

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

Ineal@cps.k12.in.us

219-663-4885 x11018

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.

	leam ft-fan	
MR. VINCE BAUTERS Assistant Principal vbauters@cps.k12.in.us 219-663-4885 x11016	MRS. AMI MARCINEK A-Cam amarcinek@cps.k12.in.us 219-663-4885 x11071	MRS. JAMIE RODGERS Can-Fan jrodgers@cps.k12.in.us 219-663-4885 x11086
DR. ADRIAN RICHIE Academic Coach arichie@cps.k12.in.us 219-663-4885 x11063	MRS. MARY RHEE Social Worker mrhee@cps.k12.in.us 219-663-4885 x11088	MR. SCOTT VLINK Interventionist svlink@cps.k12.in.us
	Team Fao-Lev	
MR. MIKE DEPTA Assistant Principal mdepta@cps.k12.in.us 219-663-4885 x11020	MRS. TORI MCCALEB Fao-Hin tmccaleb@cps.k12.in.us 219-663-4885 x11041	MRS. KIM SWAN Hio-Lev kswan@cps.k12.in.us 219-663-4885 x11069
MRS. LAURA NEAL Academic Coach	MRS. MARY RHEE Social Worker	MR. SCOTT VLINK Interventionist

mrhee@cps.k12.in.us

219-663-4885 x11088

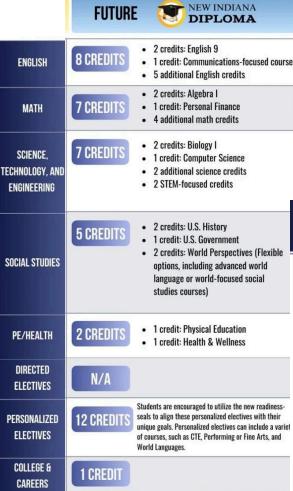
svlink@cps.k12.in.us

CPHS Support Teams CONTINUED...

Team Lew-Re MR. CLARK STERLEY MRS. ANNIE LOREK MRS. LAUREN SANDOR **Assistant Principal** Lew-Mul Mum-Ret alorek@cps.k12.in.us Isandor@cps.k12.in.us csterley@cps.k12.in.us 219-663-4885 x11014 219-663-4885 x11066 219-663-4885 x11068 MRS. AMY RONAT MRS. TRACI NOBLE MR. SCOTT VLINK **Academic Coach** Social Worker Interventionist aronat@cps.k12.in.us tnoble@cps.k12.in.us svlink@cps.k12.in.us 219-663-4885 x11122 219-663-4885 x11087

	Team Pen-3	
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MR. KEN MILLER Academic Coach kmiller @cps.k12.in.us 219-663-4885 x11160	MRS. TRACI NOBLE Social Worker tnoble@cps.k12.in.us 219-663-4885 x11087	MR. SCOTT VLINK Interventionist svlink@cps.k12.in.us

Indiana Diploma Requirements: 2029+







BLUEPRINT FOR SUCCESS: READINESS-SEALS

Although seals are optional, students are accounaged to obline the biograms 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.







TOTAL

42 CREDITS



- 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
- Complete one of the following:

 4 credits in AP courses and pass
 corresponding AP exams

 5 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 Words Chile. Work Ethic

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



- · 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 ng areas: Communicatio oration, and Work Ethic
- 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

- monstrate skill development in immunication, Collaboration, Work hic, and any additional skills termined locally

Earn the Honors Enlistment Seal, plus:

