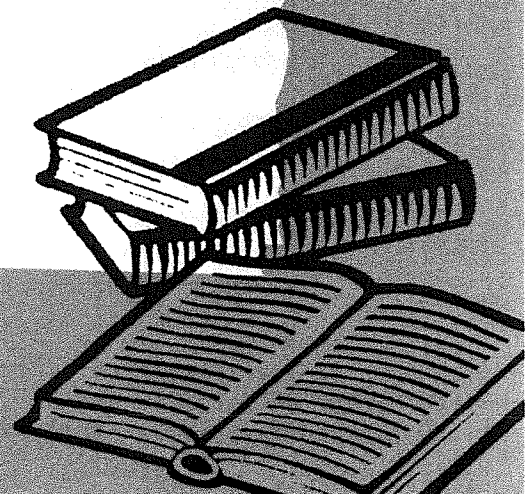
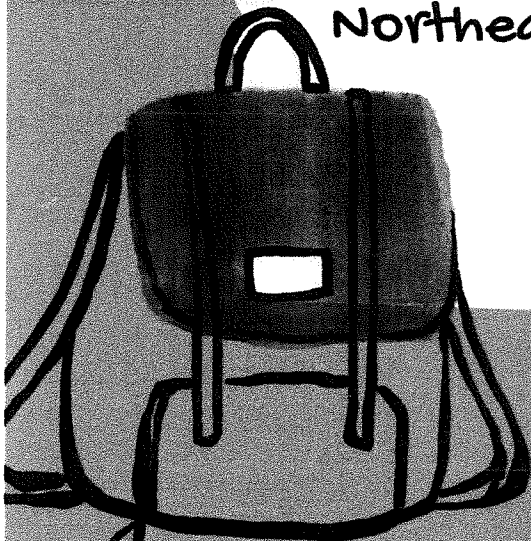


# HIGH SCHOOL ACADEMIC & CAREER PLANNING GUIDE

2025-2026

Northeast Dubois Jr/Sr High School



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# High School Course Titles and Descriptions

## Northeast Dubois Jr/Sr High School 2025-2026

Indiana Commission for Higher Education (ICHE):  
High School Career and Technical Education (CTE) Courses

### Career Cluster: Advanced Manufacturing

**ET211 Principles of Advanced Manufacturing - 1st year of JEM (Jeep Engineering & Manufacturing) 2 credits per year. Grades 9-12**

**7108 (PRIN ADV MFG)**

Jeep Engineering and Manufacturing (JEM) is a student-run enterprise that utilized student skills to create marketable products using automated machines. All student skill sets are needed to run this enterprise. JEM especially has a need for students interested in business, accounting, marketing, graphic design, hands-on application of machines, automated machines and entrepreneurship. An application and interview process may be required for class participation. Principles of Advanced Manufacturing standards are focused on industrial technology and manufacturing trends. Covered topics include safety and impact, manufacturing essentials, lean manufacturing, design principles, and careers in advanced manufacturing. Students participate in hands-on projects and team activities to learn necessary skills while using the latest industry technologies. Work-based learning experiences and industry partnerships are encouraged. This course counts as a directed elective or elective for all diplomas. It is part of the Industrial Automation and Robotics pathway and required for Adv Manufacturing: Special Topics.

**ET212 Advanced Manufacturing: Special Topics - 2nd, 3rd, 4th year of JEM (Jeep Engineering and Manufacturing) - Grades 10-12. 2 credits per semester, may be offered for successive semesters for up to 8 credits total.**

**4880 (ADV MFG ST) Required Prerequisite: Principles of Advanced Manufacturing**

Advanced Manufacturing: Special Topics is an extended-learning experience designed to address the advancement and specialization of careers within the Advanced Manufacturing Career Cluster through the provision of a specialized course for a specific workforce in the school's region. The learning experience takes place at a qualified site, and is designed to give the student the opportunity to learn and practice technical skills—while working under the direction of an appropriately-licensed professional. Throughout the course, students will focus on learning about employment opportunities and obtaining the knowledge, skills, and attitudes essential for success in specific occupations. This course counts as a directed elective or elective for all diplomas but it is not part of a career pathway.

### Engineering

**ET110 Introduction to Engineering Design – 2 Credits (Grade 9-12)**

**4802 (IED) (6 Dual credits available through Ivy Tech – DESN 101 & 113)**

Introduction to Engineering Design is a course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using solid modeling computer design software (Autodesk Inventor 2018). Students who have done well in their math and science courses and who like to use computers will find this course intellectually stimulating and manageable. This course has something to offer all students because it is a daily hands-on experience in problem solving skills, computer aided drafting (CAD), electronics, robotics, and manufacturing processes. Two of the large projects that students will be creating an automata and a cardboard chair.

**ET111 Principles of Engineering – 2 Credits (Grade 10-12)**

**5644 (POE) Required Prerequisite – Introduction to Engineering**

It is recommended that students take Introduction to Engineering (IED) before taking this course because students will need to use the Inventor program 10.0 that was taught in IED. POE is a course that involves working with Rube Goldberg activity, using simple machines, designing balsa wood bridge and testing for tension and compression strength, studying hydraulics and pneumatic systems and making a hydraulic model. Students will also learn how technicians use math, science and technology in an engineering problem-solving process to benefit people. One of the large projects that students will build is a cardboard boat and test it in the pool.

**ET113 Computer Integrated Manufacturing - 2 Credits (Grades 11-12)**

**5534 (CIM) Required Prerequisite – IED and POE**

Students will be working with writing programs to operate machines. Also included will be computer modeling, CNC Machining, Robotics used in automated manufacturing, and applications of these programs. Students will evaluate their designs before producing their prototypes. (Notes: Course could involve travel to Jasper HS. CIM credits could be earned in the Adv Manuf II - JEM course offered at Northeast Dubois.

## **Industrial Automation and Robotics**

**7108 CTC351 Principles of Advanced Manufacturing**

**7103 CTC352 Advanced Manufacturing Technology**

**7106 CTC353 Mechatronics Systems**

**VUJC CTIM Building 8:10-10:05. 3 credits per semester. Grade 11-12. Dual Credits through VU: MFNG 130, CIME 110, CIME 220.**

In Automation & Robotics I students will attend classes at VUJC 3 days/week and complete a paid internship 2 days/week. Internships will be assigned based on student interests and internship availability. The classroom experience will focus on an introduction to manufacturing, Industrial Maintenance, Fluid Powers and Pneumatics, Industrial Automation, and Robotics.

**CTC 355 Industrial Automation and Robotics II/Capstone - 1:00-3:00 at VUJC CTIM 7224 (AUTO ROB I) - Grade 12. 3 credits per semester. Dual Credits through VU: CIME 201 & 140, DRAF100. Required Prerequisite: Principles of Advanced Manufacturing, Adv Manufacturing Technology, Mechatronics Systems**

Students will interview with industry partners so that the internship will match student interest. Students will be compensated \$8 per hour during the internship. Coursework for this class will apply toward the VUJC CAP program.

## **Precision Machining**

**7109 CTC480 Principles of Machining**

**7105 CTC481 Precision Machining Fundamentals**

**7107 CTC482 Advanced Precision Machining**

**Location Pike Central H.S. 8:45-11:15 am. 3 credits per semester. Grade 11**

**VU Dual Credits PMTD 110/110L, 105, 115**

Precision Machine Technology is a two-year program that meets three periods per day at Pike Central High School. This course is an introduction to manual machining using manual mills, lathes, surface grinders, drill presses, and saws. Blueprint reading, metallurgy, shop math, and safety are incorporated into the curriculum. Students machine basic machinist tools. During the second year of study students will have an introduction of basic CNC manual programming and machine set up. Upon completion of Precision Machine I & II students will be prepared for an entry level machining position after high school, or continuing education at a post-secondary institution. Examples of current employers of former students include: Jasper Engines, Ridetech, Loughmiller Son-Flow Machine, Toyota, Onyett Fabrication. Precision Machine II/Capstone can be taken after Precision Machining I at 12:50.

**CTC 484 Precision Machining Capstone - 7219 - Grade 12. 3 credits per semester**

**Required Prerequisites: Principles of Machining, Precision Machining**

**Fundamentals, and Adv Precision Machining**

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

## **Welding Technology**

**7110 CTC330 Principles of Welding**

**7111 CTC331 Shielded Metal Arc Welding**

**7101 CTC332 Gas Welding Processes**

**Location Pike Central 8:20-11:00. 3 credits per semester. Grade 11.**

**Ivy Tech Dual Credits WELD 100, 108, 207**

Welding Technology is a two year program. The class meets three hours per day. Students gain experience and knowledge in the following processes using the A.W.S. Entry-level Welder Training Program: 1. Shielded Metal Arc Welding (S.M.A.W.) 2. Gas Metal Arc Welding (G.M.A.W. or M.I.G.) 3. Flux Core Arc Welding (F.C.A.W.) 4. Gas Tungsten Arc Welding (G.T.A.W. or T.I.G.) 5. Oxy-Acetylene Welding and Cutting (O.A.W. and O.F.C.-A) 6. Brazing 7. Air Carbon Arc Cutting 8. Plasma Arc Cutting 9. Blueprint Reading and Weld Symbols. Dual Credit Ivy Tech: WELD 100 Welding Fundamentals, WELD 108 Shielded Metal Arc Welding, WELD 207 Gas Metal Arc (MIG) Welding. Occupations/Job Placements: Entry-level welder upon completion of high school or continuing education at a post-secondary institution. Examples of current employers of former students follow: Jasper Engines; Toyota; Onyett Fabrication; Four Star Fabricators; Peabody Coal; Highway Machine; Sisson Steel; and Apprenticeship Programs with Boilermakers, Pipe Fitters, and Ironworkers to become journeyman union craftsmen.



**CTC335 Welding Technology Capstone- 3 Credits per semester, 2 semesters.  
7226 (WELD TECH II) Grade 12. Ivy Tech - 21 Dual Credits. Location Pike Central  
H.S. 12:50-3:15. Required Prerequisites: Principles of Welding, Shielded Metal  
Arc Welding, and Gas Welding Processes**

Welding 2 is a one-year course for 12 th grade students. The class meets three hours per day. Students gain additional experience and knowledge in the following processes using the A.W.S. Entry-level Welder Training Program: 1. Shielded Metal Arc Welding (S.M.A.W.) 2. Gas Metal Arc Welding (G.M.A.W. or M.I.G.) 3. Flux Core Arc Welding (F.C.A.W.) 4. Gas Tungsten Arc Welding (G.T.A.W. or T.I.G.) 5. Oxy-Acetylene Welding and Cutting (O.A.W. and O.F.C.-A) 6. Brazing 7. Air Carbon Arc Cutting 8. Plasma Arc Cutting 9. Blueprint Reading and Weld Symbols. Dual Credit Ivy Tech: 21 hours - WELD 100 Welding Fundamentals, WELD 108 Shielded Metal Arc Welding, WELD 207 Gas Metal Arc (MIG) Welding WELD 208 Gas Tungsten Arc (TIG) Welding, WELD 272 Advanced Gas Metal (MIG) Welding II, WELD 273 Advanced Gas Tungsten Arc Welding II, WELD 206 Advanced Shielded Metal Arc Welding II. Upon completion of the 21 hours of dual credit, the student will receive a Certificate of Structural Steel Welding from Ivy Tech. Occupations/Job Placements: Entry-level welder upon completion of high school or continue education at a post-secondary institution. Examples of current employers of former students follow: Jasper Engines; Toyota; Onyett Fabrication; Four Star Fabricators; Peabody Coal; Highway Machine; Sisson Steel; and Apprenticeship Programs with Boilermakers, Pipe Fitters, and Ironworkers to become journeyman union craftsmen.

## **Career Cluster: Agriculture**

**AE100 Supervised Agricultural Experience - 1 Credit - Grade 9-12**

**5228 (SAE) \*Summer Ag elective**

The FFA is the student vocational organization, which is an integral part of the vocational program of instruction in agriculture education. Many activities of the FFA parallel the methodology of the instructional program and are directly related to occupational goals and objectives. The Supervised Agriculture Experience (SAE) is designed to provide the AG field(s) in which they are interested. Students experience and apply what is learned in the classroom with real life situations. Students work closely with the Ag Teacher, Parents, and or employer of get the most from the SAE program. Because of this close interrelationship between SAE, FFA, and Agriculture Education these will be considered an integral part of each course and appropriate time will be allocated for proper instruction. The SAE course is taken during a summer session and may be taken more than one year.

**AE115 PRINCIPLES OF AGRICULTURE - 2 Credits - Grade 9 -10**

**7117 (PRIN AG) - Dual credits available through Ivy Tech – AGRI 100**

Principles of Agriculture is a two-semester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding and the role of agriculture in the United States and globally. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, as well as careers. This course counts as a directed elective for all diploma types.

## **Ag Mechanical and Engineering**

**AE 210 AGRICULTURE POWER, STRUCTURE AND TECHNOLOGY (Grade 10-12)**

**5088 (AG POW) – 2 Credits. Dual credits available through Ivy Tech – AGRI 106**

**Required Prerequisite: Principles of Agriculture**

*Agriculture Power, Structure and Technology* is a two semester, lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance and management of agricultural equipment in concert while incorporating technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience and career opportunities in the area of agriculture power, structure and technology. This course counts as a directed elective for all diploma types.

**AE211 AGRICULTURE STRUCTURES FABRICATION AND DESIGN - 2 Credits**

**7112 (AG ST FAB DES) Required Prerequisite: Agriculture Power, Structure and Technology (Grade 11-12)**

*Agricultural Structures Fabrication and Design* focuses on metal work and agricultural structures. This course allows students to develop skills in welding and metalworking, construction, fabrication, machine components and design while incorporating the engineering design process. Students will also cover safety topics for each area while demonstrating appropriate health and safety standards. This course completes the Ag Mechanical and Engineering Pathway and counts as a quantitative reasoning course.

## **Agri-Science – Plants or Animals**

**AE220 ANIMAL SCIENCE - 2 Credits (Grade 10-12)**

**5008 (ANML SCI) - Dual credits available through Ivy Tech – AGRI 103**

**Recommended Prerequisite: Principles of Agriculture**

*Animal Science* is a two semester program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science. This course fulfills a

science course requirement for all diplomas.

### **AE230 PLANT AND SOIL SCIENCE - 2 Credits(Grade 10-12)**

**5170 (PLT SL SCI) Dual credits available through Ivy Tech – AGRI 105**

#### **Recommended Prerequisite: Principles of Agriculture**

Plant and Soil Science is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory and field work. Coursework includes hands-on learning activities 80 Indiana Department of Education High School Course Titles and Descriptions that encourage students to investigate areas of plant and soil science. Students are introduced to the following areas of plant and soil science: plant growth, reproduction and propagation, photosynthesis and respiration, diseases and pests of plants and their management, biotechnology, the basic components and types of soil, soil tillage, and conservation. This course fulfills a science course requirement for all diplomas.

### **AE420 ADVANCED LIFE SCIENCE, ANIMALS(L) - 2 Credits (Grade 11-12)**

**5070 (ALS ANIML) - Dual credits available through Ivy Tech - AGRI 107**

#### **Required Prerequisite: Animal Science; Recommend: Principles of Ag, Chemistry**

*Advanced Life Science: Animals* is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory, fieldwork, leadership development, supervised agricultural experience and the exploration of career opportunities, they will recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, and ecology, historical and current issues in animal agriculture in the area of advanced life science in animals. This course fulfills a Core 40 Science requirement or can count as a directed elective for any diploma type. It is aligned with postsecondary courses for dual credit and qualifies as a Quantitative Reasoning course. This course may only be offered every other year; alternating with ALS Plant & Soil.

### **AE425 ADVANCED LIFE SCIENCE, PLANTS AND SOIL (L) - 2 Credits (Gr. 11-12)**

**5074 (ALS PLT/SL) - Dual credits available through Ivy Tech**

#### **Required Prerequisite: Plant & Soil; Recommend: Principles of Ag & Chemistry**

*Advanced Life Science: Plants and Soils* is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students study concepts, principles, and theories associated with plants and soils. Knowledge gained enables them to understand the workings of agricultural and horticultural practices. They recognize how plants are classified, grow, function, and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratories and fieldwork, how plants function and how soil influences plant life. This course fulfills a Core 40 Science requirement or can count as a directed elective for any diploma type. It is aligned with postsecondary courses for dual credit and qualifies as a Quantitative Reasoning course. This course may only be offered every other year; alternating with ALS Animals.

### **AE430 AGRIBUSINESS CAPSTONE - 4-6 Credits - Grade 12**

**7238 (AG BUS CAP) Required Prerequisites: Complete an Agriculture pathway and seek employment in that pathway.**

The Agribusiness Management Capstone introduces students to the Principles of agribusiness management and leadership from a local and global perspective, with the utilization of technology. The course will help students build a strong knowledge base of the agribusiness industry as they study agribusiness types, communications, agricultural law, leadership, and teamwork, ethics, and agricultural economics. Additionally, students will understand the role of selling in the agricultural economy, stressing the points and terminology necessary in today's agriculture. Students will demonstrate principles and techniques for planning, development, application and management of agribusiness systems through project-based learning and supervised agriculture experience (work-based learning) programs. This course counts as a quantitative reasoning course.

## **Career Cluster: Arts, Entertainment, & Design**

**Civic Arts Locally Created Pathway** allows students to take Intro to 2D & 3D and Adv 2D & 3D in addition to Intro to Business **OR** students can take Beginning, Intermediate, and Adv. Band in addition to Intro to Business. Course descriptions for the art and music classes can be found under Fine Arts heading. The Intro to Business course description is under the Business Management heading.

### **FI 260 Principles of Digital Design - 2 Credits, Grade 9, 10**

#### **7140 PRIN DIG DES**

Principles of Digital Design introduces students to fundamental design theory. Investigations into design theory and color dynamics will provide experiences in applying design theory, ideas and creative problem solving, critical peer evaluation, and presentation skills. Students will have the opportunity to apply the design theory through an understanding of basic photographic theory and technique. Topics will include image capture, processing, various output methods, and light. This course is recommended for students interested in working on the Yearbook in Student Media. It is not part of a CTE pathway and does not count toward Fine Art credits for Academic Honors Diploma.

### **FC135 Principles of Interior Design - 2 Credits- YR (Grade 9-12)**

#### **7132 PRIN INT DES No prerequisite.**

Principles of Interior Design introduces students to fundamental design theory and color dynamics as applied to compositional design. Investigations into design theory and color dynamics will provide experiences in applying design theory to three-dimensional concepts, human factors and the psychology and social influences of space. These experiences will develop student's skills in creative problem solving, peer evaluation, and presentation skills. In this class students may make designs to sell at multiple venues and possibly remodel/redesign space in the school building. This course is not part of a CTE pathway and does not count toward Fine Art credits for Academic Honors Diploma.

