of ethnic diversity in the United States.

Course Descriptions

WORLD LANGUAGE DEPARTMENT

French I (2020) 2 semesters, 2 credits Prerequisites: None 9,10,11,12	Beginning French students are introduced to the language which focuses on: (1) Learning about authentic francophone situations; (2) Speaking and role-playing within those situations; and (3) Learning basic grammatical structures, including present, past, and future tenses. The major emphasis is on feeling comfortable and competent when communicating in French.
French II (2022) 2 semesters, 2 credits Prerequisites: Successful completion of French I 10,11,12	Students continue to learn basic vocabulary, intermediate grammar, and francophone culture to prepare them for our ever-increasing global community as well as French 3. Students learn and practice critical thinking skills, cooperative skills, presentation skills and more while completing projects, reading short passages, and using interpersonal speaking.
French III (2024) 2 semesters, 2 credits Prerequisites: Successful completion of French II 11,12	More effective communication is our goal. Proficiency is nurtured as students think critically and express themselves with more advanced vocabulary and grammar. Second language strategies will be applied toward longer works to build vocabulary, grammar, and communicative skills. French 3 students are equipped with the grammatical and communicative tools to enter AP French. In addition, students will read French short stories that emphasize francophone culture, geography, history, and landmarks. Students will also practice timed, in-class essay writing and oral activities.
AP French Language & Culture (2032) 2 semesters, 2 credits Prerequisites: Successful completion of French III 12	This course is designed as a college-level course intended for students in their fourth year of French. The course work provides students with opportunities to demonstrate their proficiency in each of the three modes of communication: Interpersonal, Interpretive, and Presentational. Upon entering French 4, students should have a good command of the grammar and show competence in listening, reading, writing, and speaking. This course is approached in a thematic format where Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics are explored, taught, and learned. During a nine-week period, there will be multiple assignments designed to promote and encourage listening, reading, writing, and speaking as well as work on the Interpersonal, Interpretive, and Presentational communication styles. Listening activities, such as podcasts and radio broadcasts will occur at least every other week, if not more frequently. Reading will occur almost daily. In-depth writing, such as essays and complex questioning with a structural response will occur. Speaking will occur quite frequently, if not daily.

Course Descriptions

WORLD LANGUAGE DEPARTMENT

German I (2040) 2 semesters, 2 credits Prerequisites: None 9,10,11,12	Students will learn to communicate in German from day one. An immersive environment and use of authentic German music, websites, social media and more will lead students to be able to comprehend and communicate in the target language while exploring the culture and perspectives of German speaking countries. Many themes are centered around the student such as their hobbies, school, family, pets, celebration of holidays and more. Students will be able to communicate their opinions and share information about themselves. Learning about German culture and comparing it to their own will also be a reoccurring theme. Students will also learn about German geography. Students will read at least one short level-appropriate novel in German.
German II (2042) 2 semesters, 2 credits Prerequisites: Successful completion of German I 10,11,12	Students will continue to expand their skills in communicating in German. A variety of authentic sources such as video, audio, websites and print sources guide students to comprehend and communicate in German as they explore the cultures and perspectives of the German speaking countries. An immersive environment allows students to continually receive and contribute to their German Language development. Students will be able to communicate about themselves and others, as well as request information from others. Students are continually reviewing themes from Level 1 and learning about topics such as sports, clothing, shopping, food, living spaces, travel, geography and more. Students will continue to learn about German culture and compare it to their own. Students will read at least one level appropriate novel in German.
German III (2044) 2 semesters, 2 credits Prerequisites: Successful completion of German II 11,12	Students will continue to learn how to accurately communicate in the German language. Students will explore themes that relate to other fields such as recycling and sustainability, German resistance groups during WWII, cooking, and interpersonal relationships. A major focus this year will be Austria's geography and culture. Students will begin to present on a variety of topics. German film and literature will be utilized to help develop German language skills as well as deepen cultural understanding.
AP German Language & Culture (2032) 2 semesters, 2 credits Prerequisites: Successful completion of German III 12	Students will continue to learn how to accurately communicate in the German language. This course includes a brief look at German history, exploration of German art and music, and covers themes such as healthy living, travel and interpersonal relationships. Swiss culture and geography will play a larger role. Students will present and debate a variety of topics. German film and literature will be utilized to help develop German language skills as well as deepen cultural understanding.

Course Descriptions

WORLD LANGUAGE DEPARTMENT

Latin I (2080) 2 semesters, 2 credits Prerequisites: None 9,10,11,12	This class will introduce students to the Latin language and the ancient Roman world. Students will study and practice using the written grammatical structure of classical Latin as preparation for reading and discussing Latin literature written by ancient Roman authors. Students will study Latin vocabulary and English derivatives to help achieve this goal and improve their command of the English language. As part of this class, students will also study Greek and Roman mythology and the culture of the Romans.
Latin II (2082) 2 semesters, 2 credits Prerequisites: Successful completion of Latin I 10,11,12	This class is a continuation of Latin 1 and employs many of the same methods to help students achieve the goal of reading Latin literature written by Roman authors. Word study will be continued. As part of this course, students will continue studying the culture of the Romans. Students will also study Roman history with a focus on the early history of the Roman Republic. By the end of this course, students will be able to begin reading original Latin literature.
Latin III (2084) 2 semesters, 2 credits Prerequisites: Successful completion of Latin II 11,12	In this course students will read original Latin literature from a selection of Roman authors as a survey course. Students will focus on the literature of the late Roman Republic and early Roman Empire. The lives of Plautus, Cicero, Caesar, Catullus, Vergil, Ovid, and other great personalities of this period will be studied in an effort to understand the political intrigue of the period and the purposes of the authors in creating this literature. Students will also review all grammar concepts covered in Latin 1 and 2 and discuss the art and culture of the period. Activities in this course will help prepare students for success on the AP Latin exam next year.
AP Latin (2092) 2 semesters, 2 credits Prerequisites: Successful completion of Latin III 12	The focus of this class will be the literature of the late Roman Republic and early Roman Empire, primarily Vergil's Aeneid and Pliny's letters, but also including passages chosen by the student. Students will read Latin literature and discuss it orally and in written form. Students will read critical essays on both works and will write interpretative essays based on the Latin text in preparation for the spring Advanced Placement test. Students will study the complex relationships between the political players of the late Republic, the emperor Augustus, the authors, and the art and architecture of this period. Students are encouraged to take the end-of-course Advanced Placement test in May because scores of 3, 4, or 5 may result in college credit. AP Latin is roughly equivalent to an upper-intermediate college or university course.