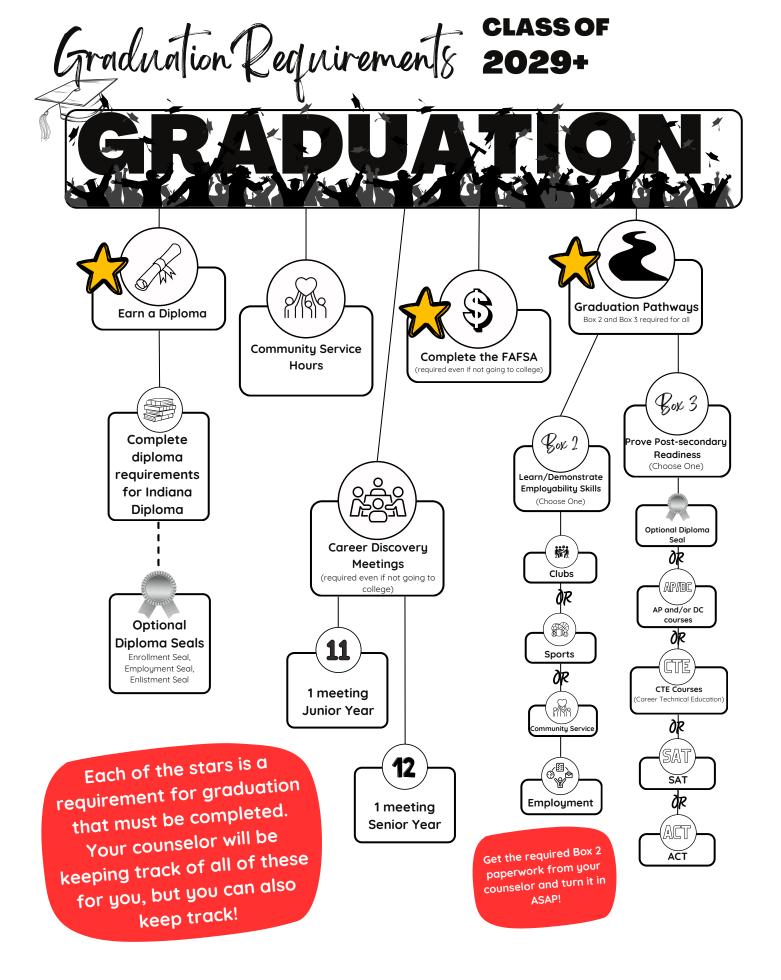
- Achieve a score of 50 or higher on the ASVAB
- Demonstrate excellence in leadership through one of the
- readersing through one of the fallowing:

 Campletion of at least 100 hours of public service:

 Holding a leadership role in a co/extracurricular activity:

 Campletion 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.



CROWN POINT HIGH SCHOOL Credit Check \$29+

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CPHS Policies

CHANGE POLICY

SCHEDULE Designing your course schedule is an important process. Ultimately, your post-secondary goal should be the driving force when salasting taxes. 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 Indiana Diploma with one of the optional seals.
- 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/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
		<u>BUSINESS</u>		
*KNOWLEC	OGE ASSMENT=	ASSESSMENT REQUIRED FOR 9TH & 10TH GRADE AND ANY 11TH & 12	TH GRADE UN	NDER 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	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 (4092)	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
		<u>FAMILY & CONSUMER SCIENCE</u>		
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
		<u>MATH</u>		
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
		<u>SCIENCE</u>		
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
		<u>WORLD_LANGUAGE</u>		
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 BETTEI

ACCOUNTING PATHWAY Principles of Business Management (4562)

Accounting
Fundamentals
(4524)

Advanced Accounting (4522)

COMPUTER SCIENCE PATHWAY

Principles of Computing (7183)

Topics in Computer Science (7351)

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Computer Science (7352)

FINANCE & INVESTMENT PATHWAY

Principles of Business Management (4562)



Personal Finance and Banking (7150)

OR



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Accounting Fundamentals (4524)



Finance and Investment (5258)

MARKETING & SALES PATHWAY

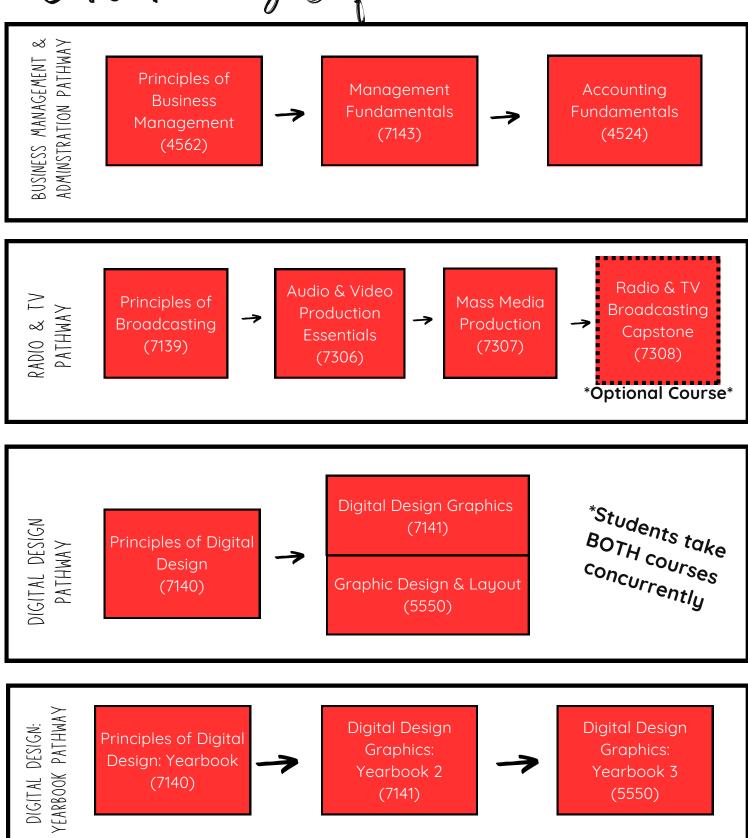
Principles of Business Management (4562)