**CTC 455 Radio and Television - Principles of Broadcasting – 2 Credits (Grade 12)**  
**7139 VU Dual Credit MCOM 102 \*Located at Jasper H.S.**

The RADIO AND TELEVISION program: meets at Jasper High School. This course focuses on communication, media and production. Emphasis is placed on career opportunities, production, programming, promotions, sales, performance, and equipment operation. Students will also study the history of communication systems as well as communication ethics and law. Students will develop oral and written communication skills, acquire software and equipment operating abilities, and integrate teamwork skills. Instructional strategies may include a hand-on school-based enterprise, real and/or simulated occupational experiences, job shadowing, field trips, and internships.

## **Career Cluster: Business Management**

**BU120 Introduction to Business - 1 Credit (Grade 9)**

**4518 (INTRO BUSI)**

Introduction to Business will give students exposure to the concepts, functions, characteristics and skills required for success when facing the challenges and opportunities they will be introduced to in the twenty-first century. This course will cover several different areas of career planning, leadership, communications, management, entrepreneurship, and other foundational concepts to assist students in developing an understanding of the role of business in our world. All freshmen will take this course. Intro to Business is part of the Civic Arts Pathway, but not part of the business management pathway.

### **Business Administration**

**BU222 Principles of Business Management – 2 Credits (Grades 9-12)**

**4562 (PRIN BUS) Dual credits available through Ivy Tech - BUSN 101**

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

**BU220 Accounting Fundamentals – 2 Credits (Grades 10-12)**

**4524 (INTO ACC) Required Prerequisite: Principles of Business Management**

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

**BU223 Marketing Fundamentals– 2 Credits (Grades 10-12)**

**5914 (PRN MRKT) Required Prerequisite: Principles of Business Management**

**Dual credits available through Ivy Tech - MKTG101**

Marketing Fundamentals provides a basic introduction to the scope and importance of marketing in the global economy. Course topics include the seven functions of marketing: promotion, channel management, pricing, product/service management, market planning, marketing information management, and professional selling skills. Emphasis is marketing content but will involve use of oral and written communications, mathematical applications, problem-solving, and critical thinking skills through the development of an integrated marketing plan and other projects. This course counts toward the business management and administration pathway.

**CTC435 Business Administration Capstone - 6 credits - Grade 12**

**7256 Required Prerequisites: Principles of Business Management; Marketing Fundamentals; Accounting Fundamentals OR Business Operations. Location VUJC and an Internship site Dual Credits thru VU: COMP 202, 256, 234.**

The Business Administration Capstone allows students to explore advanced topics in business leadership including Human Resources and International Business. Throughout the course students will develop business communication skills through work on projects, labs, and simulations.

### **Business Operations & Technology**

**7153 CTC432 Principles of Business Operations and Technology**

**7144 CTC433 Business Office Communications**

**7146 CTC434 Digital Data Applications**

**Location VUJC Habig Building Room #226. 1:00-3:00. 6 Credits (Grade 11-12)**

## **Dual Credits thru VU: COMP 202, 256, 234, 242. Recommended prereq: Principles of Busi Management.**

The Principles of Business Operations and Technology course will prepare students to plan, organize, direct, and control the functions and processes of a firm or organization and be successful in a work environment. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business, management, Microsoft office, and finance. Individual experiences will be based upon the student's career and educational goals. The Business Office Communications course emphasizes the analysis of communication to direct the choice of oral and written methods and techniques. It includes practice in writing a variety of messages used to communicate in business and industry with an emphasis on the potential impact of the message on the receiver as a basis for planning and delivering effective business communications. Through projects and the development of messages students will develop their knowledge and skills for the use of Microsoft Word and Microsoft PowerPoint. In Digital Data Applications students will use Microsoft Excel to sort and search records, combine files, produce reports, and to extract data from a file. This course is designed to include creating and formatting worksheets, using formulas and basic functions, creating charts, and printing professional-looking reports. Additionally students will use Microsoft Access to create a database and to manage a database through the creation and modification of a query. Students will also be expected to produce reports from the information.

## **Career Cluster: Construction**

### **ET125 Introduction to Construction – 2 Credits (Grade 10-12) 4792 (INT CONST)**

Introduction to Construction is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers. This course counts as a Directed Elective or Elective for all diploma types. Additional fees (not included in the book bill) may occur due to additional materials needed for individual projects.

### **Construction Trades - Carpentry**

#### **7130 CTC340 Principles of Construction**

#### **7123 CTC341 Construction Trades - General Carpentry**

#### **7122 CTC342 Construction Trades - Framing and Finishing**

**Location: VUJ CTIM Building 8:10-10:05 a.m. 3 Credits per semester. 15 college credits through VU: CNST 120, 100, 105, 180, 160. Grades 11-12. Recommended Prerequisite: Intro to Engineering and Intro to Construction.**

In Construction Trades I students will meet at VUJC 5 days per week for instruction to earn a VU dual credit. Students will complete labs, visit construction sites, while completing various aspects of the building process. When practical, students will help to build the Habitat for Humanity house.

#### **CTC345 Construction Trades: General Carpentry Capstone Grade 12.**

**7242 (CSTR TR CAP) 3 Credits per semester. 8 college credits through VU: CNST 155, 261, 272. Location: VUJ CTIM Building 1:00 -3:00 p.m. Required**

**Prerequisite: Principles of Construction, General Carpentry, Framing & Finishing**

In the Construction Capstone class students will meet at VUJC a minimum of 1 time per week for instruction. Students will be at the new home build site or their internships up to 4 days per week. Students will complete various aspects of the building process. Students will complete an internship with a local contractor and/or help build the Habitat for Humanity house.

## **Career Cluster: Digital Technology**

### **ET131 Principles of Computing (previous title was Computer Science I) 7183 (PRIN COMP INFO) – 2 Credits (Grades 9-12)**

Principles of Computing provides students the opportunity to explore how computers can be used in a wide variety of settings. The course will begin by exploring trends of computing and the necessary skills to implement information systems. Topics include operating systems, database technology, cybersecurity, cloud implementations and other concepts associated with applying the principles of good information management to the organization. Students will also have the opportunity to utilize basic programming skills to develop scripts designed to solve problems. Students will learn about algorithms, logic development and flowcharting. • Counts as a directed elective or elective for all diplomas and is part of the IT career pathway • Counts as a quantitative reasoning course • Fulfills a science requirement for all diploma types

## **Information Technology Operations**

**7183 CTC 459 Principles of Computing - 2 credits, VU Dual Credit: COMP177**

***PRIN COMP INFO* Grade 11-12. Location: VUJC CTIM building**

Principles of Computing provides students the opportunity to explore how computers can be used in a wide variety of settings. The course will begin by exploring trends of computing and the necessary skills to implement information systems. Topics include operating systems, database technology, cybersecurity, cloud implementations and other concepts associated with applying the principles of good information management to the organization. Students will also have the opportunity to utilize basic programming skills to develop scripts designed to solve problems. Students will learn about algorithms, logic development and flowcharting. This course is taken concurrently with IT Fundamentals and Networking Cybersecurity.

**7180 CTC460 Information Technology Fundamentals - 2 credits, Grade 11-12**

***INFO TECH FUN* Location: VUJC CTIM. VU Dual Credit CMET 140,185, 195**

Students will learn how to support and maintain many different technology devices and prepare students for a computer certification that will benefit them in multiple career choices. Technology is a part of our lives, and is embedded in almost every career path. This class will prepare students to be comfortable addressing technology issues that might arise in everyday use of technology. The students leave this course able to troubleshoot general technology issues and resolve many of those issues. Hands on activities, such as building computers, repairing printers, soldering, and using numerous testing tools, gives the students real experiences to carry them into future careers. CompTIA A+ Certification may be attained; fee associated for the certification; CMET 195(1credit) if the A+ test is taken. Information Technology Support II, Capstone is designed to for students to showcase the knowledge gained from the Information Technology Pathway. Through troubleshooting hardware, software, and networks, students solve problems through a variety of real-world IT problems. Throughout the course, students communicate with other team members and document progress to fix a variety of devices. Students will be placed at a business in the IT department utilizing skills developed in IT Support.

**7181 CTC466 Networking and Cybersecurity Operations – 2 Credits**

**Grade 11-12. Location: VUJC CTIM bldg. VU Dual Credit CNET 151, 236**

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

## **Career Cluster: Education**

### **Education Careers**

**FC226 Principles of Teaching - 2 Credits - Grades 9-12**

**7161 (*PRIN TEACH*) Dual Credits with Ivy Tech EDUC 101**

This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. A minimum 20 hour classroom observation experience is required for successful completion of this course. Students will be at the elementary school 2nd semester so will need transportation. This course is required for future courses in the Education Professions pathway.

**FC227 Child and Adolescent Development - 2 Credits, Grades 10-12**

**7157 (*CHLD ADL DEV*) Required Prerequisite: Principle of Teaching**

**Dual Credits with Ivy Tech EDUC121**

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

**FC228 Teaching and Learning - 2 Credits, Grades 10-12**

**7162 (*TEACH LRN*) Required Prerequisite: Principles of Teaching**

**Dual Credit Ivy Tech EDUC 201**

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



**FC495 Education Professions Capstone – 1-3 credits per semester, Grade 11-12  
7267 (ED PROF) Required Prerequisites: Principles of Teaching, Child & Adolescent Dev, and Teaching & Learning**

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

## **Career Cluster: Health and Human Services**

**CTC420 Health Science II: Special Topics (HOSA) - 2 credits**

**5286 (HLTH ED II) Grade 12. Recommended Prerequisites: Biomed, Anatomy, AP Biology, Chemistry. VU Dual Credits-HSGN 102. Location VUJC Classroom Bldg Room 211. 8:00 - 9:30**

Didactic class partnered with clinical experiences (chosen by students) which is designed to build upon materials learned and gain the knowledge of the variety of career possibilities within the healthcare field. Students will gain a better understanding of the different types of healthcare systems and career opportunities (entry level to doctorate), disease prevention and treatments, human growth and development, workplace safety, health care teams/roles, and legal/ethical considerations pertaining to medicine. This class prepares students by allowing them to experience the information learned from their text, in a real life clinical setting. Their clinical experiences include, but are not limited to, observing how one records patient medical histories and symptoms, how one delivers different types of medicine and treatments, the practice of consulting with doctors and/or other healthcare professionals, observing one's operating and monitoring usage of medical equipment, witnessing the jobs/roles of each unique profession in the area selected. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from high school to advance in their technical school and/or collegiate futures. The main focus of this class is assisting students in the narrowing of their possible career choices and better preparation to reach their future goals. We promote individual self-analysis to aid in career selection, job seeking and job maintenance skills, personal management skills, and assistance in completion of the application processes for admission into post secondary programs. On-the-job observations may include areas in nursing, therapies, radiology, optometry, physicians, dentistry and/or medical records. Students must have a passing grade to participate in rotations. Students in this course will be required to also take Principles of Healthcare. Med Terms is optional.

## **Biomedical Sciences**

**HE110 Principles of Biomedical Sciences – 2 Credits - Grades 9-12**

**5218 (PRIN BIOMED)**

Principles of the Biomedical Sciences provides an introduction to this field through "hands-on" projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts included in the curriculum are: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses. This may fulfill a Core 40 Science requirement for all diplomas.

**SC330 Anatomy and Physiology 2 Credits; Grade 10-12**

**5276 (A & P) Recommended Prerequisite: Principles of Biomed and Biology**

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integumentary, skeletal, muscular, and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

**HE310 Medical Interventions - 2 Credit - Grade 11-12**

**5217 (MED INTERV) Required Prerequisites: Principles of Biomed and Anatomy**

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

## **Pre-Nursing / Healthcare Specialist**

**CTC419 Principles of Healthcare - 2 Credits - Dual credits through VU: HSGN 102 7168 (PRIN HLCR) Grade 12 Location: VUJC Classroom Building**

Principles of Healthcare content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, and an introduction to healthcare systems. Lab experiences are organized and planned around the activities associated with the student's career objectives. This course must be taken concurrently with HOSA, CNA, or EMT.

**CTC 423 Healthcare Specialist: CNA – 2 credits. Dual credits: HSGN102,200, 106. 7166 (HC SPEC CNA) Grade 11 or 12 Location VUJC Classroom Bldg. 8:00 - 9:30**

The certified nurse aide (CNA) program at Jasper High School, a partnership with Memorial Hospital and Healthcare Center, is a fall semester class and clinical rotation. A minimum of 30 hours in the classroom and 75 hours in the clinical setting must be done in the fall semester. After these requirements have been fulfilled with a passing grade, students will have the opportunity to set for the exam, becoming a certified nursing assistant, authorizing a student to work in this capacity in a healthcare facility. Becoming a CNA will provide great working experience for students desiring to pursue a career in healthcare and/or nursing. After completion of the CNA program and successful achievement of the certification exam, students have the opportunity to enter a work-based learning option, in the spring semester. Prerequisites/Requirements for application: keen interest in healthcare, and strong interpersonal skills/ criminal background check, health physical, PPD, and influenza vaccine. Students in this course will be required to also take Principles of Healthcare.

**CTC 424 Healthcare Fundamentals (formerly Medical Terminology) – 2 Credits – 5274 Grade 12. Google Classroom. Dual Credits through VU: HIMT 110**

This course is offered online only for those with a strong desire to learn about the language of health care professionals. This course builds skills in pronouncing, spelling (with 100% accuracy), and defining new words encountered in verbal and/or written information. Medical terms and abbreviations, pathology, pharmacology, diagnosis and treatment options will be taught using a body systems approach. Students must have time management skills, a strong work ethic and strong study skills, be intrinsically motivated all while working in an independent learning environment. Time dedicated DAILY must be 1.5 hours minimum to achieve success. Students will be held to a college course standard. Grades will consist of exams and research projects only. Students taking Med-terms must also be enrolled to take a Health Science course since the Health Science instructor will serve as the online facilitator for this course. This course is required for EMT students, but optional for HOSA and CNA students.

**CTC 422 Emergency Medical Tech – 2 credits**

**7165 (EMT) - Grade 12. Dual credits through VU: EMTB212, HSGN102, HIMT110 Location: VUJC Classroom Building 8:10 - 10:05 am**

This course is designed for individuals desiring to perform emergency medical care. Students will learn to recognize the seriousness of the patient's condition, use the appropriate emergency care techniques and equipment to stabilize the patient, and transport to the hospital. Students meeting appropriate standards will be eligible for certification by the National Registry of EMTs and the State of Indiana as Emergency Medical Technicians. This class also provides an opportunity for a great variety of experiences into the healthcare world. There is a classroom, skills lab, computer lab and a clinical component required. Students must be 18 years of age in order to take the EMT certification exam. Students need to turn 18 within 3 months of completing the course. Students in this course will be required to take Med Terms and Principles of Healthcare.

## **Human and Social Services**

**7176 CTC498 Principles of Human Services**

**7174 CTC499 Understanding Diversity**

**7177 CTC500 Relationships & Emotions**

**Location VUJC Administrative Building 1:00 - 3:00. 3 credits per semester. 12**

**Dual Credits through VU: SOCL 153, 164, 261, 260. Grade 11-12.**

Principles of Human Services explores the history of human services, career opportunities, and the role of the human service worker. Focuses on target populations and community agencies designed to meet the needs of various populations. Understanding Diversity encourages cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States. Relationship & Emotions examines the key elements of healthy relationships. Explores the main problems that damage relationships. Presents research findings on successful and unsuccessful relationships, and emotional connections. Explores the impact of one's emotional and relationship history on current and future romantic relationships. Presents practical, scientific-based skills for improving relationships. Additionally, this course offers practical and useful information for people who have experienced loss. Students have the opportunity to evaluate their own experiences and attitudes toward loss and grief. Occupations/Job Placements: Social Worker, Psychology, counseling

## **Career Cluster: Hospitality, Events, & Tourism**

### **Culinary Arts**

**FC126 Principles of Culinary and Hospitality – 2 Credits, Grade 9-12**

**7173 (PRIN HOSP) Dual Credits with Ivy Tech: HOSP 101 (fall) & 102 (spring)**

Principles of Culinary and Hospitality is designed to develop an understanding of the hospitality industry and career opportunities, and responsibilities in the food service and lodging industry. Introduces procedures for decision making which affects operation management, products, labor, and revenue. Additionally, students will learn the fundamentals of food preparation, basic principles of sanitation, service procedures, and safety practices in the food service industry including proper operation techniques for equipment. Students will be able to work towards ServSafe Certification and compete at

ProStart competitions that provide scholarships towards Culinary Institutions.

### **FC127 Nutrition - 2 Credits, Grade 10-12**

#### **7171 Required Prerequisites: Principles of Culinary and Hospitality**

Nutrition students will learn the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs throughout the life cycle and to apply those principles to menu planning and food preparation.

### **FC128 Culinary Arts - 2 Credits, Dual Credits with Ivy Tech: HOSP 103 & 105**

#### **7169 (CUL ARTS) Grade 10-12, Required Prereq: Principles of Culinary & Hosp**

Culinary Arts teaches students how to prepare the four major stocks, the five mother sauces (in addition to smaller sauces) and various soups. Additional emphasis is placed on the further development of the classical cooking methods. This course will also present the fundamentals of baking science including terminology, ingredients, weights and measures, and proper use and care of equipment. Students will produce yeast goods, pies, cakes, cookies, and quick breads

### **FC129 Pastry Capstone - 2- 6 Credits, Grade 11-12,**

#### **7235 Required Prerequisite: Princ. of Culinary & Hosp., Nutrition, Culinary Arts**

The objective of this course is to help students understand the science of baking and the different reactions that take place based on the ingredients, temperatures, and equipment in relation to the final product. The course requires students to produce and finish a variety of cakes. The course emphasizes application techniques, color coordination, and the flavor and texture of fillings. Students will practice the techniques of basic cake decorating. This course will also address classical French and European desserts, including the preparation of goods such as Napoleons, Gateau St. Honoré, petit fours and petit fours sec, ganaches, pastry creams and fillings, sauces, flans and tarts, and European sponges. The course also includes instruction in tempering of chocolates, molding, and chocolate plastique, preparation of truffles, pastillage and marzipan, short doughs, and meringues. The student will be instructed in the latest preparation methods, innovative ideas for impressive plate presentations, and techniques that utilize specialized equipment and tools to make high-tech, novel creations

### **FC131 Culinary Capstone (CUL ARTS CAP) 2-6 credits, Grades 11-12**

#### **7233 Required Prerequisite: Princ. of Culinary, Nutrition, Culinary Arts**

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

## **Marketing, Sales, & Entrepreneurship**

### **Entrepreneurship**

#### **BU226 Principles of Entrepreneurship - 2 Credits (Grades 10-12)**

##### **7154 (PRIN ENTR)**

Discover the building blocks of entrepreneurship in this dynamic, hands-on course designed for aspiring innovators and business leaders. Aligned with state standards, this course introduces students to key principles such as opportunity recognition, market research, business planning, and financial literacy. Through engaging projects, students will develop critical thinking and problem-solving skills as they create, plan, and pitch their own business ideas. Additionally, students will collaborate on real-world projects with the school store, gaining firsthand experience in retail operations, marketing, and customer engagement. This course emphasizes creativity, collaboration, and the entrepreneurial mindset needed to turn ideas into action.