Course Descriptions

WORLD LANGUAGE DEPARTMENT

Spanish I (2120) 2 semesters, 2 credits Prerequisites: None 9,10,11,12	This class provides students with basic conversation, reading, writing, and listening skills. Students must be willing to engage in a variety of student-centered activities. This course requires students to speak in target language with peers; utilizing both interpersonal and presentational communication skills. Students will be introduced to cultural practices and celebrations within the Spanish-speaking world.
Spanish II (2122) 2 semesters, 2 credits Prerequisites: Successful completion of Spanish I 10,11,12	Students continue to learn new vocabulary words and how language works. Students are expected to incorporate grammar and vocabulary into conversations within the classroom setting. Reading, writing, and listening skills are also practiced in ways similar to those of first year. This course reinforces communication in Spanish.
Spanish III (2124) 2 semesters, 2 credits Prerequisites: Successful completion of Spanish II 11,12	This course builds upon the foundational vocabulary and grammar structures introduced in Spanish levels 1 and 2. Through interactive conversations, written conversations, and expanded vocabulary exercises, students will enhance their communication skills in Spanish. Upon successful completion, students are encouraged to advance to DCAP Spanish to continue their language learning journey.
AP/DC Spanish Language & Culture (2132) 2 semesters, 2 credits Prerequisites: Successful completion of Spanish III 12	This course is for students looking to continue the development of their language acquisition skills through the rigorous application of communication skills. Students looking to meet their college degree requirements are encouraged to take this course at CPHS. AP Spanish will continue to expose students to the various aspects of the Spanish-speaking world, language & culture. Students will expand their knowledge & abilities in speaking, writing, listening and reading through active participation in class and a variety of text & media/technology-based resources. The first semester focuses on a comprehensive grammar review, while the second focuses on cultural contributions of Spanish-speaking culture in the arts including literature, dance, and music. Throughout, communication skills are emphasized in weekly reading, writing and listening activities and through daily speaking. Students opting for the dual credit option must apply to IUN and have a minimum 2.7 GPA to qualify for the dual credit. Student grades will be reflected on both the CPHS transcript and IUN transcript (SPAN 200).

Course Descriptions

NON-DEPARTMENTAL

AP Seminar (0552) 2 semesters, 2 credits Prerequisites: AP/Honors Student / Teacher Rec 11,12	AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. AP Seminar is the first of two courses in the AP Capstone™ program. AP Research is the second course. If a student earns a score of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing, the student will receive the AP Capstone Diploma™ that signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, if a student earns a score of 3 or higher in AP Seminar and AP Research only, the student will receive the AP Seminar and Research Certificate™.
AP Research (0551) 2 semesters, 2 credits Prerequisites: AP Seminar (must pass AP Seminar Exam) 12	AP Research is the second year foundational interdisciplinary course that is unique to the AP Capstone diploma program. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense.
Peer Tutoring (0520) 2 semesters, 2 credits Prerequisites: None 10,11,12	Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12) through a helping relationship with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: listening skills, communication skills, facilitation skills, decision-making skills, and teaching strategies while working with exceptional learners. Students may take this course for a maximum of 2 credits.
Topics in Social Science: Senior Project (1550) 1 semester, 1 credit Prerequisites: None 12	The Senior Project experience at CPHS is an opportunity for senior students to explore and study an area of interest to them. This approach to learning encourages students to follow their passions and to develop skills and knowledge related to those individual interests. The Senior Project experience places value on authentic, creative, and self-driven student work which serves to enhance the student's understanding and mastery of skills and ideas which will serve the student well after high school. Students will create a research-based project and make a 10-15 minute presentation with the use of a visual aid.

Freshman Planning Timeline

FRESHMAN YEAR

When you first begin high school, graduation may seem like a distant goal. However, in a few short years, you may be applying to college(s) or going into the workforce! Freshman year is about building strong academic habits. The grades you earn in freshman year influence your options in your senior year. You do not want to look back on your freshman year grades and wish you had done better. If you find yourself struggling, seek out help early on by asking your teacher for extra help, seeking out tutoring options, or utilizing other free community resources. Do not wait until you are too far behind to catch up!

Make sure you talk to your counselor about the different diploma tracks and courses available to you. If you are working towards or any of the new Optional Seals (class of 2029+), make sure you check out the requirements for these diplomas as they have additional requirements beyond the Indiana Diploma.

When you begin to think about scheduling classes for your sophomore year, keep in mind that colleges look at the classes you choose to take. You should take a rigorous curriculum that includes courses that both interest and challenge you. It is very easy to bring your GPA down, but it is not easy to bring it back up.

Most students change their mind about their career paths at least once or twice during the course of high school, so it's important that you stay knowledgeable about what career you are interested in and which courses would be most beneficial for you to take. If there is a specific career you are interested in, make sure you are checking to see if CPHS offers any courses that may be beneficial.

It may seem early, but you should start developing habits now that will be appreciated by employers. Get to class on time, learn how to manage your time, and email your teacher(s) to communicate any issues, questions or concerns respectfully.

Freshman Year Checklist

August

- [ ] Double check your schedule--does it coincide with your post-secondary plans?
- [ ] Sign up for extracurricular activities that interest you!

September

- [ ] Study hard! Freshman semester grades are included in your final high school GPA!
- [ ] Start a resume!
- [ ] Attend the CPHS College & Career Fair! Pick up information and speak with college, workforce and military reps to learn about your options.

October

- [ ] Explore your career and/or college interests. Talk with your parent/guardian and school counselor so that everyone is on the same page.
- [ ] Sign up for extracurricular activities that interest you!

November

- [ ] Find a summer program of interest and start the application process next month!

December / January

- [ ] Study for final exams!
- [ ] Start your 2nd semester out on the right foot!

February

- [ ] Work on your 10th grade schedule with your counselor during scheduling
- [ ] If you want to play collegiate sports, take the necessary steps to increase your eligibility and market your abilities!

March/April

- [ ] Think about job shadowing during Spring Break!
- [ ] If any organizations/clubs you are a part of hold elections for next year's leadership, think about running for office!
- [ ] If you're interested in attending a military academy after high school graduation, request information to learn about their information requirements.

May

- [ ] Study for final exams!
- [ ] Take AP Tests.
- [ ] Go over your schedule one last time to ensure you're preparing for your post-secondary goals!

June / July

- [ ] Be active this summer! Work a job, volunteer, job shadow, or attend a college summer program!