Marketing Fundamentals (5914)



Digital Marketing (7145)



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)



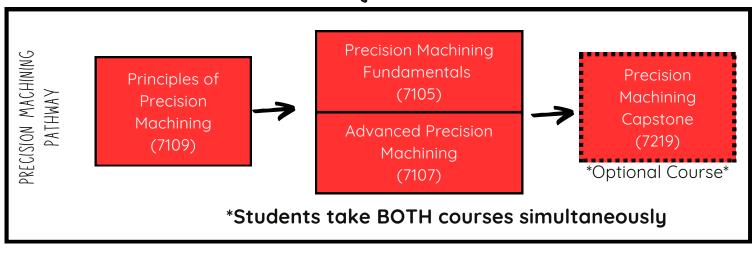
Human Body Systems (5216)

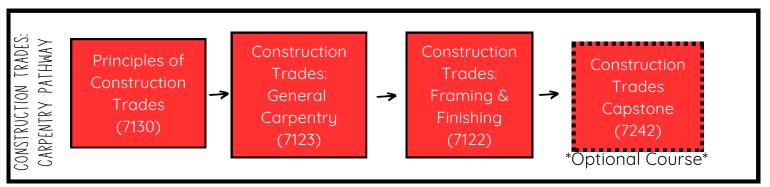


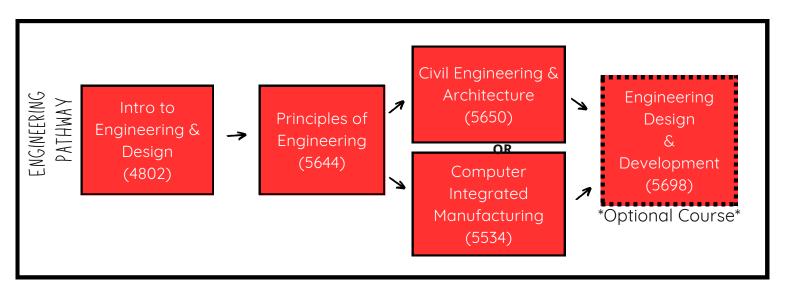
Medical Interventions (5217)

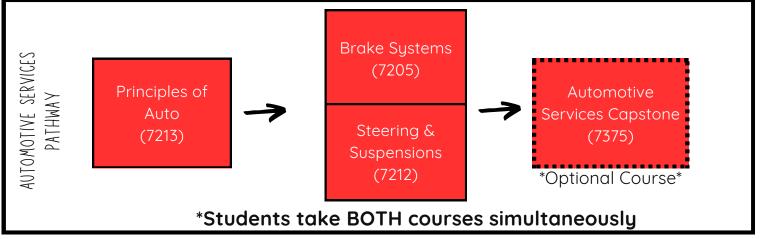
Anatomy & Physiology (5276)