#### **BU227 New Venture Development - 2 Credits (Grades 11-12)**

##### **7148 (NEW VENT) Required Prerequisite: Principles of Entrepreneurship**

Turn your business dreams into reality in New Venture Development, the next step for budding entrepreneurs. This advanced course builds on the foundations of entrepreneurship by focusing on the real-world application of business development strategies. Students will refine business concepts, evaluate market potential, and develop operational plans with a focus on cost structures and scalability. A significant component of this course involves partnering with the school store to create and implement business initiatives, allowing students to experience the challenges and rewards of running a real business. With an emphasis on state standards and real-world readiness, this course challenges students to create and execute a fully developed business venture, culminating in a professional pitch presentation. If you're ready to take your entrepreneurial skills to the next level, this course is your launchpad to success!

## **Career Cluster: Public Service and Safety**

### **Criminal Justice**

#### **CTC439 Principles of Criminal Justice - 2 Credits, Grades 9-12**

##### **7193 (PRIN CR JUST)**

Principles of Criminal Justice covers the purposes, functions, and history of the three primary parts of the criminal justice system: law enforcement, courts, and corrections. This course further explores the interrelationships and responsibilities of these three primary elements of the criminal justice system. Principles of Criminal Justice is offered at NDJSHS and prepares students for pathway courses taught at VUJC.

## **7191 CTC 440 Law Enforcement Fundamentals**

## **7188 CTC 441 Corrections & Cultural Awareness**

**Location: VUJC Habig Bldg from 8:10-10:05. 6 Credits - 3 per semester; Dual Credits: LAW 100, 101, 150, 145. Grades 11 or 12**

Principles of Criminal Justice can be taken prior to this program at NDJSHS or taken while at VUJC.

Law Enforcement Fundamentals critically examines the history and nature of the major theoretical perspectives in criminology, and the theories found within those perspectives. Analyzes the research support for such theories and perspectives, and the connections between theory and criminal justice system practice within all the major components of the criminal justice system. Demonstrates the application of specific theories to explain violent and non-violent criminal behavior on both the micro and macro levels of analysis. Additionally, this course will introduce fundamental law enforcement operations and organization. This includes the evolution of law enforcement at federal, state, and local levels.

Corrections and Cultural Awareness emphasizes the study of American criminal justice problems and systems in historical and cultural perspectives, as well as discussing social and public policy factors affecting crime. Multidisciplinary and multicultural perspectives are stressed. Additionally, this course takes a further examination of the American correctional system; the study of administration of local, state, and federal correctional agencies. The examination also includes the history and development of correctional policies and practices, criminal sentencing, jails, prisons, alternative sentencing, prisoner rights, rehabilitation, and community corrections including probation and parole. Current philosophies of corrections and the debates surrounding the roles and effectiveness of criminal sentences, institutional procedures, technological developments, and special populations are discussed.

## **Fire & Rescue**

## **7195 CTC446 Principles of Fire & Rescue**

## **7189 CTC447 Fire Fighting Fundamentals**

## **7186 CTC448 Advanced Fire Fighting**

**Location: Pike Central or Springs Valley - 12:40-3:10; Grade 11-12. 3 credits per semester.**

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

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

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

# **Career Cluster: Supply Chain and Transportation**

## **Automotive Services**

## **7213 CTC320 Principles of Automotive Services**

## **7205 CTC321 Brake Systems**

## **7212 CTC322 Steering & Suspension**

**Location: Southridge H.S. 8:10-10:35. Grade 11. 2 Credits per course. Ivy Tech**

**Dual Credits: AUTI 100 & 111. Recommended Prereq: Ag Power**

The Automotive Services course at Southridge High School is a two year program that meets for 3 hours each morning. Students receive six credits per year for Auto Services Technology. This course equips students with the training and skills needed to perform competently a broad range of motor vehicle services work specifically designed to meet Automotive Service Excellence (ASE) specifications. Areas of instruction covered during the two-year program are safety, brakes, electrical, steering & suspension, engine repair, and engine performance. Much of the program is used in the lab setting. Auto 1 will focus on general automotive services, steering and suspensions, and braking systems. Students can earn 12 credit hours from Ivy Tech at no cost. Articulation agreements are in place with United Technical Institute, University Northwestern Ohio, Lincoln College of Technology, and Nashville Auto Diesel College. Job placements include Ruxers, Sternbergs, Uebelhor and Sons.

**CTC325 Automotive Services Capstone - 3 Credits per semester. Grade 12**

**7375 (AUTO SRV CAP) Ivy Tech Dual Credits AUTI 131,122,145. Location:**

**Southridge H.S. 12:50-3:15. Required Prerequisite: Principles of Automotive**

## **Services, Brake Systems, Steering & Suspensions**

This course further explores important skills and competencies within the Automotive Service Technology Pathway. Students will be exposed to an in-depth study of vehicle electrical systems. Students will study the fundamentals of electricity and automotive electronics in various automotive systems. Students will understand other topics such as Engine Repair, Climate Control, and Driveline Service. Additionally, co-op, and internship opportunities will be available for students. Much of the program is used in the lab setting. Auto 2 will focus on steering and suspension, engine performance, and driveline service.

## **Aviation Management**

**7214 CTC360 Principles of Aviation**

**7217 CTC361 Private Pilot Theory**

**7207 CTC362 Aviation Safety and Operations**

**Location Huntingburg Airport 8:00 am. Grade 11-12 2 credits per course.**

**Dual Credits: VU AMNT 100 Intro to Aviation, AFLT 210 - Aircraft Systems, Performance, and Aerodynamics, AFLT 225 -Human Factors and Safety, AFLT 285-Aviation Weather (Students will need to pay \$25 per credit hour)**

This course provides the student the opportunity to develop an understanding of various aspects of the aviation industry to include general regulations and laws associated with the field. Included is an overview of the aviation field and all employment opportunities. The student will receive ground school knowledge required for certification as a private pilot with an airplane single engine land rating. Areas of study include aerodynamics, aircraft systems, performance, weight and balance, physiology, regulations, cross country planning, weather, and decision-making skills. This course is an overview of general aviation operations, including the operation and management of the Fixed Base Operation (FBO). It introduces the challenges and complexity of aviation security faced by aviation professionals across the industry and traces the evolution of current security approaches and explores technologies and processes targeting threat mitigation and improved operational efficiency. Students will be at the Huntingburg Airport 5 days per week earning VU credits in aviation. Students will fly or ride in a plane several times per semester. Occupations/Job Placements: Aircraft Pilot, Aviation Operations, Air Traffic Controller, Aircraft Dispatch, Aircraft Mechanic and Technician

**CTC363 Aviation Management Capstone 3 Credits per semester, Grade 12.**

**7385 (AVI MGMT CAP) Required Prerequisites: Principles of Aviation**

**Management; Private Pilot Theory; Aviation Safety and Operations**

Aviation Management Capstone is an introduction to the aviation weather service program. Course topics include the National Weather Service, Flight Service Stations, International Civil Aviation Organization, and analyzing and interpreting weather reports and maps. Additionally, this course will prepare students for certification as an Instrument Pilot with an Airplane Single Engine Land rating. Areas of study include basic instrument flying, flying instruments, IFR charts and approach plates, IFR regulations and procedures, ATC clearances, and IFR flight planning. This course counts as a quantitative reasoning course.

## **General CTE Courses Foundational, Standard, & WBL**

### **Foundational CTE Courses**

**FC110 Preparing For College & Careers – 1 Credit – S1 (Grade 8 or 9)**

**5394 (PREP CC)**

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

**BU100 Personal Financial Responsibility– 1 Credit - S2**

**4540 (PRS FIN RSP) (Grade 9 for class of 2026 -2028. Grade 12 for class of 2029)**

*Personal Financial Responsibility* is a half-year, single-period course required for freshmen. Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged. This course counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and meets Indiana's Financial Literacy requirement (IC 20-30-5-19)

**ET132 Computing Foundations for a Digital Age - 1 Credit - S2**

**4565 (COMFOUND) Grade 9 requirement starting with class of 2029**

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.

## **BU130 Business Math – 1 Credit (Grades 11-12)**

### **4512 (BUS MATH) Recommended Prerequisite: Algebra I**

*Business Math* is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences. This course fulfills a Mathematics requirement for the General Diploma only or counts as an Elective for other diplomas. It also qualifies as a Quantitative Reasoning course. It is NOT part of any business career pathway.

## **WBL CTE Courses**

### **CTC310 Cooperative Education (ICE and ICE Coop) Grade 12**

#### **6162 (COOP EDU) 3 Credits per semester for a max of 6 (Typically periods 5-7)**

ICE is a senior level course designed to provide a valuable work-based learning experience in pathways offered to students at their school. The course consists of on the job work and a classroom portion. The ICE instructor teaches a variety of career success skills for the classroom portion. Much of the classroom instruction is delivered on-line thus students are not required to be in class every day. Students are required to work in a paid job a minimum of 15 hours per week; the course will be three periods per day. Work hours are typically during the school day, however other arrangements may be made depending on circumstances. Students will be required to complete an application prior to the beginning of class. The purpose of the application is to ensure that the student is in good standing in other classes required for graduation. Also the student must not have a record of discipline issues at school. A student currently working may have that job approved by the instructor if the job holds the rigor of the intent of this course. The job should provide new and relevant experiences helping to prepare the student for related careers following high school. Personal transportation and a work permit are required. Requirements for application: • High School Senior • 90% attendance rate (missed fewer than 18 days junior year) • Not have a history of behavior concerns that would make an employer question the student's character and or ability to be a productive employee. (Examples include cases of excessive insubordination, fighting, written referrals by school personnel, etc.) • Have a reliable means of transportation. • Have a strong work ethic, strong communication skills, and a desire to learn. • Students should be on track for graduation.

### **CTC470 Work Based Learning Capstone (Internship), Grade 12**

#### **5974 (WBL MULT PATH) 4 Credits; Periods 1-2 or 6-7. Required Prerequisites:**

**Complete four credits or at least one advanced career and technical education course from a program or program of study. Student's worksite placement must align to the student pathway.**

The Work Based Learning Program is a course of work experience in which the student is provided an opportunity to experience a variety of job related activities that are associated within a specific career. Work Based Learning recognizes that classroom learning provides only part of the skills and knowledge students need to succeed in college or a career. By creating opportunities to learn in the workplace, students are provided work experiences that allow them to explore or ensure their college or career choice is the right one for them. As the student completes his or her job shadow, hands on, and work experiences they will be under the supervision of the internship coordinator. The internship coordinator will work closely with the professional or master craftsman to make sure that the school, the student, and internship provider is carrying out all responsibilities of the internship. Students will be required to complete an application prior to the beginning of class. The purpose of the application is to ensure that the student is in good standing in other classes required for graduation and that prior classes relate to the student's internship choice. Internships typically are not paid. Requirements for application: • High School Senior • 95% attendance rate (missed fewer than 9 days junior year) • Have a cumulative GPA of 2.5 on a 4.0 scale. Jasper students need at least a 3.0 or higher with the weighted scale. • Have a reliable means of transportation. • Have a strong work ethic, strong communication skills, and a desire to learn. • Students interested in taking Internship should have completed 1 advanced CTE Course in a pathway related to their requested internship discipline. Occupations/Job Placements: Varies \*Students interested in medical careers must take Health Science Education.

## **List of CTE courses offered through Patoka Valley Career and Technical Cooperative**

Northeast Dubois High School is part of the Patoka Valley Career and Technical Cooperative. This cooperative provides high school students with an opportunity to select areas of learning which provide them with career experiences and transferable skills to postsecondary institutions such as colleges and apprenticeship programs. Visit <http://patokavalleycooperative.blogspot.com/> for details. Currently there are several courses offered through the cooperative. Juniors and seniors wanting to enroll in any of these vocational courses must complete an application in order to be considered. Apply online at [www.patokavalleycte.com](http://www.patokavalleycte.com) Go to Forms and then to Patoka Valley & Perry County CTE Application. Be sure to hit SUBMIT. A limited number of students may enroll so students are encouraged to apply on time. Selected students would be responsible for their own transportation. This factor should be considered by the student and parents. It should also be noted that students attending neighboring schools must abide by their rules and regulations. These courses will be 2 or 3 periods per day and the student(s) enrolling may need to allow a study hall period for traveling time. \*\* Details on each course can be found in descriptions under CTE Career Cluster.

CTC 350,351, 352	Automation and Robotics	CTC 423,419	Pre-Nursing CNA	CTC 360, 361, 362	Aviation
CTC 480, 481,482	Precision Machining	CTC 422,419,424	EMT	CTC 320, 321,322	Automotive Services
CTC 330,331,332	Welding Technology	CTC 498,499,500	Human & Social Services	CTC 459,460,466	Information Tech
CTC 340,341,342	Construction Trades	CTC 420,419	Health Science (HOSA)	CTC470	Work Based Learning (Internship)
CTC 432, 433, 434	Business Operations	CTC 440, 441	Law Enforcement	CTC 310	Cooperative Education (I.C.E)

# English/Language Arts

## LA110 English 9 2 Credits, Grade 9

### 1002 (ENG 9)

Through integrated study of language, literature, writing, and oral communication, English 9 should further develop students' use of language as a tool for learning and thinking and as a source of pleasure. Language study should enable students to recognize and adapt language to different audiences, purposes, and situations, and use language as a way of thinking, learning, and communicating, effectively, both in academic and non-academic situation. Literature should include study of a variety of genres and frequent opportunities for students to respond critically, reflectively, and imaginatively to a range of reading materials. Through the study of literature, students should begin developing strategies for making independent critical evaluations of literature, such as identifying literary conventions of genres and determining author's purposes and perspectives. Composition should provide students with the opportunity to write for different purposes and audiences, using a variety of forms of expressive, informative, and persuasive writing. Instruction in all phases of the writing process, should be given, including prewriting, drafting, peer sharing, revising, editing, and publishing. Formal grammar, usage, spelling and language mechanics should be integrated into the study of writing so that students gain a functional understanding of the English language. Research and library media skills should also be introduced in conjunction with writing instruction. Oral communication instruction should provide students with opportunities to continue to develop and use effective listening and speaking techniques and strategies in both formal and informal situations. It should also provide opportunities for students to develop strategies for becoming critical consumers of mass media. **NOTE:** This course is required for all freshmen.

## LA210 English 10 - 2 Credits, Grade 10

### 1004 (ENG 10)

Like English 9, English 10 should further develop students' use of language as a tool for learning and thinking and as source of pleasure through integrated study of language, literature, composition, and oral communication. Language study should continue to develop students' sophistication at adapting language to different audiences, purposes, and situations, and using language as a tool for thinking, learning, and communicating in both academic and non-academic situations. Literature should broaden world views and cultural horizons and provide frequent opportunities for students to respond critically, reflectively, and imaginatively to a variety of reading materials, representing different cultures, times, authors, themes, and forms. (A specific body of literature, such as world literature or British literature, may be surveyed.) Through study of literature, students should continue to develop an understanding of literary concepts and conventions that will help them make independent critical evaluations of literary works. Composition should provide students with continuing opportunities to write for different purposes and audiences, using a variety of forms of expressive, informative, and persuasive writing. Instruction in all aspects of the writing process, should be given, including prewriting, drafting, peer sharing, revising, and editing. Formal grammar, usage, spelling, and language mechanics should be integrated into the study of writing so that students gain a functional understanding of the English language. Research and library media skills should also be taught in conjunction with writing. Oral communication experiences should enable students to sharpen listening and speaking skills in both formal and informal situations and to become critical consumers of mass media.

## LA211 Advanced English 10 - 2 Credits, Grade 10

### 1004 (ENG 10)

Advanced English 10 follows the same curriculum as English 10; however, Advanced English 10 provides in-depth, differentiated instruction on the English 10 competencies. Students in this course are expected to have mastered the grade level skills and are therefore able to read, write, and speak at advanced levels. The curriculum offers students coursework and assessments more challenging than English 10. *This course is designed for high-ability students in language arts who are self-motivated to meet academic challenges and are prepared and motivated to learn and work at an advanced level. The intent is to better prepare students for Composition, Literature, and Speech college level courses.*

## LA310 English 11 2 Credits, Grade 11

### 1006 (ENG 11)

Like English 9 and 10, English 11 should continue to reinforce students' use of language as a powerful tool for learning and thinking and as a source of pleasure through integrated study of language, literature, composition, and oral communication. Language study should continue to develop students' sophistication at adapting language to different audiences, purposes, and situations, and using language as a tool for thinking, learning, and communicating in both academic and non-academic situations. Literature should continue to broaden world views and cultural horizons and provide frequent opportunities for students to respond critically, reflectively, and imaginatively to a variety of reading materials, representing different cultures, times, authors, and forms. (A specific body of literature, such as American literature, may be surveyed.) Through study of literature, students should continue to develop an understanding of literary concepts and conventions that will help them make independent critical evaluations of literary works. They should also develop an understanding of the relationship between literature and culture and an awareness of their identity within that culture. Composition should provide students with continuing opportunities to write for different purposes and audiences, using a process that includes prewriting, drafting, peer sharing, revising, editing, and publishing. Both academic writing (such as personal and business correspondence) should be included. Formal grammar, usage, spelling, and language mechanics should be integrated into the study of writing so that students gain a functional understanding of the English language. Research and library media skills should also be taught in conjunction with writing. Oral communication experiences, such as speech making, group discussion, interviewing, and storytelling, should enable students to sharpen listening and speaking skills in both formal and informal situation and become critical consumers of media. Writing should be included, with emphasis placed on the needs and future plans of the students. Formal grammar, usage, spelling, and language mechanics should be integrated into the study of writing so that students gain a functional understanding of the English language. Oral communication instruction should prepare students to adapt communication content, presentation, and delivery to an audience and purpose in formal speaking situations. It should also prepare them for a variety of on-the-job communications, such as interviewing, asking and answering questions, giving and following oral directions.