Sophomore Planning Timeline

SOPHOMORE YEAR

In your sophomore year, you should continue to take challenging courses, as well as courses that interest you. If you are not satisfied with your grades from freshman year, it is important to try to improve this year and continue improving in the next two years. Now is not the time to get careless or lazy about your grades. Make sure you work hard to give yourself the best chances for college admissions or employment opportunities.

This year, you will take the PSAT in the fall. In previous years, the state of Indiana has paid for all sophomores to take the PSAT during the school day in October, so take advantage of this opportunity if it is afforded again.

When you begin to think about scheduling classes for your junior year, remember to choose courses that both challenge and interest you. You should generally take as much math, English, science and social studies classes as you can. Continue researching careers that interest you this year, as well, so you can make adjustments to your schedule if necessary. Researching careers can help you decide which classes will be best for you to take. Taking a Career Interest Inventory can help you figure out which careers may be a good match for you, and you can research those careers in Naviance (accessible through your RDS Student Account). You can learn how much education you may need for any given occupation, specialized training, and what a “day in the life” of someone who does that job is like.

Along with college and career goals, you should also keep in mind the diploma you are working towards when planning for junior year. Make sure you are meeting or will meet the requirements for the diploma you want by the end of your high school career when you are scheduling your junior schedule. If you are working towards the Academic Honors Diploma or Technical Honors Diploma, make sure you check out the extra requirements for these diplomas.

Sophomore Year Checklist

August

- [ ] Double check your schedule--does it coincide with your post-secondary plans?
- [ ] Update your resume!

September

- [ ] Focus your extracurricular interests on activities that you are passionate about.
- [ ] Take a Career Interest Inventory in Naviance
- [ ] Attend the CPHS College & Career Fair! Pick up information and speak with college, workforce and military reps to learn about your options.

October

- [ ] Explore your career and/or college interests. Talk with your parent/guardian and school counselor so that everyone is on the same page.
- [ ] Take the PSAT

November

- [ ] Find a summer program of interest and start the application process next month!

December / January

- [ ] Review the results for your PSAT to identify areas of academic strength and weakness.
- [ ] Start your 2nd semester out on the right foot!

February

- [ ] Work on your 11th grade schedule with your counselor during scheduling
- [ ] If you want to play collegiate sports, take the necessary steps to increase your eligibility and market your abilities!

March/April

- [ ] Think about job shadowing during Spring Break!
- [ ] If any organizations/clubs you are a part of hold elections for next year's leadership, think about running for office!
- [ ] If you're interested in attending a military academy after high school graduation, request information to learn about their information requirements.

May

- [ ] Study for final exams!
- [ ] Take AP Tests.
- [ ] Go over your schedule one last time to ensure you're preparing for your post-secondary goals!

June / July

- [ ] Be active this summer! Work a job, volunteer, job shadow, or attend a college summer program!

Junior Planning Timeline

JUNIOR YEAR

Your junior year will be a challenging one. Make sure you review your courses and activities to give yourself the best chance of getting into your chosen college or ensure you are taking courses that can help in your chosen career path. While your grades from all of four years of high school show up on your transcripts, keep in mind that colleges will also be looking to see what courses you have taken most recently (your junior year grades). You want to make sure your grades are a good representation of the type of student you are.

This year, you will take the PSAT again in the fall, and SAT in the spring. PSAT scores in the fall will determine whether or not you are considered as a National Merit Scholar. All juniors at CPHS will take the SAT in the spring during the school day. Students may also choose to retake the SAT or take the ACT on any of the Saturday national test dates. Students register for these additional exams at www.collegeboard.org/sat and/or www.act.org. When you are signing up for SAT/ACT, you can request your scores be sent up to 4 colleges for free the first time. Any additional requests will incur a fee, and any test scores you send should be sent directly from College Board and/or ACT.

To help yourself do well on the SAT and/or ACT, you may choose to take an outside prep course to help prepare. Utilize free resources offered to prep you for these exams, like those found at www.khanacademy.org. Once you have taken the ACT and/or SAT tests, you will get a score report in the mail that will tell you where your strengths and weaknesses lie. There will be a code on the score report that you can enter onto www.collegeboard.com and/or www.act.org that will give you an idea of areas you can work to improve upon.

College representatives come to visit with any interested students during the school year. Sign up for these visits in Naviance so that you can meet with representatives and ask any pertinent questions you may have about your transcript, your courses, the college, majors, etc. You may want to take things a step further and go on college visits during your junior year so that you can see the campus, dorms, and get a real “feel” for the college. Complete the necessary steps for a pre-arranged absence with the Attendance office if you sign up to visit a campus during the school day. If you are interested in careers after high school, plan to attend our Career Fair here at CPHS in January during the school day.

You should also keep the diploma you are working towards in mind when selecting your senior schedule. Make sure you are meeting or will meet the requirements for the diploma you want by the end of your high school career. If you are working towards an Academic Honors, Technical Honors Diploma or any of the optional seals, make sure you check out the extra requirements they have! Be sure YOU double and triple check to make sure you have everything you need for your diploma!

Make sure you clean up your social media accounts. Deleting questionable tweets or posts can help save you from a college rejection or issues during the job search process.

Junior Year Checklist

August

- [ ] Double check your schedule--does it coincide with your post-secondary plans?
- [ ] Search college/universities to apply to next fall!
- [ ] Student athletes should make sure they're discussing plans with their coach(es) and school counselor to ensure eligibilty.

September

- [ ] Don't forget about your community service hours!
- [ ] Visit with college/career representatives that come visit at CPHS- REMEMBER!! YOU MUST DO ONE CAREER DISCOVERY MEETING IN JUNIOR YEAR TO GRADUATE!
- [ ] Attend the CPHS College & Career Fair! Pick up information and speak with college, workforce and military reps to learn about your options.

October

- [ ] Take the PSAT-NMSQT!

November

- [ ] Talk to your family about your financial situation and how this pertains to your goals.

December

- [ ] Review the results for your PSAT to identify areas of academic strength and weakness.
- [ ] Study for finals!

January

- [ ] Start your 2nd semester off on the right foot!
- [ ] Plan your senior classes with your counselor. Make sure you have researched any college/career opportunities so that we can make sure you're covered here at CPHS!

February

- [ ] Visit with college/career representatives that come visit at CPHS- REMEMBER!! YOU MUST DO ONE CAREER DISCOVERY MEETING IN JUNIOR YEAR TO GRADUATE!

March

- [ ] Start visiting colleges of interest.
- [ ] Narrow down your career choices.
- [ ] Take the SAT during the school day.