OR









CPHS 9th Grade Elective Courses 25/26

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	<u>rt</u>		
<u>COURSE</u>	PREREQUISITE	GRADES	<u>Y/S</u>
INTRO 2D ART	NONE	9,10,11,12	S
INTRO 3D ART	NONE	9,10,11,12	S
BUS	NESS		
		CDADEC	v /c
<u>COURSE</u>	PREREQUISITE	GRADES	<u>Y/S</u>
PRINCIPLES OF COMPUTING	ALGEBRA I	9,10,11,12	Y
PRINCIPLES OF BUSINESS MANAGEMENT	NONE	9,10,11,12	Y
PRINCIPLES OF ENTREPRENEURSHIP DC	NONE	9,10,11,12	Y
PERSONAL FINANCE	NONE	9,10,11,12	S
PREPARING FOR COLLEGE & CAREERS	NONE	9,10,11,12	S
<u>U</u>	<u>re</u>		
COURSE	PREREQUISITE	GRADES	Y/S
PRINCIPLES OF BROADCASTING	NONE	9,10,11,12	Y
PRINCIPLES OF AUTOMOTIVE SERVICES	NONE	9,10,11,12	Y
PRINCIPLES OF DIGITAL DESIGN	NONE	9,10,11,12	Y
PRINCIPLES OF DIGITAL DESIGN: YEARBOOK	NONE	9,10,11,12	Y
PRINCIPLES OF PRECISION MACHINING DC	NONE	9,10,11,12	Y
PRINCIPLES OF CONSTRUCTION TRADES DC	NONE	9,10,11,12	Y
INTRO TO ENGINEERING & DESIGN DC	NONE	9,10,11,12	Y
<u>ENC</u>	<u>GLISH</u>		
COURSE	PREREQUISITE	GRADES	<u>Y/S</u>
ENGLISH 9 / ENGLISH 9 HONORS	HONORS: "C" IN ENGLISH 8 HONORS	9	Υ
PHOTOGRAPHY	DIGITAL CAMERA/CELL PHONE CAMERA	9,10,11,12	Y
DEBATE	NONE	9,10,11,12	S
JOURNALISM/ADV. JOURNALISM	TEACHER REC	9,10,11,12	Υ
FAMILY & CON	SUMER SCIENCE		
COURSE	PREREQUISITE	GRADES	Y/S
PRINCIPLES OF TEACHING DC	NONE	9,10,11,12	Y
PRINCIPLES OF CULINARY & HOSPITALITY DO	NONE	9,10,11,12	Υ
<u>M/</u>	<u>HTH</u>		
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	Υ
<u>PERFORM</u>	ING ARTS		
BEGINNING CHOIR	NONE	9,10,11,12	Υ
BEGINNING ORCHESTRA	MIDDLE SCHOOL ORCHESTRA OR AUDITION	9,10,11,12	Υ
BEGINNING CONCERT BAND	MIDDLE SCHOOL BAND OR AUDITION	9,10,11,12	Υ
THEATRE ARTS	NONE	9,10,11,12	S
ADVANCED THEATRE ARTS	THEATER ARTS	9,10,11,12	S

PHYSICAL	<u>EDUCATION</u>		
COURSE	PREREQUISITE	GRADES	Y/S
PE I / PE II / CORE PE: ATH. DEVELOP	NONE	9,10,11,12	S
<u>SCII</u>	<u>ENCE</u>		
COURSE	PREREQUISITE	GRADES	Y/S
BIOLOGY / BIOLOGY HONORS	NONE	9	Υ
PRINCIPLES OF HEALTHCARE DC	NONE	9,10,11	Υ
PRINCIPLES OF BIOMEDICAL SCIENCES	BIO OR CONCURRENT ENROLLMENT IN BIO	9,10,11,12	Υ
MARINE BIOLOGY	"C" OR BETTER IN BIOLOGY + SPONSOR APPROVAL	9,10,11	Υ
SOCIAL	STUDIES		
COURSE	PREREQUISITE	GRADES	Y/S
GEOGRAPHY/HISTORY OF THE WORLD	NONE	9,10,11,12	Υ
AP HUMAN GEOGRAPHY + GEOGRAPHY/HISTORY OF THE WORLD	TESTING/TEACHER REC	9,10,11,12	Υ
INDIANA STUDIES	NONE	9,10,11,12	S
ETHNIC STUDIES	NONE	9,10,11,12	S
<u>WORLD I</u>	<u>ANGUAGE</u>		
<u>COURSE</u>	PREREQUISITE	GRADES	Y/S
FRENCH I	NONE	9,10,11,12	Y
GERMAN I	NONE	9,10,11,12	Υ
LATIN I	NONE	9,10,11,12	Υ
SPANISH I	NONE	9,10,11,12	Υ

Course Descriptions ART DEPARTMENT

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.

3D (4002)

1 semester, 1 credit

Prerequisites: None

9,10,11,12

Introduction to 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.

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.

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.

<u>Principles of</u> <u>Entrepreneurship</u> <u>DC (7154)</u>

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).

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.

**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.

Computing Foundations for a Digital Age (4565)

1 semester, 1 credit

Prerequisites: None

9,10,11,12

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

**Students taking the Computer Science Pathway do not need to take this course; they will earn this equivalent in Topics of Computer Science.

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.

Principles of Automotive Services DC (7213)



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)

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.

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.

Principles of Construction Trades DC (7130) | VIVY TECH

Prerequisites:

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).

Principles of Precision Machining DC (7109)



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.

Course Descriptions CAREER TECHNICAL EDUCATION (CTE) DEPARTMENT

Introduction to Engineering Design DC (4802)



2 semesters, 2 credit

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).