## LA410 English 12 2 Credits, Grade 12

### 1008 (ENG 12)

As the culmination of the students' high school English instruction, English 12 should prepare students to meet the language demands of post-secondary experiences, whether those be in higher education or the world of work. Like English 9, 10, 11, English 12 should continue to remind students of the use of language as a tool for learning and thinking and as source of pleasure through integrated study of language, literature, composition, and oral communication. Literature should continue to be a focal point of the twelfth-grade English curriculum. The study of World

Literature gives students frequent opportunities to respond critically, reflectively, and imaginatively to a range of reading materials. Critical reading and interpretative skills should also be sharpened, preparing students for informed citizenship in a democratic society. Composition should continue to provide students with opportunities to write for different purposes and audiences, using a process that includes prewriting, drafting, peer sharing, revising, editing, and publishing. Both academic writing (such as personal and business correspondence) should be included. Formal grammar, usage, spelling, and language mechanics should be integrated into the study of writing so that students gain a functional understanding of the English language. Research and library media skills should also be taught in conjunction with writing. Oral communication experiences, such as speech making, group discussion, interviewing, and storytelling, should enable students to sharpen listening and speaking skills in both formal and informal situation and become critical consumers of media. Writing (such as personal and business letter, memos, employment correspondence, business forms, etc.) should be included, with emphasis placed on the needs and future plans of the students. Formal grammar, usage, spelling, and language mechanics should be integrated into the study of writing so that students gain a functional understanding of the English language. Oral communication instruction should prepare students to adapt communication content, presentation, and delivery to an audience and purpose in formal speaking situations. It should also prepare them for a variety of on-the-job communications, such as interviewing, asking and answering questions, giving and following directions.

## **LA420 English 11- Composition I 1 Credit – S1, Grade 11**

### **1006 (ENG11) Three Dual Credits available with Ivy Tech - ENGL 111**

English Composition is designed to develop students' abilities to craft, organize, and express ideas clearly and effectively in their own writing. This course incorporates critical reading, critical thinking, and the writing process, as well as research and the ethical use of sources in writing for the academic community. Extended essays, including a researched argument, are required. Students must earn a C or higher in this course in order to earn college credit and to advance to Argument and Rhetoric (Comp. II) and/or Advanced English: Literature. This course is recommended for a grade 11 Language Arts credit Academic Honors students.

## **LA425 Advanced English/Language Arts, College Credit - Literature**

### **1124 (ADVENG, CC) 1 Credit - S2, Grade 11, Required prerequisite: Composition Three Dual Credits available with Ivy Tech - ENGL 206**

English Literature develops basic strategies for critically reading and interpreting poetry, fiction, and drama. It introduces the premises and motives of literary analysis and critical methods associated with various literary concerns through class discussion and focused writing assignments. The course focuses on English Literature from the Old English era to the Postmodern era. Students must earn a C or higher in this course in order to earn its college credit. This course is recommended for a grade 11 Language Arts credit for Academic Honors students.

## **LA440 English 12 - Composition II 1 Credit - S1, Grade 12**

### **1008 (ENG12) Three Dual Credits available with Ivy Tech - ENGL 215**

#### **Required Prerequisite: Composition I**

This advanced composition course emphasizes an inquiry-driven approach to research-based analytic and argumentative writing. Students will develop advanced analytical, researching, and writing skills by completing an extensive argumentative project. Students must earn a C or higher in this course in order to earn its college credit. This course is recommended for a grade 12 Language Arts credit for Academic Honors students.

## **LA449 Advanced Speech and Communication 1 Credit S2, Grade 12**

### **1078 (AdvSpeech) Three Dual Credits available with Ivy Tech - COMM 101**

Advanced Speech and Communication, a course based on the Indiana Academic Standards for English/Language Arts and emphasizing the High School Speech and Communication Standards, Introduces fundamental concepts and skills for effective public speaking, including audience analysis, outlining, research, delivery, critical listening and evaluation, presentational aids, and use of appropriate technology. Students deliver different types of oral and multimedia presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery.

## **LA330 Student Media - 2 credits per year; can be taken multiple years, Grade10-12**

### **1086 (STDNT MEDIA) Recommended Prerequisites: Principles of Digital Design and Adv English 10 (This class publishes our Yearbook & was formerly titled Interactive Media.)**

Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of Journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers, yearbooks, and a variety of other media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staff so that they may prepare themselves for career paths in journalism, communications, writing, or related fields. This course counts as a directed elective or elective for all diplomas and fulfills the Fine Arts requirement for the Core 40 with Academic Honors.

# **Fine Arts**

**Civic Arts Locally Created Pathway for Music** requires that you take Beginning and Intermediate Band in addition to Intro to Business.

## **FI 110 Beginning Concert Band I - 1 Credit – S1 (Grade 9-12)**

### **4160 (BEG BAND)**

Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements and musicianship including, but not limited to: tone production, technical skills, intonation, music reading skills, and analyzing music. Experiences include, but are not limited to improvising, conducting, playing by ear, and sight-reading. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. This course, taken with Beginning Concert

Band II, will meet the fine arts requirement for Academic Honors.

**FI111 Beginning Concert Band II – 1 Credit – S2 (Grade 9-12)**

Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements and musicianship including, but not limited to: tone production, technical skills, intonation, music reading skills, and analyzing music. Experiences include, but are not limited to improvising, conducting, playing by ear, and sight-reading. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. This course, taken with Beginning Concert Band I, will meet the fine arts requirement for Academic Honors.

**FI112 Intermediate Concert Band I – 1 Credit S1 (Grade 10-12)**

**4168 (INT BAND) Prerequisite: Beginning Concert Band I & II**

**FI113 Intermediate Concert Band II - 1 Credit S2 (Grade 10-12)**

Intermediate Concert Band I & II is available for second-year band students.

**FI114 Advanced Concert Band I –1 Credit S1 (Grade 11-12)**

**4170 (ADV BAND) Prerequisite: Intermediate Concert Band I & II**

**FI115 Advanced Concert Band II – 1 Credit S2 (Grade 11-12)**

Advanced Concert Band I & II is available for third-year and fourth-year band students.

**FI128 Music History & Appreciation – 1 Credit - S1 (Grade 9-12)**

**4206 (MUS HIST)**

Students taking this course receive instruction designed to explore music and major musical style periods through understanding music in relation to both Western and Non-Western history and culture. Activities include but are not limited to: listening to analyzing, and describing music; evaluating music and music performances; and understanding relationships between music and other arts, as well as disciplines outside of the arts. This course will meet the fine arts requirement for Academic Honors.

**FI129 Instrumental Ensemble: Guitar – 1 Credit - S2; (Grade 9-12)**

**4162 (INSTR ENS) \* Able to take more than 1 year to earn 4 Credits max**

Students enrolled in this class will be provided with opportunities to learn basic to intermediate guitar techniques. Students will study standard notation, guitar tablature, guitar chords and bass guitar lines. Students will explore improvisation, playing-by-ear, and sight-reading as part of this course. Students will perform a large and varied repertoire of music, including chamber music (small ensembles), solo music, and contemporary music of the 20th and 21st century. This class will develop elements of musician including: (1) tone production, (2) technical skills, (3) intonation, (4) sight reading skills, (5) listening skills, (6) analysis of music, and (7) studying historically significant styles of literature. It is recommended (not required) that any student enrolling in this class has access to a guitar. This course meets one credit toward the fine arts requirement for Academic Honors.

**FI118 Music Theory and Composition 1 Credit - S1 (Grade 9-12)**

**4208 (MUS THEORY)**

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in: Reading written music, Understanding basics rhythms, harmonies and melodies, Understanding the basic analysis of music and theoretical concepts, Ear training and dictation skills, Understanding the basic rules of composition, Studying a wide variety of musical styles, including traditional and nontraditional music. This course counts as a directed elective or elective for all diplomas and fulfills a credit toward the Fine Arts requirement for the Core 40 Academic Honors Diploma

**FI119 Dance Performance - Color Guard 1 Credit - S2 (Grade 9-12)**

**4146 (DNC PERF) \*Participation in the Marching Band is expected.**

This class will explore and study the usage of auxiliary equipment in the color guard: Flag, Rifle and Sabre. Students are expected to attend band camp, manage equipment/accessories throughout the year, attend extra-curricular practices, and compete in marching band contests throughout the fall. Students will explore the use of color guard equipment, dance, and basic movement. Competitive routines place a demanding schedule upon participants. The course will follow the Music Department's rules governing the Marching Jeeps. Upon completion of the marching band competitions, students will explore extra skills in different equipment & implements. This course counts as a directed elective or elective for all diplomas and fulfills a credit toward the Fine Arts requirement for the Core 40 Academic Honors Diploma.

**FI120 Beginning Chorus - 1 Credit each semester. Can take both semesters**

**4182 (Beg Chor) \* Performances outside of class are expected. (Grade 9-12)**

Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Performances outside of class are expected, and will be a significant portion of the grade for this class This course counts as a directed elective or elective for all diplomas and if taken both semesters fulfills the Fine Arts requirement for the Core 40 Academic Honors Diploma.

## Visual Arts

Civic Arts Locally Created Pathway in Art requires that you take Intro to 2D & 3D and Adv 2D & 3D in addition to Intro to Business.

Visual Art classes are offered at different skill levels and are recommended to be requested as follows:

- Intro to 2D Art & Intro to 3D Art (Beginning level)
- Principles of Digital Design (Beginning level) \* This course does not count as a Fine Arts credit for AHD.
- Advanced 2D Art & Advanced 3D Art (Intermediate level)
- Fiber Arts I & II (Intermediate level)
- Art History & Adv. Art History (Intermediate level)
- AP 2-D Art & Design (Advanced level)

### FI130 Introduction to Two Dimensional Art - 1 Credit – S1 (Grade 9-12)

#### 4000 (2D ART) Beginning Level

Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources. Course includes basics in painting, art history, drawing, printmaking, and photography.

- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

### FI132 Introduction to Three Dimensional Art – 1 Credit – S2 (Grade 9-12)

#### 4002 (3D Art) Beginning level

Introduction to Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. This class incorporates basic skills for creating three dimensional art, including working with clay, sewing, painting, found art, and assemblage art. Students make connections to current events through art. They identify ways to utilize and support art museums, galleries, studios, and community resources.

- Counts as a Directed Elective or Elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

### FI140 & 141 Ceramics - 1 credit each semester - Grade 10-12

#### 4040 (CERAMICS) Recommended Prerequisites: Intro to 3D Art

Students in ceramics create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. This course fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma.

### FI200 Advanced Two Dimensional Art - 1 Credit per semester - 3 credits max -S1

#### 4004 (Adv 2D Art) Intermediate level; Required Prerequisite: Intro 2D Art. Gr.10-12

Advanced 2D Art is a continuation of skills and media learned in Intro to 2D. You will continue to explore, drawing, painting, printmaking, in addition to fiber arts, clay, and mixed media. This is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Two-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentation skills. The nature of this course allows for successive semesters of instruction at an advanced level and is recommended for art majors.

### FI210 Advanced Three Dimensional Art -1 Credit per semester - 3 credits max -S2

#### 4006 (Adv 3D Art) Intermed level; Required Prerequisite: Intro to 3D Art. Gr. 10-12

Adv 3D Art is a continuation of skills and media learned in Intro to 3D. You will continue to explore sculpture, painting, clay, in addition to fiber arts, and mixed media. This is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of a portfolio of quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources. The nature of this course allows for successive semesters of instruction at an advanced level and is recommended for art majors.

### FI 250 & 251 Fiber Arts I & II - 1 Credit per semester (Gr 10-12) Intermediate level

#### 4046(FBR ARTS) Recommended Prerequisite: Intro to Three-Dimensional Art

Students will create fiber art works utilizing processes such as loom and off-loom construction, dyeing, crochet, knitting, needle felting, and stitchery. This course fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

### FI 430 & 431 Art History and Advanced Art History - 1 credit each semester

#### 4024 & 4020 (ART HIST) Grades 10-12. \* IU Dual Credits - ARTH-H 100

Art History and Adv Art History are each a semester course based on the Indiana Academic Standards for Visual Art. Students taking Art History engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Students study works of art and artifacts from world cultures, engage in historically 84 Indiana Department of Education High School Course Titles and Descriptions: 2024-2025 relevant studio activities; utilize research skills to discover social, political, economic, technological, environmental, and historical trends and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify



art-related careers. Recommended Prerequisites: none • Counts as a directed elective or elective for all diplomas • Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma and may count for Humanistic Artistic Ways of Knowledge in Indiana College Core fall starting 2025-26.

### **FI450 AP 2-D Art and Design - 2 Credits - YR - Grade 11-12 (Advanced level)**

#### **4050 (ART 2D AP) Recommended Prerequisite: Adv 2D Art**

AP Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. The portfolio will have two sections: Sustained Investigation and Selected works. The AP Art portfolios are designed for students who are seriously interested in the practical experience of art. The portfolios correspond to most college foundation courses. Students submit portfolios for evaluation at the end of the school year. This course is for senior art students interested in creating an art show with their fellow senior art students

## **Health and Physical Education**

### **HE100 Health & Wellness Education- 1 Credit – S1 or S2 (Grade 8 or 9)**

#### **3506 (HLTH & WELL)**

Health & Wellness Education provides the major content areas in an organized and comprehensive curriculum. Areas emphasized are 1)Growth & Development; 2)Mental, Emotional, and Social Health; 3)Nutrition; 4)Alcohol, Tobacco, and Other Drug Education; 5)Family Life Education; 6)Health Promotion and Disease Prevention; 7)Personal and Consumer Health; 8)Community and Environmental Health; 9)Organ Donation; and 10)Intentional and Unintentional Injury. This course focuses on a lifetime commitment for an individual's quality of life. A variety of instructional strategies, including technology and guest speakers are used to develop health knowledge. This course is required to meet state graduation, Core 40, and Academic Honors Diploma requirements.

### **PE110 Physical Education I - 1 credit – S1 or S2 (Grade 7 or 8)**

#### **3542 (PHYS ED I)**

This course meets the freshmen requirement for physical education. It is a co-educational class which includes the following activities: health related fitness, aerobic exercise, team and individual sports, gymnastics, swimming, rhythmic activities, and recreational activities. Students are graded at the beginning and the end of the course through a physical fitness test. Emphasis is on improving performances. The course is also modified for the handicapped student so special activities are arranged for them. The course fulfills graduation, Core 40, Technical, and Academic Honors requirements. Students will have the option to take PE I during the summer before or after freshman year.

### **PE210 OR PE217 Physical Education II - 1 credit – S1 or S2 (Gr 8 or 9)**

#### **3544 (PHYS ED II) Prerequisite: Physical Education I**

One semester of Physical Education II is required for all sophomore students. Any fee for this course is covered in individual book bills. However, it is required that students wear either a light gray or white pull-over shirt and either black or blue gym shorts or sweats, white socks, and a soft-sole gym shoe--students are responsible for purchasing these garments on their own. PE210 will emphasize health-related fitness and development of skills necessary for lifetime activity. Included here will be skill development, game rules, and strategies. Movement forms will include aerobic type exercise: cardio-respiratory endurance, muscle strength and endurance, flexibility, and body composition; team sports; individual and dual sports; gymnastics, aquatics, rhythmic activities; and recreational games. This course is one of two courses required to meet graduation requirement, Academic Honors Diploma, and Core 40 requirements. This course is adapted to meet the needs of individuals with disabilities. Classes are coeducational unless an activity involves bodily contact or groupings are based on an objective standard of individual performance developed and applied without regard to gender. Assessments may include performance-based skill/technique evaluation and/or written (cognitive) assignments. Also, whenever appropriate, this course will include discussion on related career fields in health/fitness/sport/activity. Students participating in an approved IHSA sport or an approved extra-curricular activity will have the option to apply for Alternate PE credit (PE217). Alternate PE gives students the opportunity to earn PE II credit without taking the class.

### **PE310 & 311 Jeep Strong Elective Physical Education – 2 credits; can be taken multiple years earning up to 8 credits (Grade 9-12)**

#### **3560 (ELECT PE) Prerequisites: PE I & PE II**

The JEEP STRONG Elective PE course is designed to give students the opportunity to learn and develop a fitness regime that is meaningful both currently and sustainably in their lives. Students will learn to optimize benefits in their training while ultimately trying to minimize the amount of time it takes to perform the workouts. To do this they will use simple mathematical calculations to figure out their power outputs during times of work and become proficient in what exercise can ultimately be used for best results in that statistic. All exercises will be based off of functional movement which will reflect the best aspects of gymnastics, weightlifting, running, rowing and more. These are the core movements of life which maximize improvement in all of the 10 elements of fitness. Emphasis will be consistently placed from beginning to end on the student's ability to perform these exercises in an accurate, appropriate, and ultimately safe scenario. Overall, the aim of this course is to initiate a broad, general and inclusive fitness supported by measurable, observable and repeatable results. By also employing a constantly varied approach to the student's training, functional movements and intensity lead to the most comprehensible physical gains. The knowledge acquired in this course will come from classroom assignments, discussions, and lectures. The exercises in each workout will be researched, demonstrated, and rehearsed before application to demonstrate proficiency in each movement. If students are unable to perform a movement they will search and discover ways of modification with scale to ultimately succeed. During classroom time, students will also learn the importance of appropriate rest and proper nutrition for this type of activity level. Types of rest and diet will be thoroughly discussed to not only maintain energy levels but for optimal performance gain.

# Mathematics

## MA 100 Algebra I Lab – 2 credits (Grade 9)

### 2516 (ALG LAB)

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

-Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40

-Algebra I Lab is designed as a support course for Algebra I. It will be available in the summer for one credit and during homeroom for one credit.

## MA120 Algebra I - 2 Credits

### 2520 (ALG I)

Algebra 1 is a full year course, which provides a formal development of the algebraic skills and concepts necessary for students who will take a geometry course and other advanced college-preparatory courses. In particular, the instructional program in this course should provide for the use of algebraic skills in a wide range of problem-solving situations. The concept of function should be emphasized throughout the course. Topics should include properties of real numbers, solution and evaluation of equalities and inequalities, graphing of linear and nonlinear equations and solution sets, basic operations with polynomials, solving quadratic equations and systems of equations, and the use of exponents.

## MA220 Geometry - 2 Credits

### 2532 (GEOM)

This course is designed to provide extensive coverage of geometric theory along with many practical applications connected to the real world. Geometry students examine the properties of two- and three-dimensional objects. Students develop their reasoning skills using both inductive and deductive reasoning throughout the course. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids.