April

- [ ] Visit with college/career representatives that come visit at CPHS- REMEMBER!! YOU MUST DO ONE CAREER DISCOVERY MEETING IN JUNIOR YEAR TO GRADUATE!

May

- [ ] Take AP tests
- [ ] Sign up for the College App Seminar this summer!
- [ ] Start to compile a list of people to ask for a letter of recommendation.
- [ ] Study for finals!
- [ ] Think about lining up a summer job or internship.
- [ ] Clean up questionable info on your social media!

Senior Planning Timeline

SENIOR YEAR

Congratulations! You've made it to your senior year! While this is a time for celebrating that you've come this far, remember that you still have one more year to go before you finish your high school career. Don't make the mistake of thinking, "This is my senior year, give me all the easy classes!" You do not want to ruin all of your hard work in the last semester(s) of high school!

Right before your senior year starts, you are officially a senior and can start sending out college applications (usually around August 1)! Keep in mind that there will most likely be an application fee associated with whichever college(s) you are applying to. Application fees can range from $25 to upwards of $100 just to apply. Try to narrow down your school choices to a manageable number and save yourself (and/or your family) some money. After your applications are submitted, make sure to request that your high school transcript is sent to each of those colleges through Naviance. Ideally, you want to have all of your applications sent out by November 1 for maximum scholarship and program consideration.

Students may choose to retake the SAT or take the ACT on any of the Saturday national test dates. Students register for these additional exams at www.collegeboard.org/sat and/or www.act.org. Your test scores should be sent via College Board and/or ACT. When you are signing up for SAT/ACT, you can request your scores be sent up to 4 colleges for free the first time you take a test. If you have already sent scores to a college, the next time you send your scores, there will be a fee incurred.

Worried about paying for college? Make sure you apply for financial aid through FAFSA. The results of the FAFSA will determine your eligibility for grants and low-interest Federal Stafford and/or Parent PLUS loans, provided you meet certain criteria. If you need assistance completing your FAFSA, plan to attend College Goal Sunday in November or February or any of our Financial Aid Nights here at CPHS. In addition to applying for FAFSA, make sure you apply for local community and national scholarships, which are posted in Naviance and are sent out via ParentSquare weekly.

If you are still undecided on where you want to go, college representatives will continue to visit with any interested students at CPHS. Make sure to sign up for these visits in Naviance so that you can meet with the representatives and ask any pertinent questions you may have about your transcript, your courses, the college, majors, etc. You may want to take things a step further and go on college visits during your senior year so that you can see the campus, dorms, and get a real "feel" for the college. Planning to go to the workforce after high school? Plan to attend our Career Fair here at CPHS in January during the school day to talk to many different career representatives and ask any questions you may have. Continue researching schools and careers as your interests change.

Make sure you clean up your social media accounts. Deleting questionable tweets or posts can help save you from a college rejection or issues during the job search process.

Last, but not least, while we want you to be serious about your grades and your studies, we also want you to enjoy your high school experience! Go to the prom, cheer on your classmates at an athletic game, join a club, see one of our theatrical performances.. High school is about getting your study habits down and getting good grades to get into college, but it's also about making memories to last a lifetime!

Senior Year Checklist

August

- [ ] Double check your schedule--does it coincide with your post-secondary plans?
- [ ] Search college/universities to apply to this fall!
- [ ] Student athletes should make sure they're discussing plans with their coach(es) and school counselor to ensure eligibilty.
- [ ] Narrow down your list of colleges and start applying!
- [ ] Complete your college essay!
- [ ] If applying for a job, make sure you double check all requirements for the application.

September

- [ ] Continue applying to colleges and/or jobs you are interested in.
- [ ] Visit with college/career representatives that come visit at CPHS- REMEMBER!! YOU MUST DO ONE CAREER DISCOVERY MEETING IN SENIOR YEAR TO GRADUATE!
- [ ] Attend the CPHS College & Career Fair!
- [ ] Check out scholarships in Naviance- APPLY!
- [ ] Finalize your list of people to ask for letters of recommendation!
- [ ] Complete your resume/Brag Sheet
- [ ] Don't forget about your community service hours!

October

- [ ] Keep your grades up!
- [ ] Sign up for SAT and/or ACT again if you need to retake them.
- [ ] Finalize Early Action / Early Decision applications, if applicable.

November

- [ ] Request your transcripts to be sent to colleges via Naviance
- [ ] Submit all college apps and supplemental app forms online- the deadline for many Early Action apps is November ist!
- [ ] Sign up for SAT/ACT if you need to retake!
- [ ] Notify Mrs. McCaleb in the guidance office once you have your post-secondary plans solidified. Career, College, or military, we'll add your status to the Wall of Fame! tmmcaleb@cps.k12.in.us

December / January

- [ ] Study for finals!
- [ ] Make sure your applications have been received by your colleges. If you haven't received confirmation, CALL EACH ADMISSIONS OFFICE to verify all application materials have been received
- [ ] Double check regular admissions deadlines.
- [ ] If you're deferred by your top choice, contact the admissions office to see what else you may be able to do.
- [ ] Request mid-year transcripts to be sent to schools **only if requested by the college.**
- [ ] Additional financial aid and scholarship apps may be required by your school(s). Check with your college/university regarding "institution specific" financial aid.
- [ ] Keep your grades up this semester!
- [ ] Fill out the FAFSA!

Senior Year Checklist CONTINUED...

February

- [ ] Make any needed corrections to the FAFSA based on tax returns.
- [ ] Continue checking Naviance for any new scholarships--APPLY!
- [ ] Deferred/Waitlisted? Write a brief letter highlighting all achievements and activities since your original app was submitted.
- [ ] Mail all supplemental financial aid documents requested by college(s)- review acceptances and compare financial aid packages.

March

- [ ] Show up and participate! Good grades & good behavior are important every day!

April

- [ ] Make sure you're on track for graduation!
- [ ] If you haven't already, meet with a college or career rep for your Career Discovery Meeting-IT IS A GRADUATION REQUIREMENT TO HAVE ONE DONE IN SENIOR YEAR!!

May

- [ ] Study for finals!
- [ ] Accept financial aid awards offered by the college you are going to attend.
- [ ] Send an email to colleges that you will not be attending to let them know your plans.
- [ ] Write "Thank You" notes to those who wrote you letters of recommendation!
- [ ] Keep focused! If your final semester grades drop significantly, your college has the right to place you on academic probation or revoke your offer of admission.
- [ ] Request your final transcripts be sent
- [ ] Practice interviewing skills if you're interviewing for a job. Dress to impress!!