Course Descriptions ENGLISH DEPARTMENT

English 9 / English 9 Honors (1002)

2 semesters, 2 credits

Prerequisites:

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.

<u>Photography</u> (<u>Photojournalism)</u> (<u>4062</u>)

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.

<u>Debate</u> (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.

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.

Course Descriptions FAMILY & CONSUMER SCIENCE DEPARTMENT

Principles of Teaching DC (7161)

2 semesters, 2 credits

Prerequisites:

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 preschool 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).

Principles of Culinary & Hospitality DC (7173)



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).

Course Descriptions MATH DEPARTMENT

<u>Algebra I</u> (2520)

2 semesters, 2 credits

Prerequisites: None

q

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 problembased 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.

Course Descriptions PERFORMING ARTS DEPARTMENT

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.

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.

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).

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.

Course Descriptions PERFORMING ARTS DEPARTMENT

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.

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.

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.

Course Descriptions SCIENCE DEPARTMENT

<u>Biology,</u> <u>Biology Honors</u> (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.

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.

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 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.

<u>Students will earn credit in both AP Human Geography AND Geography/History of the World.</u> Credits attached to Geography/History of the World do not factor into the student's GPA.

<u>Indiana Studies</u> (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.

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.

<u>German I</u> (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.

<u>Latin I</u> (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.

<u>Spanish I</u> (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.

Freshman Planning Timeline

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 Vear Checklist

August	February
Double check your scheduledoes it coincide with your post-secondary plans?	Work on your 10th grade schedule with your counselor during scheduling
Sign up for extracurricular activities that interest you!	If you want to play collegiate sports, take the necessary steps to increase your eligibility and market your abilities!
Study hard! Freshman semester grades are	March/April
included in your final high school GPA!	Think about job shadowing during Spring Break!
Start a resume! Attend the CPHS College & Career Fair! Pick up information and speak with college,	If any organizations/clubs you are a part of hold elections for next year's leadership, think about running for office!
workforce and military reps to learn about your options.	If you're interested in attending a military academy after high school graduation, request information to learn about their information requirements.
Odober	
0 3 3 7 3 7	1/1/1
Explore your career and/or college interests. Talk with your parent/ayardian	Mary
Explore your career and/or college interests. Talk with your parent/guardian and school counselor so that everyone is on the same page.	Study for final exams!
interests. Talk with your parent/guardian and school counselor so that everyone is on	Study for final exams! Take AP Tests.
interests. Talk with your parent/guardian and school counselor so that everyone is on the same page. Sign up for extracurricular activities that	
interests. Talk with your parent/guardian and school counselor so that everyone is on the same page. Sign up for extracurricular activities that	Take AP Tests. Go over your schedule one last time to ensure you're preparing for your post-
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! Find a summer program of interest and	Take AP Tests. Go over your schedule one last time to ensure you're preparing for your post-secondary goals! Be active this summer! Work a job, volunteer, job shadow, or attend a 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! Overwer Find a summer program of interest and start the application process next month!	Take AP Tests. Go over your schedule one last time to ensure you're preparing for your post-secondary goals! Be active this summer! Work a job,

P 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.

<u>Dual credit</u> 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.

How do I apply **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 for AP Courses? 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.

<u>WEBSITE</u>	<u>WEBSITE</u>	<u>DESCRIPTION</u>
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.

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

<u>N</u>	<u>NAIA</u>	
<u>DIVISION I ELIGIBILITY</u>	<u>DIVISION II ELIGIBILITY</u>	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:
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 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.
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?

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, Indee 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.

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.

<u>APPRENTICESHIPS</u>

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

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 indemand 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

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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

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

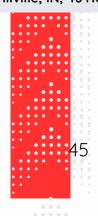


The Navy experience can shape your future through outstanding financial benefits, unparalleled career potential, and the lifestyle of freedom and personal growth that you've been waiting for. Gaining valuable skills and building a secure future.-at home and overseas. Earn competitive pay, generous vacation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







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.

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



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

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.
- 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.





WEBSITE NAME	WEBSITE			
<u>GENERAL</u>	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			
<u>J(</u>	OB 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			
<u>resou</u>	RCES FOR LOW-INCOME FAMILIES			
COLLEGE MATCH: HIGH ACHIEVING LOW INCOM	e www.questbridge.org			
GEAR UP	WWW.ED.GOV/GEARUP			
LOW-INCOME / FIRST GENERATION	WWW.FIRSTINTHEFAMILY.ORG			
V	OCATIONAL / 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			