## MA310 Algebra II - 2 Credits - Grade 11

### 2522 (ALG II) Prerequisite: Algebra I

Algebra II is a full-year course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: 1) relations, functions, equations and inequalities; 2) conic sections; 3) polynomials; 4) algebraic fractions; 5) logarithmic and exponential functions; 6) sequences and series; and 7) counting principles and probability. Algebra II is the level of math required for Core 40.

## MA315 Analytical Algebra - 2 semester course, 1 credit per semester

### 2524 (ANA ALG) Prerequisite: Algebra I (Grade 11-12)

Analytical Algebra II builds on previous work with linear, quadratic and exponential functions and extends to include polynomial, rational, radical, logarithmic, and other functions. Data analysis, statistics, and probability content should be included throughout the course, as students collect and use univariate and bivariate data to create and interpret mathematical models. Additionally, Analytical Algebra II should focus on the application of mathematics in various disciplines including business, finance, science, career and technical education, and social sciences, using technology to model real-world problems with various functions, using and translating between multiple representations. This course counts for Core 40. It is NOT recommended for students interested in pursuing a STEM degree at a four year institution; this course does not prepare students for Pre-Calculus..

## MA320 Pre-Calculus: Algebra - 1 Credit. Grade 11-12

### 2564 (PRECAL AL) Three Dual Credits available through Ivy Tech: MATH 136.

#### Prerequisite: Algebra II (earning a "C" or above each semester)

Pre-Calculus: Algebra extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus: Algebra is made up of five strands: Functions; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Functions; Sequences and Series; and Conics. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Pre-Calculus: Algebra and Pre-Calculus: Trigonometry are required for Academic Honors Diploma. Students will use TI-84 graphing calculators and are expected to provide their own.

## MA321 Pre-Calculus: Trigonometry - 1 Credit. Grade 11-12

### 2566 (PRE-CALC TRIG) Prerequisite: Pre-Calculus: Algebra

#### Three Dual Credits available through Ivy Tech: MATH 137.

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

ability to make sense of problem situations. Pre-Calculus: Algebra and Pre-Calculus: Trigonometry are required for the Academic Honors Diploma. Students will use TI-84 graphing calculators and are expected to provide their own.

### **MA410 AP Calculus AB - 2 Credits - Grade 12**

### **2562 (CALC AB AP) Dual Credits available through Ivy Tech: MATH 211**

This is a course that provides students with the content established by the College Board. Topics include: (1) functions, graphs, and limits: analysis of graphs, limits of functions, asymptotic and unbounded behavior, continuity as a property of functions (2) derivatives: concepts of the derivative, derivative at a point, derivative as a function, second derivatives, application and computation of derivatives, and (3) integrals: interpretations and properties of definite integrals, applications of integrals, fundamental theorem of calculus, techniques of antidifferentiation, and numerical approximations to definite integrals. The use of graphing technology is required.

## **Multidisciplinary**

### **MD110 & 120 Study Hall – No Credit (Grade 9-12)**

All students may take one study hall per semester each year. This elective allows students time during the school day to work on homework.

### **MD300 Peer Tutoring – 2 Credits (Grade 11-12)**

#### **0520 (PEER TUTOR)**

This course provides upperclassmen with an organized exploratory experience to assist other high school students, through a helping relationship, with their studies and personal growth and development. Peer Tutors need the following qualities: strong academic skills, listening skills, communication skills, facilitation skills, decision-making skills and teaching skills.

### **MD410 Cadet Teaching Experience - 2 Credits (Grade 12)**

#### **0502 (CADET TCHG) Recommended prerequisite: Principles of Teaching**

Cadet teaching is open to high school seniors who have aspirations of becoming a teacher or the desire to help a teacher in the classroom setting. For a student to receive a credit in Cadet Teaching he or she must work with a professional teacher in grades K through Grade 8. If students will be working with middle or grade school students, it would be necessary for him or her to have a vehicle at school for transportation. In general, Cadet Teachers are an aid to the classroom teacher and are hoping to get a first hand look at the teaching profession. An evaluation form is used for grading purposes.

## **Science**

*Biology and a chemistry or physics course are Core 40 science requirements. In addition to this, two more science credits need to be earned. Any science class listed below can count toward this. Principles of Computing, POE, Animal Science, Plant & Soil, or Principles of Biomed can also count toward your two additional science credits.*

### **SC110 Biology I - 2 Credits Grade 9**

#### **3024 (BIO I)**

Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction focuses on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation. Students design and conduct investigations guided by theory. Students evaluate and communicate their results of the investigations. *Biology is a required course for all freshmen students.*

### **SC330 Anatomy and Physiology - 2 Credits; Grade 10-12**

#### **5276 (A & P) Recommended Prerequisite: Biology**

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integumentary, skeletal, muscular, and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

### **SC310 Chemistry I - 2 Credits; Grade 10-12**

#### **3064 (CHEM I) Recommended Prerequisites - Geometry**

First year Chemistry provides students the opportunity to study the many aspects of matter, changes that occur in matter, and the mathematical relationships of matter. Students will have opportunities to study the history of chemistry, careers in chemistry, and how chemistry relates to everyday life. Through regular lab work students will learn lab safety and have the opportunity to study chemicals and chemical reactions. Chemistry I counts as a Physical Science course for Core 40, Technical Honors, & Academic Honors diplomas, and qualifies as a Quantitative Reasoning course.

### **SC220 Integrated Chemistry-Physics - 2 Credits; Grade 11-12**

#### **3108 (ICP) Prerequisite – Algebra 1**

Integrated Chemistry-Physics is a course focused on the following core topics: motion and energy of macroscopic objects; chemical, electrical, mechanical and nuclear energy; properties of matter; transport of energy; magnetism; energy production and its relationship to the environment and economy. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. Integrated Chemistry-Physics (ICP) counts as a Physical Science course for Core 40, Technical Honors, & Academic Honors diplomas, and qualifies as a Quantitative Reasoning course.

## **SC340 AP Biology – 2 Credits; Grade 11-12**

### **3020 (BIO AP) Recommended Prerequisite – Biology and Chemistry I**

AP Biology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. Counts as a Science Course for all diplomas • Qualifies as a quantitative reasoning course

## **SC350 AP Chemistry – 2 Credits; Grade 11-12**

### **3060 (CHEM AP) Prerequisite – Chemistry I and Algebra II**

AP Chemistry is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gasses, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. This course counts as a Physical Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas, and qualifies as a Quantitative Reasoning course.

## **SC410 AP Physics 1: Algebra Based 2 Credits– Grade 11 or 12**

### **Recommended Prerequisites: Pre-calculus**

### **3080 (PHYS 1 AP)**

AP Physics 1 is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics 1: Algebra-based is equivalent to a first-semester college course in algebra-based physics. The course includes Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. This course counts as a Physical Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas, and qualifies as a Quantitative Reasoning course.

## **SC420 AP Physics 2: Algebra-Based (L) 2 Credits - Grade 12**

### **3081(PHYS 2 AP) Prerequisite AP Physics 1: Algebra-Based**

AP Physics 2 is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Physics 2: Algebra-based is equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. This course counts as a Physical Science Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas, and qualifies as a Quantitative Reasoning course.

# **Social Studies**

## **SS100 Indiana Studies – 1 Credit elective – S1 (Grade 9-12)**

### **1518 (IN STUDIES)**

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 student will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

## **SS110 Ethnic Studies – 1 Credit elective – S2 (Grade 9-12)**

### **1516 (ETH STUDIES)**

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

## **SS210 World History and Civilization - 2 Credits (Grade 10)**

### **1548 (WLD HST/CVL)**

World History is designed to give a basic survey to the political, economic, and social development of the major culture areas of the world. Students will be able to compare and contrast the important events and developments involving specific areas including family organization, religion, government, technology, geography and environment. Students will identify the important events and developments that greatly affected not only the time period studied but the world today. Students will research topics and examine, explain, and decide what was significant both past and present. This course is required for Core 40 and Academic Honors Diploma.

## **SS220 AP World History Modern (WLD HST MAP) - 2 Credits - Grade 10**

### **1612 (WLD HST MAP)**

AP World History Modern students investigate significant events, individuals, developments, and processes in historical periods from approximately 1200 CE to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. • Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written

English in their writing. • Fulfills the geography history of the world/world history and civilization graduation requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

### **SS310 United States History – 2 credits (Grade 11)**

#### **1542 (US HIST)**

United States History follows the sequence of previous courses which study American history. Students in this course will review the time period beginning with sectional differences just prior to the start of the Civil War, all the way to current problems and events in the United States. The emphasis of this course is the relationship between past events in our history with current problems and events in the nation and world. Students will be able to analyze and identify trends of the past and present that lead to positive and negative outcomes. Students will develop skills that will allow them to use technology to research events, which will help them interpret their meaning and relationship to the United States today. Through investigation, discussion and reading, students will form and defend opinions covering a wide range of topics relating to causes and effects in the United States both in the past and present. This course is required for all juniors.

### **SS410 United States Government – 1 Credit (Grade 12)**

#### **1540 (US GOVT)**

United States Government presents the basic concepts and ideas of constitutional representative democracy. Students read about the events leading up to the drafting of the Constitution and the basic components of Federalism. The different levels of government are viewed through the operation of the election process, court system, legislative and executive branches. Direct participation in the democratic process is encouraged by voter registration and working at the polls on Election Day. Students use current events projects to track state and national political leaders during the one semester class. Citizens' rights are studied by a close examination of the Bill of Rights and how prejudice and bigotry have played a role in our nation's history. Students will be able to explain the role a well-informed and participating citizen has in government. Along with Economics, US Government is a one-semester required course for all seniors.

### **SS430 Economics – 1 Credit (Grade 12)**

#### **1514 (ECON)**

Economics is a one-semester course required of all seniors. This course allows students to analyze and make economic decisions dealing with the roles in our society as a consumer, producer, saver, and investor. Students will be able to understand and explain the problem of scarcity and how it affects supply, demand, prices, and profits in our market economy. Students will be able to recognize the different types of economic systems and how they work. Students will examine the role of money and financial institutions, including the role of business in the United States. Students will examine the role of investor, government, and business in the world of Wall Street while participating in a stock simulation project.

### **SS436 Psychology 1 Credit - S1, Grade 11 - 12**

#### **1532 (PSYCH)**

Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas: History and Scientific Method, Biological Basis for Behavior, Development, Cognition, Personality and Assessment, Abnormal Psychology, Socio-Cultural Dimensions of Behavior, and Psychological Thinking. History and Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development analyzes the changes through one's life including the physical, cognitive, emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment explains the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist. This course counts as an Academic Elective for all diplomas. Ethnic Studies can be taken the semester after Psychology.

### **SS435 AP Psychology – 2 Credits – Grade 11-12**

#### **1558 (PSYCH AP)**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Topics include: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and Social Psychology. This course counts as an Academic Elective for all diplomas.

## **World Language**

**Academic Honors requires three years of one language or two years each of two languages. Colleges recommend a minimum of at least two years of a world language in high school if pursuing a four year degree.**

### **WL110 French I - 2 Credits**

#### **2020 (FREN I)**

At the completion of French I, students should be able to: ask and answer simple questions, read isolated words and phrases, comprehend brief written directions and information, read short narrative texts on simple topics, and write familiar words and phrases in appropriate contexts.



## **WL 210 French II - 2 Credits**

### **2022 (FREN II) Prerequisite: French I**

At the completion of French II, students should be able to: participate in conversations on a variety of topics, understand main ideas and facts from simple texts, read aloud with appropriate intonation and pronunciation, and write briefly in response to given situations.

## **French III - 2 Credits**

### **2024 (FREN III) Prerequisites: French I & II**

At the completion of French III, students should be able to: read for comprehension from a variety of authentic materials, read short literary selections of poetry, plays and short stories, write paraphrases and summaries, and describe different aspects of the culture.

## **WL130 Spanish I - 2 credits**

### **2120 (SPAN I)**

At the completion of Spanish I, students should be able to: ask and answer simple questions, read isolated words and phrases, comprehend brief written directions and information, read short narrative texts on simple topics, and write familiar words and phrases in appropriate contexts.

## **WL230 Spanish II - 2 credits**

### **2122 (SPAN II) Prerequisite: Spanish I**


At the completion of Spanish II, students should be able to: participate in conversations on limited topics, understand main ideas and facts from simple texts, read aloud with appropriate intonation and pronunciation, and write briefly in response to given situations.

## **WL330 Spanish III – 2 credits**

### **2124 (SPAN III) Prerequisite: Spanish I & II**

At the completion of Spanish III, students should be able to: read for comprehension from a variety of authentic materials, read short literary selections of poetry, plays and short stories, write paraphrases and summaries, and describe different aspects of the culture.

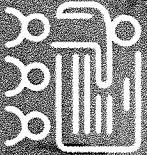
# INDIANA GRADUATION PATHWAYS



**CREDITS**

Earn credits toward a diploma designation.


- **Core 40**
  - Minimum 40 credits
- **Academic Honors**
  - Minimum 47 credits
- **Technical Honors**
  - Minimum 47 credits
- **General**
  - Minimum 40 credits
  - Core 40 opt-out conference required



**EMPLOYABILITY SKILLS**

Learn & Demonstrate Employability Skills

- **Project-Based Learning:** Allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question.
- **Service-Based Learning:** Integrates academic study with service experience, reflects larger social, economic, and societal issues, and collaborative efforts between students, schools, and community partners.
- **Work-Based Learning:** Activities that occur in a workplace while developing the student's skills, knowledge, and readiness for work.
- **Work Products for a student's experience can include:**
  - Videos
  - Papers
  - Resume
  - Dual Credit
  - Certifications
  - Portfolio
  - Projects
  - Slideshows
  - Presentation
  - Five Year Goal Plan
  - Reflection of Experience
  - Letter of Recommendation
  - Letter of Employment
  - Verification
  - Post-secondary Related Experiences
  - Skills List



**POSTSECONDARY READY COMPETENCY**

Meet one of the following:

- **Honors Diploma:** Academic or Technical
- **SAT:** Reading/Writing = 480 & Math = 530
- **ACT:** English = 18, Reading = 22, Math = 22, Science = 23 (Two out of Four Needed with at least 1 in English/Reading & 1 in Math/Science)
- **ASVAB:** Minimum score of 31
- **Industry Recognized Certification:** Must Be on DWD's Graduation Pathways Approved List
- **Apprenticeship:** Must Be Federally Recognized
- **CTE Concentrator:**
  - Class of 2023-2024:** C average or higher in at least 2 advanced HS courses in a state-approved CTE Pathway
  - Class of 2025 and Beyond:** C average or higher in Required NLPs Concentrator Courses in a state-approved CTE Pathway (Principles, Concentrator A, & Concentrator B)
  - **AP/IB/Dual Credit/Cambridge International/CLFP:** C average or higher in 3 courses (1 of the 3 courses must be in a core content area or all 3 must be a part of a CTE pathway)
- **Locally Created Pathway:** Approved by SBOE



# INDIANA CORE40

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

## Course and Credit Requirements

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

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

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

\*\*SAT scores updated September, 2017

\*\*\*WorkKeys assessment titles updated, 2018

## CORE40 with Academic Honors

(minimum 47 credits)

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

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

## CORE40 with Technical Honors

(minimum 47 credits)

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

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

## Indiana General High School Diploma

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

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

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

### Course and Credit Requirements (Class of 2016 & Beyond)

<b>English/Language Arts</b>	<b>8 credits</b> Credits must include literature, composition and speech
<b>Mathematics</b>	<b>4 credits (in grades 9-12)</b> 2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course <i>General diploma students are required to earn 2 credits in a Math course or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</i>
<b>Science</b>	<b>4 credits</b> 2 credits: Biology I 2 credits: Any science course <i>At least one credit must be from a Physical Science or Earth and Space Science course</i>
<b>Social Studies</b>	<b>4 credits</b> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
<b>Physical Education</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b>
<b>College and Career Pathway Courses</b> Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	<b>6 credits</b>
<b>Flex Credit</b>	<b>5 credits</b> Flex Credits must come from one of the following: <ul style="list-style-type: none"> <li>• Additional elective courses in a College and Career Pathway</li> <li>• Courses involving workplace learning such as Cooperative Education or Internship courses</li> <li>• High school/college dual credit courses</li> <li>• Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts</li> </ul>
<b>Electives</b>	<b>6 credits</b> Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.

### 40 Total Credits Required

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

(Updated Dec., 2011)

## CTE Concentrators

for **Graduation Pathways, Technical Honors Diploma and Internship eligibility**

The following document has been developed to help with the understanding and planning of CTE course sequencing that will equate to CTE concentrator status for a student.

Career Clusters → pathways → courses

The following are the Career Clusters and the pathways we offer at Northeast Dubois:

**Advanced Manufacturing:** Engineering, Industrial Automation and Robotics, Precision Machining, Welding Technology

**Agriculture:** Ag Mechanical, Agriscience - Plants or Animals

**Arts, Entertainment, and Design:** Civic Arts LDP: Art, Civic Arts LPD: Music

**Business Management:** Business Administration, Business Operations & Technology

**Construction:** Construction Trades- Carpentry

**Digital Technology:** Information Technology Operations

**Education:** Education Careers

**Health and Human Services:** Biomedical Sciences, Pre-Nursing(CNA), EMS, Human & Social Services

**Hospitality, Events, & Tourism:** Culinary Arts

**Public Service & Safety:** Criminal Justice, Fire & Rescue

**Supply Chain & Transportation:** Automotive Services, Aviation Management

The courses available for each of these pathways are listed on the document on the following pages. Students graduating in 2025 and after will need to follow the Next Level Programs (NLP). These published CTE pathways and sequences of courses are the only CTE courses that count toward CTE concentrator status within the identified pathway.

In order for a student to qualify as a CTE Concentrator for **Graduation Pathways for NLP**, he/she must earn a C average or higher in the three courses (Principles, Concentrator A, Concentrator B) in their career sequence.

In order for a student to qualify for Core 40 with **Technical Honors Diploma** designation, he/she must earn 6 credits in one pathway. In addition to this, students must also meet other requirements identified on state guidelines. In order for students to be eligible to participate in **Work- Based Learning (Internship)**, they must earn 4 credits or at least one advanced CTE course from a program/pathway prior to senior year.