AP vs. Dual Credit

What is the difference?	**Advanced Placement (AP)** courses are college-level classes, which means that you can expect to work on assignments that are more advanced than your high school classes. In May, students take AP exams to demonstrate what they've been taught in their AP course. You will receive a score of 1-5 based on how well you did on the exam. In many cases, if you receive a score of 3, 4, or 5, you could be eligible to receive college credit for that course (each college determines what score they accept). There is no guarantee of college credit for AP courses. Advantages of taking AP courses in high school include: the possibility to earn college credit if you receive a 3, 4, or 5 on the AP exam; the possibility of being able to skip introductory level classes in college; better preparedness for college; and showing colleges that you are able to be successful in a rigorous caseload. **Dual credit** is the term given to courses in which you have the opportunity to earn both high school and college credits simultaneously at low to no cost. Dual credit courses are taught by high school teachers in partnership with a college or university. If you earn a passing grade in a dual credit course, you are guaranteed to earn college credit from the granting institution. Grades you earn in these classes will show on both your college transcript and your high school transcript. Because you are potentially starting your college transcript while in high school, make sure that you are diligent in your coursework. The grade that you receive will appear when forwarding your transcript to colleges and will be calculated into your college GPA.
What does AP or Dual Credit have to do with the Academic Honors Diploma?	The Academic Honors Diploma has extra requirements beyond the Core 40 diploma requirements that students must meet. Taking AP course(s) and corresponding exams is one way that students can fulfill these requirements. Students can earn 4 credits in 2 or more AP courses and take corresponding AP exams or earn a minimum of 3 verifiable transcripted college credits and 2 credits in AP courses and corresponding AP exams.
How do I apply for AP Courses? Dual credit courses?	No application is necessary for AP courses. You should plan your schedule with your school counselor and can choose to include AP courses. All students enrolled in dual credit courses will have the opportunity to earn dual credit as long as the criteria set forth by each college is met. Students will have to accept terms and conditions for each dual credit course, stating that they understand that they will be billed for each course by the college and that this grade will show up on a college transcript. If you do not wish to take advantage of the dual credit opportunities, you do not have to and you can still take the course for high school credit. Each college partner has its own enrollment process to sign up for the dual credit, so you will need to make sure you're following those directions.
How much does an AP course cost? A dual credit course?	For AP courses, the AP exams costs can vary from year to year. For those students on Free/Reduced Lunch, the AP test costs are determined by the state each year. In 2020/2021, the cost was $96, and the state of Indiana paid for all Science, Math, English and Computer Science tests. For Dual credit, you will be billed by the university after the terms are accepted and the registration is processed. Core Transfer Library courses are $25 per credit hour; Ivy Tech and IU courses are free. If you are on Free/Reduced Lunch, there is no charge for the dual credit course(s).

AP vs. Dual Credit CONTINUED...

What if I don't want AP credit or dual credit? Can I stay in the class and just earn high school credit?	For AP classes, enrolling in an AP class comes with certain expectations. You cannot take an AP course without completing the requirements specified by the course. You can, however, opt not to take the AP exam, though it is highly suggested that you DO take the AP exam(s). For dual credit, yes, you can stay in the class and earn just regular high school credit. You are not obligated to take the dual credit portion of the course; it is just an opportunity that CPHS extends to their students.
How will AP courses/dual credit courses become a part of my college record?	For AP courses, you will need to send your AP scores to your desired college(s) directly from College Board. This would be done at the end of your senior year after you commit to a post-secondary institution. The college(s) will determine whether to give you credit based on your AP exam score. When you earn dual credit from a university, it is your responsibility to obtain your transcript from the university that the dual credit was earned. While CPHS will put the classes you earned dual credit in on your high school transcript, you still need to contact the university that the dual credit came from to obtain an official university transcript. Remember, because you are potentially starting your college transcript while in high school, make sure that you are diligent in your coursework. The grade that you receive will appear when forwarding your transcript to colleges and will be calculated into your college GPA.
What is the Core Transfer Library (CTL)? What colleges/ universities are in the CTL?	The CTL does not apply to AP courses, as credits are earned by passing the AP exam with a grade of 3, 4, or 5. To enable students to transfer college credits, Indiana has developed the Core Transfer Library (CTL), which is a list of courses that will transfer among all Indiana public colleges and university campuses, assuming adequate grades. Visit their website at www.transferrin.net. The following colleges/universities are in the CTL: • 2 year colleges: Ivy Tech, Vincennes University • 4 year colleges: Ball State, Indiana State, Indiana University (Bloomington, East, Kokomo, Northwest, South Bend, Southeast, Fort Wayne), IU (Columbus, Indianapolis), Purdue University (West Lafayette, Northwest, Fort Wayne, North Central) and the University of Southern Indiana.

Career Interest Inventories

An interest inventory is a self-assessment tool that assesses one's likes and dislikes of a variety of activities, objects, and types of people with the premise that people in the same career (and satisfied in that career) have similar interests. They then compare those qualities with the qualities of people who are already working in specific careers. Interest inventories can be a great starting point in your search for a career that fits your personality, strengths and weaknesses. Inventories contribute to career development as they utilize your likes and dislikes to help you navigate college majors or careers that might suit your interests. Knowing this information can help you to take the next step in researching different careers. Keep in mind that an interest inventory isn't the final step in your career exploration! Even the best inventories only offer suggestions that you will have to research further.

WEBSITE	WEBSITE	DESCRIPTION
Career Interest Profiler	Naviance: "Do What you Are"	Naviance provides students with career assessment and personality tests and surveys to help students connect what they are doing in school to what they would like to do once they complete their education.
Indiana Career Explorer	indianacareerexplorer.com/	ICE helps students learn about themselves, build an education plan, explore and prepare for the options after high school. Students research occupations and begin to develop a portfolio to display to potential employers or educational institutions.
123Test	http://www.123test.com/career-test/	123 test allows students to take an inventory based on the Holland Code, which is used to describe work environments and occupations.
Career One Stop	www.careeronestop.org	Students can explore careers, find training and search for jobs on CareerOneStop.
Hoosier Hot 50	http://netsolutions.dwd.in.gov/hh50/	Provides students with a listing of the 50 fastest growing, high-wage jobs of tomorrow.