Pathways/Programs of Study

Programs of Study Course Sequences

Cluster	Career Pathway	Principles - Level I	CTE Concentrator A - Level I	CTE Concentrator B - Level I	Pathway Capstone - Level II
Advanced Manufacturing	Industry 4.0 - Smart Manufacturing	7220 Principles of Industry 4.0 - Smart Manufacturing	4728 Robotics Design and Innovation	7100 Smart Manufacturing Systems	7222 Industry 4.0 - Smart Manufacturing Capstone
Advanced Manufacturing	Industrial Automation and Robotics	7108 Principles of Advanced Manufacturing	7103 Advanced Manufacturing Technology	7106 Mechatronics Systems	7224 Industrial Automation and Robotics Capstone
Advanced Manufacturing	Industrial Maintenance Electrical	7220 Principles of Industry 4.0 - Smart Manufacturing	4728 Robotics Design and Innovation		
Advanced Manufacturing	Industrial Maintenance Mechanical	7108 Principles of Advanced Manufacturing	7103 Advanced Manufacturing Technology	7104 Industrial Maintenance Fundamentals	7261 Industrial Maintenance Capstone
Advanced Manufacturing	Precision Machining	7220 Principles of Industry 4.0 - Smart Manufacturing	4728 Robotics Design and Innovation		
Advanced Manufacturing	Welding Technology	7109 Principles of Precision Machining	7105 Precision Machining Fundamentals	7107 Advanced Precision Machining	7219 Precision Machining Capstone
Advanced Manufacturing	Biotechnology	7340 Principles of Biotechnology	7341 Biotech Manufacturing	7343 Advanced Biotech Manufacturing	7344 Biotechnology Capstone
Advanced Manufacturing	Electronics and Computer Technology	4802 Introduction to Engineering Design	7361 Electronic Fundamentals	5538 Digital Electronics	7362 Electronics and Computer Technology Capstone
Advanced Manufacturing	Engineering	4802 Introduction to Engineering Design	5544 Principles of Engineering	5538 Digital Electronics	5696 Engineering Design and Development
				5650 Civil Engineering and Architecture	
				5518 Aerospace Engineering	
				5534 Computer Integrated Manufacturing	
				4818 Environmental Sustainability	
Advanced Manufacturing	Design Technology	4802 Introduction to Engineering Design	7196 Mechanical and Architectural Design	7202 Manufacturing Principles and Design	7223 Mechanical Design Capstone
Agriculture	Ag Mechanical and Engineering	7117 Principles of Agriculture	5086 Agriculture Power, Structures, and Technology	7112 Agriculture Structures, Fabrication and Design	7225 Architectural Design Capstone
Agriculture	Agriscience - Plants or Animals	7117 Principles of Agriculture	5008 Animal Science - NLPs	5102 Food Science - NLPs	7230 Agriculture Biotechnology Capstone*
			5170 Plant and Soil Science - NLPs	5070 Advanced Life Science, Animals (L) - NLPs	7262 Agricultural Research Capstone*
				5074 Advanced Life Science, Plants and Soils (L) - NLPs	
				5072 Advanced Life Science: Foods - NLPs	
Agriculture	Horticulture	7117 Principles of Agriculture	5132 Horticultural Science	7114 Greenhouse and Soilless Production	7232 Horticulture Capstone
Agriculture	Landscaping	7117 Principles of Agriculture	5132 Horticultural Science	7115 Landscape and Turf Management	7234 Landscape Management Capstone
Agriculture	Precision Agriculture	7117 Principles of Agriculture	7116 Precision Agriculture	7113 Crop Management	7236 Precision Agriculture Capstone
					7238 Agribusiness Capstone*
Agriculture	Veterinary Science	7280 Principles of Veterinary Science	7281 Veterinary Science	5070 Advanced Life Science, Animals (L)	7282 Veterinary Science Capstone
Agriculture	Water Systems - Utilities	7381 Principles of Public Water Systems	7382 Water Systems Fundamentals	7383 Advanced Water Systems	7384 Water Systems Capstone

Pathways/Programs of Study			Programs of Study Course Sequences				
Cluster	Career Pathway	Principles - Level I	CTE Concentrator A - Level I	CTE Concentrator B - Level I	Pathway Capstone - Level II		
Arts, Entertainment, & Design	Digital Design	7140 Principles of Digital Design	7141 Digital Design Graphics	7138 Interactive Media Design	7246 Digital Design Capstone		
				5550 Graphic Design and Layout - NLPs			
				7136 Professional Photography and Videography			
Arts, Entertainment, & Design	Fashion and Textiles	7301 Principles of Fashion and Textiles	7302 Textiles, Apparel, and Merchandising	7303 Advanced Textiles	7304 Fashion and Textiles Capstone		
Arts, Entertainment, & Design	Interior Design	7132 Principles of Interior Design	7127 Interior Design Fundamentals	7128 Materials, Finishes and Design	7248 Interior Design Capstone		
Arts, Entertainment, & Design	Radio and Television Broadcasting	7139 Principles of Broadcasting	7306 Audio and Video Production Essentials	7207 Mass Media Production	7308 Radio & TV Broadcasting Capstone		
Business Management	Business Administration	4562 Principles of Business Management	7143 Management Fundamentals	4524 Accounting Fundamentals	7256 Business Administration Capstone		
			5914 Marketing Fundamentals				
Business Management	Business Operations and Technology	7153 Principles of Business Operations and Technology	7144 Business Office Communications	7146 Digital Data Applications	Business Operations and Technology Capstone		
Construction	Construction Trades - Carpentry	7130 Principles of Construction Trades	7123 Construction Trades: General Carpentry	7122 Finishing	Construction Trades Capstone		
				7390 Masonry Fundamentals	7391 Masonry Capstone		
Construction	Construction Trades - Electrical	7130 Principles of Construction Trades	7124 Electrical Fundamentals	7119 Advanced Electrical	Construction Trades Electrical Capstone		
Construction	Building and Facilities Maintenance	7130 Principles of Construction Trades	7285 Building and Facilities Maintenance Fundamentals	7286 Advanced Building and Facilities Maintenance	Building and Facilities Maintenance Capstone		
Construction	Civil Construction	7130 Principles of Construction Trades	7121 Civil Construction Fundamentals	7118 Advanced Civil Construction	Civil Construction Capstone		
Construction	Heavy Equipment Operator	7130 Principles of Construction Trades	7290 Heavy Equipment Fundamentals	7291 Advanced Heavy Equipment Operations	Heavy Equipment Capstone		
Construction	Heating, Ventilation, and Air Conditioning (HVAC)	7131 Principles of HVAC	7125 HVAC Fundamentals	7126 HVAC Service	HVAC Capstone		
Construction	Pumbing and Pipelting	7133 Principles of Plumbing and Pipelitting	7129 Plumbing and Pipelitting Fundamentals	7120 Advanced Plumbing and Pipelitting	Plumbing and Pipelitting Capstone		
Digital Technology	Cybersecurity (Vincennes)	7183 Principles of Computing	7179 Cybersecurity Fundamentals	7178 Advanced Cybersecurity	Cybersecurity Capstone		
Digital Technology	Cybersecurity and Information Assurance (Ivy Tech)	7183 Principles of Computing	7180 Information Technology Fundamentals	7181 Networking and Cybersecurity Operations	IT Operations: Cybersecurity Operations Capstone		
Digital Technology	Information Technology Operations	7183 Principles of Computing	7180 Information Technology Fundamentals	7181 Networking and Cybersecurity Operations	IT Support Capstone		
					Cloud and Server Operations Capstone		
Digital Technology	Networking	7183 Principles of Computing	7180 Information Technology Fundamentals	7182 Networking Fundamentals	Networking Capstone		
Digital Technology	Software Development	7183 Principles of Computing	7185 Website and Database Development	7184 Software Development	Software Development Capstone		
Digital Technology	Computer Science	7183 Principles of Computing	7251 Topics in Computer Science	7252 Computer Science	Computer Science Capstone		
Digital Technology	Informatics (NEW)	7183 Principles of Computing	7180 Information Technology Fundamentals	7484 Data Analytics and Informatics Operations	Informatics Capstone		
Education	Education Professions	7161 Principles of Teaching	7157 Child and Adolescent Development	7162 Teaching and Learning	Education Professions Capstone		
Education	Early Childhood	7160 Principles of Early Childhood Education	7158 Early Childhood Education Curriculum	7159 Early Childhood Education Guidance	Early Childhood Education Capstone		
Energy & Natural Resources	Energy Technology	7203 Principles of Energy Technology	7200 Fundamentals of Electricity and Motors	7198 Electrical Power and Distribution	Electrical Line Capstone		
					Industrial Wind Capstone		
					Natural Gas Capstone		
					Renewable Energy Alternatives		



Pathways/Programs of Study			Programs of Study Course Sequences				
Cluster	Career Pathway		Principles - Level I	CTE Concentrator A - Level I	CTE Concentrator B - Level I	Pathway Capstone - Level II	
Energy & Natural Resources	Natural Resources		7117 Principles of Agriculture	5180 Natural Resources	7270 Forestry and Wildlife Management	7262 Agricultural Research Capstone*	
					7271 Soil and Water Management		
					5229 Sustainable Energy Alternatives		
Financial Services	Accounting		4562 Principles of Business Management	4524 Accounting Fundamentals	4522 Advanced Accounting	7252 Accounting Capstone	
Financial Services	Finance and Investment		4562 Principles of Business Management	7150 Personal Finance and Banking	5258 Finance and Investment	7265 Finance and Investment Capstone	
				4524 Accounting Fundamentals			
Financial Services	Insurance		4562 Principles of Business Management	7149 Insurance Fundamentals	7151 Personal and Commercial Insurance	7201 Business Management Capstone	
Health & Human Services	Biomedical Sciences and Technology		5218 Principles of Biomedical Sciences	5216 Human Body Systems	5217 Medical Interventions	5219 Biomedical Innovations	
				5276 Anatomy and Physiology		7255 Healthcare Specialist Capstone	
Health & Human Services	Dental Careers		7315 Principles of Dental Careers	7316 Dental Careers Fundamentals	7317 Advanced Dental Careers	7318 Dental Careers Capstone	
Health & Human Services	Emergency Medical Services		7168 Principles of Healthcare	5274 Healthcare Fundamentals	7165 Emergency Medical Tech	7255 Healthcare Specialist Capstone	
Health & Human Services	Medical Assistant		7168 Principles of Healthcare	5274 Healthcare Fundamentals	7164 Certified Clinical Medical Assistant (CCMA)	7255 Healthcare Specialist Capstone	
Health & Human Services	Pre-Nursing/Healthcare Specialist (CNA)		7168 Principles of Healthcare	5274 Healthcare Fundamentals	7166 Healthcare Specialist: CNA	7255 Healthcare Specialist Capstone	
Health & Human Services	Central Service Tech /Surgical Technician		7168 Principles of Healthcare	5274 Healthcare Fundamentals	7163 Central Service Technician Fundamentals	7257 Central Service Technician Capstone	
Health & Human Services	Pharmacy		7167 Principles of Pharmacy Tech	5274 Healthcare Fundamentals	7167 Pharmacy Tech	7310 Pharmacy Capstone	
Health & Human Services	Exercise Science		7320 Principles of Exercise Science	7321 Kinesiology	7322 Human Performance	7323 Physical Therapy Capstone	
						7324 Fitness Management Capstone	
Health & Human Services	Cosmetology and Barbering		7330 Principles of Barbering and Cosmetology	7331 Barbering and Cosmetology Fundamentals	7333 Advanced Barbering	7334 Barbering and Cosmetology Capstone	
					7332 Advanced Cosmetology		
Health & Human Services	Human and Social Services		7176 Principles of Human Services	7174 Understanding Diversity	7177 Relationships and Emotions	7241 Human Services Capstone	
Health & Human Services	Social and Community Services		7176 Principles of Human Services	7276 Fundamentals of Human Services	7278 Community Health Worker	7279 Social and Community Service Capstone (NEW)	
Hospitality, Events & Tourism	Culinary Arts		7173 Principles of Culinary and Hospitality	7171 Nutrition	7169 Culinary Arts	7233 Culinary Capstone	
						7235 Baking and Pastry Capstone	
Hospitality, Events, & Tourism	Hospitality Management		7173 Principles of Culinary and Hospitality	7171 Nutrition	7172 Hospitality Management	7237 Hospitality Management Capstone	
Hospitality, Events & Tourism	Nutrition Science		7173 Principles of Culinary and Hospitality	7171 Nutrition	7170 Nutrition Planning and Therapy	7239 Nutrition Science Capstone	
Marketing, Sales, & Entrepreneurship	Entrepreneurship		7154 Principles of Entrepreneurship	7147 Entrepreneurial Operations	7148 New Venture Development	7201 Small Business Operations Capstone	
Marketing, Sales, & Entrepreneurship	Marketing and Sales		4562 Principles of Business Management	5914 Marketing Fundamentals	5918 Strategic Marketing	7201 Small Business Operations Capstone	
					7145 Digital Marketing		
Public Service & Safety	Criminal Justice		7193 Principles of Criminal Justice	7191 Law Enforcement Fundamentals	7188 Corrections and Cultural Awareness	7231 Criminal Justice Capstone	
Public Service & Safety	Fire and Rescue		7195 Principles of Fire and Rescue	7189 Fire Fighting Fundamentals	7186 Advanced Fire Fighting	7229 Fire and Rescue Capstone/EMT	
Public Service & Safety	Paralegal		7194 Principles of Paralegal Studies	7192 Paralegal Fundamentals	7187 Advanced Paralegal Studies	7227 Paralegal Studies Capstone	

Pathways/Programs of Study		Programs of Study Course Sequences				
Cluster	Career Pathway	Principles - Level I	CTE Concentrator A - Level I	CTE Concentrator B - Level I	Pathway Capstone - Level II	
Supply Chain & Transportation	Automotive Collision Repair	7215 Principles of Collision Repair	7204 Automotive Body Repair	7206 Plastic Body Repair and Painting Fundamentals	7280 Collision Repair Capstone	
Supply Chain & Transportation	Automotive Services	7213 Principles of Automotive Services	7205 Brake Systems	7212 Steering and Suspensions	7375 Automotive Service Capstone	
Supply Chain & Transportation	Aviation Management (formerly Aviation Flight and Operations)	7214 Principles of Aviation Management	7217 Private Pilot Theory	7207 Aviation Safety and Operations	7285 Aviation Management Capstone	
Supply Chain & Transportation	Diesel Services	7216 Principles of Diesel Services	7210 Diesel Steering and Brakes	7211 Diesel Transmissions	7221 Diesel Services Capstone	
					5622 Tractor/Trailer Operations	
Supply Chain & Transportation	Commercial Driver					
Supply Chain & Transportation	Aviation Maintenance	7366 Principles of Transportation and Logistics	7387 Commercial Driver Operations Fundamentals	7388 Advanced Commercial Driver Operations		
Supply Chain & Transportation	Supply Chain and Logistics	7372 Principles of Aviation Maintenance	7374 Aviation Maintenance Fundamentals	7376 Advanced Aviation Maintenance	7378 Aviation Maintenance Capstone	
Supply Chain & Transportation		4562 Principles of Business Management	7155 Logistics Management	7142 Supply Chain Management	7258 Supply Chain Management Capstone	
					5622 Tractor/Trailer Operations	
Special Notes for NIDS Courses of Programs						
	Architecture, Engineering, and Construction	Contact CTE at the Indiana Commission for Higher Education if interested in offering this program of study				
Supply Chain & Transportation	Recreation and Mobile Equipment	Contact CTE at the Indiana Commission for Higher Education if interested in offering this program of study				
		Entrepreneurship and New Ventures Capstone (5965) may be used with any pathway EXCEPT the Entrepreneurship Pathway				
		Advanced Digital Skills Capstone (7289) may be used with any pathway EXCEPT the Information Technology and Computer Science Pathway				
		Agribusiness Capstone (7238) may be used with any Agriculture pathway, but is listed above with the pathway where its use is most applicable				
		Agriculture Research Capstone (7262) may be used with any Agriculture pathway, but is listed above with pathways where its use is most applicable				
		Agriculture Biotechnology Capstone (7230) may be used with any Agriculture pathway, but is listed above with the pathway where its use is most applicable				
		Agriculture Mechanization and Technology Capstone (7228) may be used as a capstone for the Precision Agriculture pathway.				

## Locally Developed Pathways

Civic Arts

Art

Music

Intro. to Busi.  
4518

Intro 2D + 3D Art  
4000 or 4002

Adv. 2D or 3D Art  
4004 or 4006

Intro to Busi.  
4518

Intermediate Band  
4168

Adv. Band  
4170

Beginning Band  
4160

## Courses for Next Level Programs of Study at Northeast Dubois

<u>Pathways/Programs of Study</u>	<u>Freshman level class</u>	<u>Upper level classes</u>
Engineering	IED	POE, CIM
Industrial Automation & Robotics	Princ of Adv Manuf	Adv Manuf, Mechatronics
Precision Machining	<i>Princ of Adv Manuf</i>	Prin Machi, Precis Fund, Adv Precis
Welding	<i>Princ of Ag</i>	Princ, Metal Arc, Gas Welding
Ag Mechanical	Princ of Agr	Ag Power, Ag Structures
Agriscience: Animals or Plants	Princ of Agr	Animal Sci or Plant & Soil, ALS
Civic Arts LDP - Fine Arts	Intro 2D & 3D Art	Adv 2D & 3D Art, Intro Business
Civic Arts LDP - Music	Beg Band	Inter Band, Adv Band, Intro Business
Business Administration	Princ of Busi Mgt	Marketing Fund, Accounting
Business Operations	<i>Princ of Busi Mgt</i>	Princ Bus Op, Busi Offi, Digital Data
Construction	IED	Princ, Gen Carpentry, Framing & Finish
Info Tech Operations	Princ of Computing	IT Fund, Network & Cybersecuri
Education	Princ of Teaching	Child & Adolesc, Teaching & Learn
Biomedical	Princ of Biomedical	Anatomy, Medical Interven
EMS	<i>Princ of Biomedical</i>	Princ Health, Medterms, EMT
Pre-Nursing	<i>Princ of Biomedical</i>	Princ Health, Medterms, CNA
Human & Social Services	<i>Princ of Teaching</i>	Princ HS, Diversity, Relationships
Culinary Arts	Princ of Culinary Arts	Nutrition, Culinary Arts
Criminal Justice	Princ Criminal Justice	Law Enfor Fund, Corrections
Fire & Rescue	<i>Princ Criminal Justice</i>	Princ Fire, Fundamentals, Adv Fire
Automotive Services	<i>Princ of Ag</i>	Princ, Brake Sys, Steering & Suspension
Aviation	IED	Princ, Private Pilot, Aviation Safety Opera

**Note:**

- *Italicized courses are not currently approved as part of that NLP pathway, but are recommended as exploratory options in those career areas.*

## Northeast Dubois Jr/Sr High School 2025-2026

### Transferable Dual Credits and AP course offerings

Completing 6 transcribed college credits in dual credit courses from the Priority Course List is one of the requirements listed for the Academic Honors Diploma. Visit [www.transferIN.net](http://www.transferIN.net) to learn what colleges will accept which dual credit classes. Review the *Indiana College Core* handout for a list of our 30 credits that will transfer for your General Education Core.