Applying to College

After you have researched colleges, gone on college visits and decided on a few colleges to apply to, you need to fill out the application. What is a college looking for when they are reviewing applications? While individual colleges will differ in how they evaluate certain information, generally colleges are looking at the following:

- Grade Point Average (GPA)
- Courses taken (how rigorous are they? Quality?)
- ACT/SAT scores
- Letters of Recommendation (teacher, school counselor, boss)
- Personal Essay
- Activities/awards

Keep in mind that colleges are looking for **well-rounded** individuals. They like to see students who can balance both challenging courses and extracurricular activities. Extracurricular activities can range from athletics or club participation to volunteering or working, etc. It is YOUR responsibility to make sure colleges have received your application materials.

1 THE APPLICATION / ENROLLMENT PROCESS

Start your Applications early enough to complete them by deadlines. Many colleges will accept applications starting in August.

2 TYPICALLY REQUIRED FOR AN APPLICATION

- Application
  - Take care and be THOROUGH. Read the instructions and answer all questions
  - Direct to Institution - This means you're applying directly through the school's website.
  - Common Application - a single online college application form used by over 900 colleges and universities. Instead of filling out the same general information—like your address, GPA, and extracurriculars— a dozen times, you only have to do it once.
- Transcript from High School - requests need to be made in Naviance
- School/Counselor report - this will be completed by your counselor in Naviance and sent with your transcripts. You do not need to tell your counselor to email your transcript to your college(s).

3 THESE MAY BE REQUIRED FOR AN APPLICATION...

- Test scores (SAT or ACT) – Many colleges are "test optional" or "test flexible," meaning test scores may or may not be required. Send scores directly through the testing agency (College Board or ACT)
- Essays – Some colleges require an essay as part of the application and will give you several topics to choose from. Be original and make it personal.
- Teacher recommendation – Make sure to give your teachers plenty of notice and provide them with some information about yourself. All letters of recommendation will be sent through Naviance with your transcripts.

NCAA / NAIA Eligibility

NCAA ELIGIBILITY

There are three divisions of NCAA schools: Division I, Division II, and Division III. If you are a college-bound student-athlete, there are 3 possible academic outcomes regarding your eligibility:

- Full Qualifier: Can participate in competitions and practices; scholarship eligible
- Academic Redshirt: Can practice during the regular academic term (semester or quarter)
- Non-Qualifier: No practice or competition the first year

NCAA		NAIA
DIVISION I ELIGIBILITY	DIVISION II ELIGIBILITY	DIVISION I / II ELIGIBILITY
16 core courses with a minimum of a 2.3 GPA in those courses	16 core courses with a minimum of a 2.0 GPA in those courses	Must graduate high school and Must achieve 2 out of 3: • Earn a SAT score of 860 (critical reading and math only) or minimum of 18 on the ACT • Achieve a minimum overall GPA of 2.0 on 4.0 scale • Graduate in the top half of your high school class.
Division I Core Courses: • 4 years English, 3 years Math (Algebra or higher) • 2 years natural/physical science (1 year of lab if offered by high school) • 1 year of additional English, math or science • 2 years of social science • 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy) *Requires 10 core courses to be completed prior to the 7th semester. * 7 of the 10 must be a combination of English, math or natural/physical science that meets the distribution requirements.These courses will be "locked in," meaning that if they are repeated, the replacement grades will not be used.	Division II Core courses: • 3 years of English • 2 years of math (Algebra 1 or higher) • 2 years of natural or physical science (including one year of lab science if offered by your high school) • 3 additional years of English, math, or natural or physical science • 2 years of social science • 4 years of additional core courses (from any category above, or foreign language, non-doctrinal religion or philosophy)	
Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division I sliding scale.	Earn an SAT combined score or ACT sum score matching the core-course GPA on the Division II full qualifier sliding scale.	
When you register for SAT/ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT/ACT scores are reported directly to the NCAA Eligibility Center from the testing agency.	When you register for SAT/ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT/ACT scores are reported directly to the NCAA Eligibility Center from the testing agency.	
If you plan on playing Division I or II athletics, be sure to register with the NCAA at www.eligibilitycenter.org.	If you plan on playing Division I or II athletics, be sure to register with the NCAA at www.eligibilitycenter.org.	

NCAA / NAIA Eligibility CONTINUED...

9TH GRADE	• If you haven't yet, register for a free Profile Page account at eligibilitycenter.org for information on NCAA initial-eligibility requirements. • Use NCAA Research's interactive map to help locate NCAA schools you're interested in attending. • Find CPHS's list of NCAA-approved core courses at eligibilitycenter.org/courselist to ensure you're taking the right courses and earn the best grades possible!
10TH GRADE	• If you're being actively recruited by an NCAA Division I or II school, transition your Profile Page account to the right certification account. • Monitor the task list and sign up for text alerts in your Eligibility Center account for next steps. • Research the admission requirements for NCAA schools you're interested in attending. • At the end of the school year, ask your counselor to upload your official transcript via the High School Portal.
11TH GRADE	• Ensure your sports participation information is correct in your Eligibility Center account. • Check with your counselor to make sure you're on track to complete the required number of NCAA-approved core courses and graduate on time with your class. • Share your NCAA ID with NCAA schools recruiting you so each school can place you on their institutional request list • Take unofficial and official visits to NCAA schools you're interested in attending and start applying early. • At the end of the school year, ask your counselor to upload your official transcript via the High School portal.
12TH GRADE	• Be accepted to the NCAA school you plan to attend. • Ensure your sports participation information is correct and request your final amateurism certification beginning April 1 (for fall enrollees) or Oct. 1 (winter/spring enrollees) in your Eligibility Center account. • Complete your final NCAA-approved core courses as you prepare for graduation. • After graduation, ask your counselor to upload your final official transcript with proof of graduation via the High School Portal.

Careers 101

For many students, joining the workforce right after high school is a practical choice, whether to gain financial independence, start a career, or explore different industries. While this path may not require a college degree, it does require strategic planning, development of relevant skills, and the ability to network and find opportunities.

1 UNDERSTAND THE JOB MARKET

Before going into any career, it's important to understand the current and future job market. Is the job you're looking at being phased out in most companies?

2 GET READY TO ENTER THE WORKFORCE

- Create a resume
  - Your resume should reflect your skills, work experience (including part time jobs or internships), education and extracurricular activities.
    - Even if you haven't had formal work experience, highlight any volunteer work, leadership roles in clubs, or achievements in school that demonstrate skills (communication, responsibility, teamwork, etc)
- Prepare for job interviews
  - Common interview questions:
    - Why do you want this job?
    - What are your strengths and weaknesses?
    - How do you handle challenges or stressful situations?
    - Why do you want to work here?

3 JOB SEARCH / NETWORKING

- When searching, make sure to check out online job boards such as LinkedIn, Indeed, Monster
- Don't be afraid to walk into businesses that interest you and ask if they are hiring.
- Talk to family, friends, teachers, and other trusted adults who might know of job op can make introductions to people in your field of interest.