#### High School Title      Term   Dept.      Number      Credit hrs/college title   Cost

##### Ivy Tech Academic Dual Credits on Priority Course List \*weighted

Pre-Calculus: Algebra	S1	MATH	136	3 / College Algebra	free
Pre-Calculus: Trigonometry	S2	MATH	137	3 / Trigonometry	free
English 11-Composition I	S1	ENGL	111	3/ English Composition	free
Advanced English -Literature	S2	ENGL	206	3 /Intro to Literature	free
English 12-Composition II	S1	ENGL	215	3/Rhetoric & Argument	free
Advanced Speech & Commu	S2	COMM	101	3/Funds Public Speaking	free
Calculus AB	YR	MATH	211	3/Calculus I	free

##### Ivy Tech CTE Dual Credit Courses

IED	YR	DESN	101,113	6	free
Principles of Ag	YR	AGRI	100, 102	3	free
Ag Power	YR	AGRI	106, 128	3	free
Animal Science & ALS Animals	YR	AGRI	103, 107	3 each	free
Plant & Soil & ALS Plants	YR	AGRI	105, 109	3 each	free
Principles of Culinary	YR	HOSP	101 & 102	5	free
Culinary Arts	YR	HOSP	103 & 105	6	free
Princ of Teaching & Child Dev	YR	EDUC	101, 121	3 each	free
Teaching & Learning	YR	EDUC	201	3	free
Princ of Business	YR	BUSN	101	3	free
Marketing Fundamentals	YR	MKTG	101	3	free
Automotive Services	YR	AUTI	100, 111, 131	9	free
Welding	YR	WELD	100, 108, 207	9	free

##### VU CTE Dual Credit Courses

HOSA	YR	HSGN	102		free
CNA	YR	HSGN	102, 200, 106		free
Medical Terminology	YR	HIMT	110		free
EMS/EMT	YR	EMTB	212, HSGN 102, HIMT 110		free
Info Technology Support	YR	COMP	177,236, CMET 140, 185		free
Construction Trades	YR	CONST	120, 100, 105, 180,160		free
Automation & Robotics	YR	CIMT	110, 220 and MFNG 130		free
Precision Machines I & II	YR	PMTD	110, 105, 120		free
Aviation Operations	YR	AMNT	100 and AFLT 258		\$25/credit
Human and Social Services	YR	SOCL	153,164,261,260, 180		free
Law Enforcement	YR	LAW	100, 101, 150, 145		free
Busi Admin Office	YR	MGMT	100, 280, COMP201, BINT205		free

##### Advanced Placement Courses \* weighted

AP Calculus AB, AP Chemistry, AP Psychology, AP Biology, AP Physics, AP World History

In addition to the course offerings offered at our school, other programs exist to earn college credits while in high school. Modern States and Crossing the Finish Line are just a couple examples. Although we encourage students to take advantage of these college-level courses offered through various other programs and colleges, please keep the following guidelines in mind:

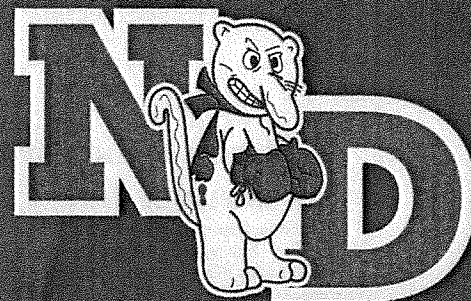
- They will not take the place of a required high school course.
- They will not be put on a student's high school transcript.
- They will not be calculated into a student's high school cumulative GPA.
- Release time will not be provided for these courses/programs.
- College credits can boost a college transcript, but the high school transcript will not be affected.

Any exceptions of the guidelines would need administrative approval.





Ivy Tech School of  
Arts, Sciences &  
Education



## Indiana College Core-Dual Credit

### Written Communication: 3-6 credits

	ENGL 111	English Composition	Dual Credit Ivy Tech	3 credits
	ENGL 215	Rhetoric and Argument	Dual Credit Ivy Tech	3 credits

### Speaking and Listening: 3-6 credits

	COMM 101	Fundamentals of Public Speaking	Dual Enrollment iCAP	3 credits
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### Quantitative Reasoning: 3-12 credits

	MATH 136	College Algebra	Dual Credit Ivy Tech	3 credits
	MATH 137	Trigonometry with Analytic Geometry	Dual Credit Ivy Tech	3 credits
	MATH 211	Calculus I	Dual Credit Ivy Tech	4 credits

### Scientific Ways of Knowing: 3-12 credits

	BIOL 101	Introduction to Biology	Advanced Placement	3 credits
	CHEM 101	Introduction to Chemistry	Advanced Placement	3 credits
	PHYS 101	Introduction to Physics	Advanced Placement	4 credits

### Social and Behavioral Ways of Knowing: 3-12 credits

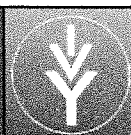
	HIST 112	World Civilization II	Advanced Placement	3 credits
	PSYC 101	Introduction to Psychology	Advanced Placement	3 credits

### Humanistic and Artistic Ways of Knowing: 3-12 credits

	ARTH 110	Art Appreciation ( <i>pending</i> )	Dual Credit IU	3 credits
	ENGL 206	Introduction to Literature	Dual Credit Ivy Tech	3 credits

30 total credits

HIGHER EDUCATION  
at the  
**SPEED OF LIFE**



## **Quantitative Reasoning Courses at Northeast Dubois**

- For the Core 40, Academic Honors (AHD), and Technical Honors (THD) diplomas, students must take a mathematics course or a quantitative reasoning course each year they are enrolled in high school.
- For the General Diploma, students must earn two credits in a mathematics course or a quantitative reasoning course during their junior or senior year.
- A quantitative reasoning course is a high school course that "advances a student's ability to apply mathematics in real world situations and contexts" and that "deepens a student's understanding of high school mathematics standards."
- The Indiana Department of Education will provide an annual review to determine the high school courses that meet these criteria.
- The information below provides courses that have been determined to meet the criteria for quantitative reasoning courses.

### **Advanced Placement**

AP Biology  
AP Chemistry  
AP Physics

### **Business/IT**

Business Math  
Principles of Computing  
Personal Financial Responsibility

### **Science**

Integrated Chemistry-Physics  
Chemistry I

### **Social Studies**

Economics

### **Agriculture**

Advanced Life Sciences, Animals  
Agribusiness Management  
Advanced Life Science, Plant & Soil  
Agriculture Structures Fabrication and Designs  
Agribusiness Capstone

### **Engineering and Technology**

Principles of Engineering  
Computer Integrated Manufacturing

### **Career and Technical Education**

Aviation Management Capstone  
Construction Trades Capstone  
Industrial Automation & Robotics Capstone  
Precision Machining

## **CTE Courses that can count toward Science Credits:**

**\*\*\* Biology and Chemistry (or ICP) must be taken for Core 40 science requirements .**

- Principles of Computing
- Principles of Engineering (POE)
- Animal Science
- Plant & Soil Science
- Principles of Biomedical Sciences
- Medical Interventions
- Advanced Life Sciences

## HIGH SCHOOL CREDIT FOR JUNIOR HIGH COURSES

Students who successfully complete **Algebra I** in the eighth grade may receive two high school credits to be included on their high school transcript. If students choose to include the credit on their transcript, the grade received must also be included in students' high school grade point average. These Algebra grades and credits will appear on students' semester report cards.

There are several points to consider when deciding whether or not to have eighth grade Algebra grades count for high school credit. Keep in mind that the main purpose of allowing students to take high school courses before ninth grade is to allow them to advance to higher level mathematics courses (such as Calculus), not to finish the entire course of study in mathematics at earlier grades. In instances where the grades and credits for a course taken below Grade 9 are not listed on the high school transcript, students may complete additional higher level courses to meet the requirements of the Core 40 and Honors diploma (Example: A student completes Algebra I in Grade 8 but decides to not count the credits and grades for the course on the high school transcript. The student may meet the Core 40 with Academic Honors mathematics requirement in high school by earning six credits in higher level mathematics courses such as Geometry, Algebra II and Pre-calculus and then taking two additional credits in Calculus in Grade 12.).

All students who take Algebra I as an 8<sup>th</sup> grader and enroll in Geometry as a freshman will receive an Algebra I Acknowledgement form in the fall. This form will allow students and parents to choose whether or not to count 8<sup>th</sup> grade Algebra I grades and credits on their high school transcript.

Students who successfully complete **Health, PE I, PE II, and Preparing for College & Careers**, in the seventh and eighth grade will receive a high school credit for each of these classes to be included on their high school transcript. The grade received for each will also be included in students' high school grade point average. These grades and credits will appear on students' semester report cards.

If students choose to NOT include their Health and/or PE and/or Preparing for College & Careers grades on their high school transcript, they must take this class(es) over during their freshman year.

Any questions can be directed to the high school guidance office at 678-2251 ext.317 or [kboeglin@nedubois.k12.in.us](mailto:kboeglin@nedubois.k12.in.us)



# Graduation Pathways

## Postsecondary-Readiness Competency (Sample) WAIVER Form

### Postsecondary-Readiness Competency Waiver, IF:

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

### Postsecondary-Readiness Competency Waiver Checklist

- ☐ Criteria 1: 3 postsecondary-readiness competencies attempted (or 1 if student transfer (see details above));
- ☐ Criteria 2: GPA Requirement met
- ☐ Criteria 3: Attendance requirement met at 95%
- ☐ Criteria 4: Met all state & local requirements  
(Students with an IEP aren't required to complete local requirements beyond state requirements)
- ☐ Criteria 5: Demonstrates postsecondary planning

### Criteria 3: Attendance Requirement Met

**YES                      NO**

UA=Unexcused Absence(s)      DE=Days Enrolled

Gr 9 UA \_\_\_\_\_ DE \_\_\_\_\_ Total UA \_\_\_\_\_

Gr 10 UA \_\_\_\_\_ DE \_\_\_\_\_ Total UA \_\_\_\_\_

Gr 11 UA \_\_\_\_\_ DE \_\_\_\_\_ Total DE \_\_\_\_\_

Gr 12 UA \_\_\_\_\_ DE \_\_\_\_\_ Rate: \_\_\_\_\_

**Must be 95%** Rate =  $100 - (UA/DE \times 100)$

### Criteria 1: At least 3 Postsecondary-Readiness

**Competencies attempted                      YES                      NO**

Competencies attempted; date or supporting data:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

(1 if senior transfer from nonpublic or out-of-state)

### Criteria 4: State & Local Graduation Requirements Met

**YES                      NO**

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

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

**YES                      NO**

Sem 1:Grade-Pts      Sem 2:Grade-Pts

Eng 9      \_\_\_\_\_      \_\_\_\_\_

Eng 10      \_\_\_\_\_      \_\_\_\_\_

Eng 11      \_\_\_\_\_      \_\_\_\_\_

Eng 12      \_\_\_\_\_      \_\_\_\_\_

Algebra I      \_\_\_\_\_      \_\_\_\_\_

2<sup>nd</sup> Math      \_\_\_\_\_      \_\_\_\_\_

Biology I      \_\_\_\_\_      \_\_\_\_\_

2<sup>nd</sup> Science      \_\_\_\_\_      \_\_\_\_\_

US Hist.      \_\_\_\_\_      \_\_\_\_\_

Govt/SocSt      \_\_\_\_\_      \_\_\_\_\_

PE I and II      \_\_\_\_\_      \_\_\_\_\_

Health      \_\_\_\_\_      \_\_\_\_\_

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

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

Flex Credits: **5 credits**

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_

Waiver GPA = Total Points \_\_\_\_\_ / 34 = \_\_\_\_\_

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

### Criteria 5: Postsecondary Planning:

**YES                      NO**

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

☐ Principal Approval

# Initial-Eligibility Standards

If you want to compete in NCAA sports, you need to register with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org). Plan to register before your freshman year of high school. For more information on registration, visit on [ncaa.com/RegChecklist](http://ncaa.com/RegChecklist).

## Academic Requirements

Division I and II schools require you to meet academic standards. To be eligible to practice, compete and receive an athletics scholarship in your first year of full-time enrollment, you must meet the following requirements:

### Division I

1. Earn 16 NCAA-approved core-course credits in the following areas:

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>SCIENCE</b> (Including one year of lab, if offered)	<b>EXTRA</b> (English, math or science)	<b>SOCIAL SCIENCE</b>	<b>OTHER</b> Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

2. Complete your 16 NCAA-approved core-course credits in eight academic semesters or four consecutive academic years from the start of ninth grade. If you graduate from high school early, you still must meet core-course requirements.
3. Complete 10 of your 16 NCAA-approved core-course credits, including seven in English, math or science, before the start of your seventh semester. Once you begin your seventh semester, any course needed to meet the 10/7 requirement cannot be replaced or repeated.
4. Earn a minimum 2.3 core-course GPA.
5. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.

### Division II

1. Earn 16 NCAA-approved core-course credits in the following areas:

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>SCIENCE</b> (Including one year of lab, if offered)	<b>EXTRA</b> (English, math or science)	<b>SOCIAL SCIENCE</b>	<b>OTHER</b> Any area listed to the left or courses listed in additional discipline (world language, comparative religion or philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

2. Earn a minimum 2.2 core-course GPA.
3. Ask your high school counselor to upload your final official transcript with proof of graduation to your Eligibility Center account.

### Division III

While Division III schools set their own admissions and academic requirements, international student-athletes (first-year enrollees and transfers) who are enrolling at a Division III school after Aug. 1, 2023, must be certified as an amateur by the Eligibility Center. Contact the Division III school you plan to attend for more information about its academic requirements.



# 21st CENTURY SCHOLAR PLEDGE REQUIREMENTS

As a 21st Century Scholar, you have taken the Scholar Pledge to meet the following requirements:

- ✓ Complete the Scholar Success Program, which includes activities at each grade level in high school to help you stay on track for college and career success. The chart below shows all 12 activities that you must complete by high school graduation. The following pages provide instructions and resources to help you complete this year's requirements.
- ✓ Graduate from a state-accredited high school with a minimum of a Core 40 diploma and a cumulative grade point average (GPA) of at least 2.5 on a 4.0 scale.
- ✓ File the Free Application for Federal Student Aid (FAFSA) by April 15 as a high school senior and each year thereafter until you graduate from college.
- ✓ Apply to an eligible Indiana college as a high school senior, and enroll in college as a full-time student within one year of high school graduation.
- ✓ Maintain Satisfactory Academic Progress (SAP) standards established by your college.
- ✓ Complete 30 credit hours each year you are in college to stay on track toward earning your degree on time.
- ✓ Do not use illegal drugs, commit a crime or delinquent act, or consume alcohol before reaching the legal drinking age.

The **Scholar Success Program** includes activities that will help you stay on track for college and career success.

GRADE	REQUIRED ACTIVITIES		
09	Create a Graduation Plan <sup>1</sup>	Participate in an Extracurricular or Service Activity	Watch "Paying for College 101"
10	Take a Career Interests Assessment	Get Workplace Experience <sup>2</sup>	Estimate the Costs of College
11	Visit a College Campus	Take a College Entrance Exam (ACT or SAT)	Search for Scholarships <sup>3</sup>
12	Submit Your College Application	Watch "College Success 101"	File Your FAFSA

1. Plan should be updated annually to keep students on track for high school graduation and college admission.

2. Includes job shadowing, internship, part-time employment, interviewing a professional or related experience linked to a student's career aspirations.

3. Includes any additional scholarship opportunities beyond the 21st Century Scholarship.

## **Northeast Dubois High School Policies Related to Scheduling & Grading**

**Course Scheduling:** In the spring each high school student will meet in a group setting with the guidance counselor to discuss scheduling. Students will receive their Career Folders, a copy of their high school transcript, an updated Academic & Career Planning Guide, and a Course Request sheet. The Course Request must be filled out by the student. If requests vary from their Career Plan, then an individual meeting with the guidance counselor is recommended and a parent's signature on the Course Request is needed. With assistance from the guidance counselor, students then enter their Course Request into Family Access. Student schedules are built based on their requests. At any time through this process, students and parents are encouraged to ask questions and/or request individual appointments.

**Schedule Change:** Students are expected to give careful consideration to course selections when they are made in the spring of the year. When students receive their actual schedule toward the end of the school year, schedule changes are only made for the following reasons: computer error, course cancellation, course conflict, course failure, to balance class size, or to remedy improper skill placement. After school begins in the fall, only teacher recommended schedule changes will occur.

**Withdraw/Fail:** A grade of Withdraw/Fail may be given for two reasons: when the student is removed from a course for disciplinary reasons or when a student withdraws from a course after the first two weeks of the semester. A Withdraw/Fail appears on the report card and permanent record as an "F" for the semester.

**Semester Grades:** The Semester Grade is the average of the two marking periods and the semester exam. Unless designated differently by the classroom teacher, each marking period will count as 40% of the average, while the exam will count as 20% of the average. A school standardized grade book calculates percentages for semester grades. The semester grades, which are listed on the transcript, are averaged to determine a student's Cumulative Grade Point Average.

### **Calculating a Grade Point Average:**

1. Add up the Quality Point (QP) for each grade received:  
A=4.0, A-=3.667, B+=3.334, B=3.0, B-=2.667, C+=2.334, C=2.0, C-=1.667, D+=1.334, D=1.0, D-=.667
2. Add up the total number of Credits Attempted (CA). Include failed courses.
3. Divide the QP by the CA. Grade point averages are rounded to the nearest thousandth point.

**Weighted Grades and *Laude* Latin Distinction Model:** Dual credit core courses and AP courses will be weighted beginning with the class of 2023. Once a student completes a weighted class, they will receive an additional .0625 points added to their cumulative GPA. *Summa Cum Laude*, *Magna Cum Laude*, and *Cum Laude* distinctions will be determined after the 8th semester based on cumulative GPAs. (More details are listed in the policy copied on the following pages.)

## Weighted Grades and *Laude* Latin Distinction Model

Northeast Dubois Jr/Sr High School will utilize a weighted grading system of calculating Grade Point Averages (GPA's) beginning with the Class of 2023. A weighted GPA is calculated by awarding additional points to classes that are considered more challenging than the basic curriculum. Along with this move toward a weighted grading system, Northeast Dubois Jr/Sr High School is also planning to move toward a *Laude* system of recognition, which will eliminate the current class ranking system.

### Weighted Grades:

- A. Weighted grades will apply for GPA and all other purposes beginning with the class of 2023.
- B. Additional course weighting will be:
  - a. AP Chemistry 3060 - 2 points (2-semester course)
  - b. AP Physics: Algebra-Based 3080 - 2 points (2-semester course)
  - c. AP Calculus AB 2562 - 2 points (2-semester course)
  - d. AP Biology 3020 - 2 points (2-semester course)
  - e. AP Psychology 1558 - 2 points (2-semester course)
  - f. AP World History 1612 - 2 points (2-semester course)
  - g. Advanced Speech and Communication 1078 - 1 point (1-semester course)
  - h. Dual Credit English 12-Composition II 1008 - 1 point (1-semester course)
  - i. Dual Credit Advanced English-Literature 1124 - 1 point (1-semester course)
  - j. Dual Credit English 11-Composition I 1006 - 1 point (1-semester course)
  - k. Dual Credit Pre-Calculus: Algebra 2564 - 1 point (1-semester course)
  - l. Dual Credit Pre-Calculus: Trigonometry 2566 - 1 point (1-semester course)
- C. The number of weighted semesters that a student can be credited for is capped at 16. Students may still take additional classes that fall under the weighted category, but once passing the 16 weighted semesters, these courses will receive no additional weight.
- D. Grade of "C-" or above is required to receive a weighted grade.
- E. Once a student completes a weighted class receiving a grade of "C-" or above, they will receive an additional .0625 points added directly to their cumulative GPA.

Sample: GPA: 4.0 (all A's) + 16 weighted credits X .0625 = 5.0 (weighted GPA).
- F. The GPA of a student is only calculated at the end of the semester.
- G. Online Advanced Placement Courses, Online Dual Credit Courses, and Independent Study Courses will not receive a weighted grade.
- H. If a student moves between a weighted and a non-weighted course during the semester, his/her grade will reflect course placement at the end of the semester.
- I. Students who transfer to Northeast Dubois Jr/Sr High School will be able to have their course weighted if they were weighted at their previous school and if Northeast Dubois offers a similar weighted course. Move-in transcripts will be evaluated on a case-by-case basis.

Transition to *Laude* Latin Distinction Model:

- A. Beginning with the class of 2023, Northeast Dubois Jr/Sr High School will add the distinction of *Summa Cum Laude* (with highest distinction), *Magna Cum Laude* (with great distinction), and *Cum Laude* (with distinction). This addition of the *Laude* distinction eliminates class rank and also eliminates the recognition of a Valedictorian and Salutatorian.
- B. *Laude* distinction will be determined after the 8th semester and will be recognized at graduation.

Distinction	GPA
<i>Summa Cum Laude</i>	4.760 - 5.000
<i>Magna Cum Laude</i>	4.376 - 4.759
<i>Cum Laude</i>	4.000 - 4.375

Reasons for the Change:

- A. A weighted grading system rewards students for taking challenging classes.
- B. A weighted grading system tends to provide more scholarship opportunities for students.
- C. A tiered recognition system recognizes students for the rigor of their academic program as well as their success.
- D. The *Laude* system provides a fair and uniform system for student recognition that eliminates the inconsistency of multiple grading platforms and the pressure of class rank.
- E. The reliance on class rank for college admission is misleading and fosters student behaviors that many educators view as counterproductive to the learning environment. These may include: avoidance of challenging classes that might impact GPA/rank, excessive competition with peers, and a hesitation to take an intellectual and academic risk.
- F. Discontinuing the valedictorian and salutatorian recognition, and the competitive nature of earning these titles, would encourage students to explore classes that are of personal interest and aligned with their post-secondary goals.

## **Northeast Dubois Jr/Sr High School Career Guidance Activities**

### **Grade 7**

All seventh grade students will take the Career Exploration course that is incorporated in the Reading 7 curriculum. This course allows students to begin exploring all their career options.

### **Grade 8**

All eighth grade students will take the Preparing for College & Careers course. During this course students will spend time learning how to use our career resources, completing self-assessments (on their interests, personality types, skills, & values), exploring all their career options, and selecting their courses for freshman year. Students will receive one high school elective credit for this course.

All eighth graders will participate in the Dubois County Career Cruise hosted at Jasper High School. Over 70 businesses and organizations from Dubois County and the surrounding area will set up booths for students to visit and learn about their particular career area.

All eighth graders will participate in the Reality Store. Students will research potential career interest salaries, create a monthly budget and experience real life expenses. Each student visits a series of booths allowing them to make decisions on housing, transportation, child care, groceries, etc. to see how the reality of their future plans fit within their budgets.

### **Grade 9**

All freshmen will participate in the Dubois County Tour of Opportunity. Students will have the opportunity to choose a career path and then spend a day visiting local businesses that represent that career path area.

All freshmen will review their career interests and goals during their required Introduction to Business class. They will then create their Four-Year Career Plan which is what they will refer to each spring for course requests. During this course students will also meet individually with the school counselor to have their Career Plan reviewed and approved.

Freshmen will have the opportunity to visit a college campus based on their career interest(s).

### **Grade 10**

All sophomores will take the PSAT in October and will receive tools to improve their scores for next year.

All sophomores will spend time on Indiana Career Explorer in February to complete self-assessments that will match them up with careers. They will use this information to assist with course requests and re-evaluate their career goals.

A Career and Technical Education (CTE) meeting with the Patoka Valley Cooperative Director will be held to help students explore CTE course options and to understand CTE Concentrators for the Postsecondary Ready Competency for Graduation Pathways. Field trips are scheduled to visit Career Tech programs off campus.

Individual conferences will be available for students to review course requests for college admissions and learn more about Dual Credit and AP opportunities and how to earn Indiana College Core.

Sophomores will have the opportunity to visit a college campus based on their career interest(s).

All sophomores will be invited to attend meetings with various College Representatives in the fall and encouraged to attend the VUJC College Fair in the Spring.



### **Grade 11**

In August a Junior Meeting will be held in all the English classes. During this meeting, a folder is distributed and the following topics are discussed: SAT/ACT, PSAT, College Rep Meetings, Campus Visits and College Searches, NCAA, College/Job Fairs, and Indiana College Core.

All juniors will participate in the ASVAB Career Exploration Program. In the fall, students spend the morning on a multi-aptitude test battery that identifies each student's abilities. An interpreter meets with them in January to discuss their results and to assist them in completing a self-administered interest inventory. Students then spend a class period exploring the careers identified as a good match and review their course requests for senior year.

Juniors will meet individually with the school counselor to confirm graduation requirements are being met.

Juniors will be encouraged to attend the College Fair hosted at one of the Dubois County schools in the Fall and to attend the VUJC College Fair in the spring.

The parents of all juniors will receive an invitation to attend College 101. College 101 is a workshop that focuses on areas such as how to increase college entrance exam scores, how to select and apply to a college, and how to pay for college.

A College Panel will be held in January for interested students. Graduates from Northeast Dubois share their expertise with our current college bound juniors and seniors.

Juniors will have the opportunity to participate in the Dubois County Job Fair hosted at Jasper High School in the Spring.

### **Grade 12**

Several Senior Meetings are held during the school year. In August a Senior Folder is distributed, which contains several items including: Senior Newsletter, College-Bound Senior Timetable, College Entrance Exams, College Application Process, E-transcript, Campus Visits, & Financial Aid/Scholarships.

In October and November individual conferences will be scheduled with each senior during which time a Senior Checklist is completed by the student to determine what they have done so far to prepare for life after high school. The final Senior Meeting occurs in May when each student completes the Senior Final Intake form.

Seniors will be encouraged to participate in Senior Job Shadow Day in October.

A College Panel will be held in January for interested students. Graduates from Northeast Dubois share their expertise with our current college bound juniors and seniors.

The annual Financial Aid Workshop will be held to assist parents and students with completing FAFSA (the Free Application for Federal Student Aid). A scholarship packet of local opportunities will be compiled and shared with seniors.

Seniors will be encouraged to attend the College Fair hosted at one of the Dubois County schools in the Fall.

Seniors will have the opportunity to participate in the Dubois County Job Fair hosted at Jasper High School in the Spring.

Senior Awards are held in May to recognize our seniors and scholarship recipients.

# CAREER PLAN for Class of 2026

Student's Name \_\_\_\_\_

Diploma Type(s) \_\_\_\_\_

Parents' Names \_\_\_\_\_

Career Pathway: \_\_\_\_\_

## HIGH SCHOOL COURSE OUTLINE

*The following guideline should be used to meet the requirements for CORE 40.  
Additional requirements exist for AHD & THD.*

### Grade 9

1. English 9 \_\_\_\_\_
2. College & Careers/Personal Financial Res \_\_\_\_\_
3. Biology I \_\_\_\_\_
4. Math ( \_\_\_\_\_ ) \_\_\_\_\_
5. PE and/or Elective \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### Grade 10

1. English 10 \_\_\_\_\_
2. World History \* \_\_\_\_\_
3. Math ( \_\_\_\_\_ ) \_\_\_\_\_
4. Science ( \_\_\_\_\_ ) \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

\* Circle if taking Alt PE II or Summer PE II

### Grade 11

1. English 11 OR Composition I/Adv Eng Lit \_\_\_\_\_
2. Math \* ( \_\_\_\_\_ ) \_\_\_\_\_
3. United States History \_\_\_\_\_
4. Science \* ( \_\_\_\_\_ ) \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### Grade 12

1. English 12 OR Comp II/Speech \_\_\_\_\_
2. Government/ Economics \_\_\_\_\_
3. Math or QR \* ( \_\_\_\_\_ ) \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

## POST- SECONDARY EDUCATION PLAN

Do you plan to pursue any education or training after high school? Explain.

## STATEMENT OF CAREER GOALS

What career(s) do you plan to pursue? Rewrite this statement each year as your plans change.

Grade 9 \_\_\_\_\_

Grade 10 \_\_\_\_\_

Grade 11 \_\_\_\_\_

Grade 12 \_\_\_\_\_

## CONFIRMATION LOG

Student, Counselor, and parent signature and date required each time plan is reviewed.

Student \_\_\_\_\_

Parent \_\_\_\_\_

Counselor \_\_\_\_\_

Date \_\_\_\_\_

# CAREER PLAN for Class of 2027 & 2028

Student's Name \_\_\_\_\_ Diploma Type(s) \_\_\_\_\_  
Parents' Names \_\_\_\_\_ Career Pathway: \_\_\_\_\_

## HIGH SCHOOL COURSE OUTLINE

*The following guideline should be used to meet the requirements for CORE 40.  
Additional requirements exist for AHD & THD.*

### Grade 9

1. English 9
2. Intro Business/Personal Financial Res
3. Biology I
4. Math ( )
5. PE/Health/Careers OR Elective ( )
6. Elective
7. Elective

\* Circle if taking Alt PE II

### Grade 10

1. English 10
2. World History \*
3. Math ( )
4. Science ( )
- 5.
- 6.
- 7.

### Grade 11

1. English 11 OR Composition I/Adv Eng Lit
2. Math \* ( )
3. United States History
4. Science \* ( )
- 5.
- 6.
- 7.

### Grade 12

1. English 12 OR Comp II/Speech
2. Government/ Economics
3. Math or QR \* ( )
- 4.
- 5.
- 6.
- 7.

## POST- SECONDARY EDUCATION PLAN

Do you plan to pursue any education or training after high school? Explain.

## STATEMENT OF CAREER GOALS

What career(s) do you plan to pursue? Rewrite this statement each year as your plans change.

Grade 9

Grade 10

Grade 11

Grade 12

## CONFIRMATION LOG

Student, Counselor, and parent signature and date required each time plan is reviewed.

Student \_\_\_\_\_ Parent \_\_\_\_\_ Counselor \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# CURRENT & FUTURE INDIANA DIPLOMA: COMPARISON

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

## CURRENT

## INDIANA CORE40

## FUTURE



## NEW INDIANA DIPLOMA

ENGLISH	8 CREDITS		8 CREDITS	<ul style="list-style-type: none"> <li>2 credits: English 9</li> <li>1 credit: Communications-focused course</li> <li>5 additional English credits</li> </ul>
MATH	6 CREDITS	<ul style="list-style-type: none"> <li>2 credits: Algebra I</li> <li>2 credits: Geometry</li> <li>2 credits: Algebra II</li> </ul>	7 CREDITS	<ul style="list-style-type: none"> <li>2 credits: Algebra I</li> <li>1 credit: Personal Finance</li> <li>4 additional math credits</li> </ul>
SCIENCE, TECHNOLOGY, AND ENGINEERING	6 CREDITS	<ul style="list-style-type: none"> <li>2 credits: Biology I</li> <li>2 credits: Chemistry 1, Physics I, or Integrated Physics</li> <li>2 credits: Any Core 40 science course</li> </ul>	7 CREDITS	<ul style="list-style-type: none"> <li>2 credits: Biology I</li> <li>1 credit: Computer Science</li> <li>2 additional science credits</li> <li>2 STEM-focused credits</li> </ul>
SOCIAL STUDIES	6 CREDITS	<ul style="list-style-type: none"> <li>2 credits: U.S. History</li> <li>1 credit: U.S. Government</li> <li>1 credit: Economics</li> <li>2 credits: World History/Civilization or Geography/History of the World</li> </ul>	5 CREDITS	<ul style="list-style-type: none"> <li>2 credits: U.S. History</li> <li>1 credit: U.S. Government</li> <li>2 credits: World Perspectives (Flexible options, including advanced world language or world-focused social studies courses)</li> </ul>
PE/HEALTH	3 CREDITS	<ul style="list-style-type: none"> <li>2 credits: Physical Education</li> <li>1 credit: Health &amp; Wellness</li> </ul>	2 CREDITS	<ul style="list-style-type: none"> <li>1 credit: Physical Education</li> <li>1 credit: Health &amp; Wellness</li> </ul>
DIRECTED ELECTIVES	5 CREDITS	Any combination of World Languages, Fine Arts, and/or Career & Technical Education	N/A	
PERSONALIZED ELECTIVES	6 CREDITS		12 CREDITS	Students are encouraged to utilize the new readiness-seals to align these personalized electives with their unique goals. Personalized electives can include a variety of courses, such as CTE, Performing or Fine Arts, and World Languages.
COLLEGE & CAREERS	N/A		1 CREDIT	
TOTAL	40 CREDITS		42 CREDITS	

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

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



# BLUEPRINT FOR SUCCESS: READINESS-SEALS

Readiness seals are designed to be permeable, allowing students to update their graduation plan and pivot, if their original interests and goals change. Although seals are optional, students are encouraged to utilize the blueprints below to focus their flexible credits into a connected pathway that aligns with their future goals. Students may earn one or multiple seals. Graduation Pathways requirements will be satisfied through completion of any seal.



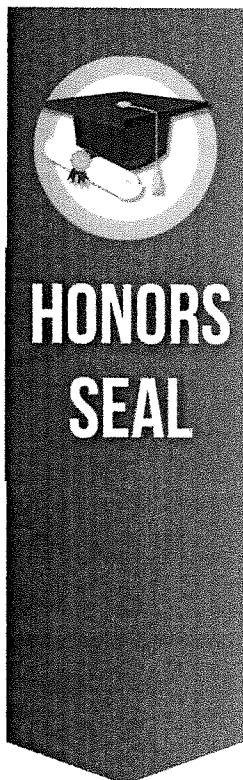
## ENROLLMENT



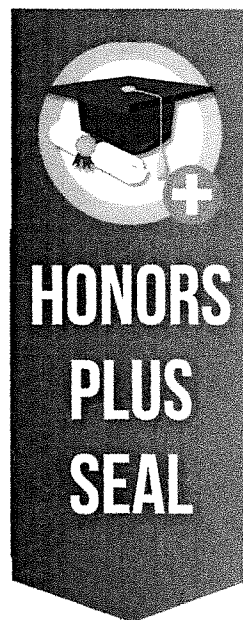
## EMPLOYMENT



## ENLISTMENT & SERVICE



- Complete at least 4 World Language and 6 Social Studies credits
  - Complete at least 8 Math credits
    - Algebra I plus Geometry, Algebra II, and Pre-Calculus or any advanced math credits aligned to their course of study
  - Complete at least 6 Science credits
    - Biology I plus Chemistry and Physics or any advanced lab science credits aligned to their course of study
  - Earn a C or higher in all courses and earn a cumulative B average
  - Complete one of the following:
    - Earn 4 credits in AP, IB, or Cambridge courses and take corresponding exams
    - Earn 6 college credits
    - Score a 1250 on the SAT or a 26 on the ACT
    - Complete two of the following:
      - At least 3 college credits
      - 2 credits in AP courses and take corresponding exams
      - 2 credits in IB courses and take corresponding exams
      - 2 credits in Cambridge courses and take corresponding exams
- Complete one of the following:
    - A market-driven credential of value\* aligned to a specific occupation
    - 3 courses in a Career and Technology Education (CTE) pathway
    - An approved career preparation experience aligned to Indiana's CSA program, or
    - An approved, locally-created pathway
  - Complete 150 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site, or simulated)
  - Demonstrate skill development in Communication, Collaboration, and Work Ethic
  - Meet attendance goal
- Complete one of the following:
    - Introduction to Public Service course or approved locally-created equivalent
      - Emphasis on developing an awareness of the physical standards and character required for service
    - One year of JROTC in high school
  - Achieve a score of 31 on the ASVAB and complete one of the following:
    - All three components of the Career Exploration Program
    - A career exploration tool approved by IDOE
  - Meet attendance goal
  - Demonstrate skill development in Communication, Collaboration, and Work Ethic
    - Externally verified through a mentorship experience with current military personnel, veterans, or other public safety professionals



### Earn the Honors Enrollment Seal, **plus**:

- Earn a credential of value\* that may include, for example:
  - Associate degree;
  - Technical Certificate;
  - Indiana College Core;
  - AP Scholar with Distinction;
  - Cambridge AICE Diploma; or
  - IB Diploma
- Complete at least 75 hours of work-based learning (may include multiple experiences that are paid, unpaid, on-site, or simulated)
- Demonstrate skill development in the following areas: Communication, Collaboration, and Work Ethic

### Earn the Honors Employment Seal, **plus**:

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

### Earn the Honors Enlistment Seal, **plus**:

- Complete one of the following:
  - Achieve a score of 50 or higher on the ASVAB
  - Enrollment in ROTC at the collegiate level
  - Acceptance to a service academy
- Demonstrate excellence in leadership through one of the following:
  - Completion of at least 100 hours of public service;
  - Holding a leadership role in a co/extracurricular activity;
  - Completion of two seasons of a team-based physical sport or activity

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