4 CERTIFICATIONS OR SHORT TERM TRAINING

While many jobs or careers don't require a college degree, there are many industries where specialized skills or certifications are required to secure better-paying and more stable jobs.

- IT Certifications: Microsoft Certified Solutions Associate (MCSA), CompTIA A+, Cisco Certified Network Associate (CCNA)
- Healthcare Certifications: Certified Nursing Assistant (CNA), medical billing, pharmacy technician, and CPR/First Aid certification
- Trade Certifications: Electricians, plumbing, HVAC, and welding certifications
- Customer Service Certifications: Certified Customer Service Professional (CCSP)

5 BE OPEN TO INTERNSHIPS AND APPRENTICESHIPS

These can be a great way to break into a new field without a degree. They offer hands on experiences, networking opportunities, and sometimes a path to fulltime employment.

Careers 101 CONTINUED...

Resume Tips

- Choose a font that is clear and easy to read (Avenir, Calibri, Cambria, Constantia, Corbel, Franklin Gothic, Garamond, Georgia, Gill Sans, Helvetica)
- Make your font 10 to 12 points
- Feature section headers (use bold for these, increase these headers to 12 or 14 points, and underline these headers)
- Use bullet points where appropriate
- Keywords are key (some employers put resumes through computer systems to hunt for keywords)
- Carefully type your resume. There should be no punctuation, spelling or alignment errors.
- Have someone proofread it.
- Be 100% honest. Do not fabricate information or lie on your resume. Find creative words and phrases that highlight your abilities and accomplishments instead.
- Resume should not exceed 1 page in length unless you are a seasoned professional
- Use action verbs

By exploring various industries, gaining certifications and learning on the job, you can build a successful career without a four-year degree. Stay open to learning new skills, seek out internships or apprenticeships, and be proactive in seeking out career advancement opportunties. With hard work, dedication and a clear sense of direction, you can find a fulfilling career path right after high school.

Apprenticeships

Apprenticeship programs combine on-the-job training from a master-level practitioner in an occupation with classroom instruction. Admittance to apprenticeship programs is highly competitive. The trade unions consider school attendance very important and are interested in students that show commitment, motivation, and drive. It is advised that students take classes in high school or at Ivy Tech related to the skill that they are interested in. Classes such as Welding, Basic Electricity, Power Mechanics, Basic Construction, CAD, Metals, etc. help build your resume. Math grades are also very important as well as work experience. Students should also be prepared to pass a drug screening.

Some apprenticeship programs offer college credits for completing their training. Others may partner with local colleges to provide discounted college tuition for union or apprenticeship members.

For more information on a specific trade, visit Indiana's website for apprentice programs: https://www.inaflcio.org/apprenticeships-training .

APPRENTICESHIPS
PAINTERS & ALLIED TRADES FINISHING TRADES INSTITUTE
IRONWORKERS
HEAT AND FROST INSULATORS
BOILERMAKERS NATIONAL JOINT APPRENTICESHIP PROGRAM
ELECTRICAL WORKERS/NATIONAL ELECTRICAL CONTRACTORS ASSOCIATION NATIONAL JOINT APPRENTICESHIP COUNCIL
BRICKLAYERS MASONRY INSTITUTE
ELEVATOR CONSTRUCTORS NATIONAL ELEVATOR INDUSTRY EDUCATIONAL PROGRAM
PLASTERERS AND CEMENT MASONS
THE SHEET METAL WORKERS INTERNATIONAL TRAINING INSTITUTE
PLUMBERS AND PIPEFITTERS
UNITED UNION OF ROOFERS AND WATERPROOFERS
OPERATING ENGINEERS

Military

We can think of no greater display of honor, sacrifice or commitment than serving in the Army, Navy, Air Force, Marines, Coast Guard and National Guard. CPHS is proud of you and the decision you have made to serve our nation. Eligibility, service requirements, application processes and restrictions differ among the military branches, National Guard and reserves.

U.S. ARMY

The Army offers a young person the opportunity to immediately train and work in an in-demand caeer field while earning a competitive salary and fringe benefits, including healthcare and money for college. The Army gives you the opportunity to use your training in a job environment that encourages career development and personal growth. The benefits of joining include job skills, money for college, help with job placement and more.

Education Benefits: Army members can take advantage of the Army College Fund and the GI bill, which help pay for college tuition and other education expenses.

Careers: A wide variety of roles, from infantry to engineering, aviation, cybersecurity, medical, logistics, intelligence and more.

Recruiting office: 5122 E. Lincoln Hwy, Merrillville, IN, 46410

MARINES

The lasting character and leadership traits are the greatest promise the Marine Corps has to offer. As a Marine, you will have already become an active, effective participant in the community, with the desire and ability to make a positive difference. You will have proven yourself capable of handling an incredible amount of responsibility and commitment, and capable of seeing a goal through. You will have leadership experience and leadership characteristics: you will know how to manage and care for others on a team, even under intense pressure.

Education Benefits: Marines can also access the GI Bill and other programs, like the Montgomery GI Bill, which provides funding for higher education

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Careers: The Marines offer roles in infantry, aviation, intelligence, logistics, and more. Like the Army, they provide excellent leadership training.

Recruiting office: 3 N. Court Street, Crown Point, IN, 46307

NAVY

The Navy experience can shape your future through outstanding financial benefits, unparalleled career potential, and the lifestyle of freedom and personal growth that you've been waiting for. Gaining valuable skills and building a secure future.-at home and overseas. Earn competitive pay, generous vacation time and other special bonuses.

Education Benefits: Similar to the Army, the Navy offers educational benefits like the Navy College Fund and the GI Bill, along with opportunities to further education while serving.

Careers: Opportunities include roles in aviation, nuclear technology, logistics, medicine, IE and underwater operations like submarines and diving.

Recruiting office: 5122 E. Lincoln Hwy, Merrillville, IN, 46410

Military CONTINUED...

AIR FORCE

The Air Force Offers a number of tuition-assistance plans for higher education, in addition to our own unique training programs tailored to your specific career path. The journey to become an Airman begins at Basic Military Training for 8.5 weeks. Enlisted Airmen who complete Air Force Basic Training will move on to technical training, where they'll go from raw recruit to trained professional faster than they ever could in the civilian world. Training is a mix of academics, classroom instruction and hands-on learning in your career field.

Education Benefits: The Air Force offers excellent education benefits, including the Air Force Tuition Assistance Program and the GI Bill for post-service education.

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Careers: The Air Force offers careers in aviation (pilots, crew members), cybersecurity, air traffic control, engineering, medical fields, and more.

Recruiting office: 5122 E. Lincoln Hwy, Merrillville, IN, 46410

COAST GUARD

The United States Coast Guard (USCG) is the maritime security, search and rescue, and law enforcement service branch of the United States Armed Forces. The service is a maritime, military, multi-mission service unique among the United States military branches for having a maritime law enforcement mission with jurisdiction in both domestic and international waters and a federal regulatory agency mission as part of its duties.

Education Benefits: The Coast Guard offers education benefits including access to the GI Bill.

Careers: Coast Guard roles include search and rescue, law enforcement, engineering, medical care and aviation. It may be a good fit for those who want to serve domestically

Recruiting office: 5523 N Cumberland Ave Suite 1201, Chicago, IL 60656.

SPACE FORCE

The Space Force organizes, trains and equips personnel in order to protect U.S. and allied interests in space and to provide space capabilities to the joint forces. Ground-based and space-based systems monitor ballistic missile launches around the world to guard against surprise missile attacks.

Education Benefits: The Space Force offers education benefits including access to the GI Bill and the Air Force Tuition Program.

Careers: Space Force roles include contracting, engineering, Cybersecurity, and intelligence officer

Recruiting office: 22600 Hall Rd #204 Clinton TWP, MI, 48036.

MILITARY RESERVES

NATIONAL GUARD

When you join the Guard, you create a world where goals are within your grasp. Get a degree with money for school, learn job skills that translate to the civilian world, make bonds that last a lifetime and earn pride for life. You will be paid for every day you serve, whether in training, weekend drills, Annual Training or deployment. Your rank, job (MOS) and education level will determine your specific pay level.

Recruiting office: 5160 E. 81st Avenue, Merrillville, IN, 46410

AIR NATIONAL GUARD

The Air National Guard (ANG) has a dual mission of serving both the federal government and the state. The Federal ANG is the Air Force's primary combat-ready reserve, providing tactical airlift support, aeromedical evacuations and combat communications. The State ANG protects life and property, preserves public safety and responds to state emergencies.

Recruiting office: 413 West McKinley Ave, Mishawaka, IN 46545

*All descriptions are from each branch's website

Military CONTINUED...

JOINING THE MILITARY: WHAT YOU NEED TO KNOW

1 AGE

You must be between 17-34 years old (depending on the branch) in order to join any branch of the military.

2 CITIZENSHIP

U.S. citizen or legal permanent resident.

3 PHYSICAL FITNESS

Military service requires passing physical fitness tests, including a medical exam.

4 ASVAB TEST

The Armed Services Vocational Aptitude Battery (ASVAB) is a heavily researched and well-respected aptitude test developed by the Department of Defense. It measures a young adult's strengths and potential for success in military training.

- The enlistment version of the ASVAB is given at a Military Entrance Processing Station (MEPS) and is used for recruiting purposes only. AFQT scores are used to determine enlistment eligibility.

The Services use all parts of the ASVAB for classification into different jobs. Keep in mind that recruits may not always be assigned their first choice for a career — each Service branch places recruits based on a combination of need and the individual's knowledge and area of strength.

- ASVAB test prep: www.asvabprogram.com/student

5 BACKGROUND CHECK

Applicants must pass a background check and meet moral character standards.

Helpful Websites

WEBSITE NAME	WEBSITE
GENERAL SITES FOR PLANNING & RESEARCH	
ACT	WWW.ACT.ORG
CAPPEX	WWW.CAPPEX.COM
COLLEGEBOARD	WWW.COLLEGEBOARD.ORG
COLLEGE.GOV	WWW.COLLEGE.GOV
LEARNMORE INDIANA	WWW.LEARNMOREINDIANA.ORG
INVESTED INDIANA	WWW.INVESTEDINDIANA.ORG
COMMON COMPARISON TOOLS	
PUBLIC COLLEGE COMPARISON	WWW.DEBT.ORG/STUDENTS/FINANCIAL-AID-PROCESS
UNIVERSITY SPORT: RESEARCH	WWW.UNIVERSITYSPOT.COM
COLLEGE FINANCIAL PLANNING	
FINANCIAL AID PROCESS	WWW.DEBT.ORG/STDUENTS/FINANCIAL-AID-PROCESS
COLLEGE TEXTBOOKS	WWW.DEBT.ORG/STUDENTS/COLLEGE-TEXTBOOKS-KINDLES-IPADS
COLLEGE BUDGETING	WWW.DEBT.ORG/STUDENTS/COLLEGE-BUDGETING-101
JOB PROJECTION INFORMATION	
HOOSIER 50 HOT JOBS AND PROJECTIONS	WWW.HOOSIERDATA.IN.GOV
INDIANA'S JOB SEARCH ENGINE	WWW.INDIANACAREERCONNECT.COM
INTERESTS, MAJORS AND CAREER CHOICE	
CAREERS & COLLEGE MAJORS	WWW.COLLEGEMAJORS101.COM
COLLEGE RANKING BY CORE SUBJECT	WWW.WHATWILLTHEYLEARN.COM
MANUFACTYURING/LOGISTICS	WWW.DREAMITDOITINDIANA.COM
HEALTH OCCUPATION STUDENTS OF AMERICA	WWW.HASA.ORG
INTEREST ASSESSMENTS & CAREER PRIORITIES	WWW.CAREERSONESTOP.ORG
WHAT'S YOUR MAJOR?	WWW.MYMAJORS.COM
RESOURCES FOR LOW-INCOME FAMILIES	
COLLEGE MATCH: HIGH ACHIEVING LOW INCOME	WWW.QUESTBRIDGE.ORG
GEAR UP	WWW.ED.GOV/GEARUP
LOW-INCOME / FIRST GENERATION	WWW.FIRSTINTHEFAMILY.ORG
VOCATIONAL / TRADE SCHOOLS	
WORK ONE	GOTOWORKONENW.COM/APPRENTICESHIP/
WE BUILD NORTHWEST INDIANA	WEBUILDNWI.COM/TRADE-CAREERS.PHP
TRADE SCHOOLS.NET	WWW.TRADE-SCHOOLS.NET/LOCATIONS/INDIANA-SCHOOLS-DIRECTORY.ASP
NEXT LEVEL JOBS INDIANA	WWW.NEXTLEVELJOBS.ORG/JOB-SEEKER/HOW-IT-WORKS
INDIANA PLAN	WWW.INDIANAPLAN.ORG