# 2025-2026
# Curriculum Guide


Rossville High School
One Robert Egly Drive
Rossville, IN 46065

**Statement of Purpose**
The purpose of this handbook is to provide information concerning the curriculum in grades nine through twelve and information about specific courses contained within the curriculum. The information contained in this handbook provides guidelines for students to select from an array of four-year high school programs. It will also help students and parents understand the content of each high school course.

**Rossville High School Mission Statement**
Rossville Schools ensure students acquire knowledge and skills, build self-reliance, exhibit positive attitudes, and value life-long learning and achievement.

**Graduation Requirements**
It is the responsibility of each student to plan with his or her parents and administrator or counselor for graduation. Seeing that all required courses and total credits are in order is the responsibility of each student. Transcripts are on file in the Guidance Office, but the ultimate responsibility to meet all graduation requirements lies with the student.

A student has graduated when he/she has completed the course of study as outlined by the state and the school, and has complied with all other rules and regulations of the state and school regardless of the time element.

Beginning with the class of 2023, students should complete a career pathway field of study, as directed by the IDOE. Students will need to complete "3 to Succeed." They must: 1. Earn credits for their diploma type, 2. Show that they have employability skills (FORM REQUIRED), and 3. Complete at least one option from the list of post-secondary readiness competencies.

State law prohibits the use of transfer credits from non-accredited institutions in counting towards graduation credit.

**Required Testing**
Beginning with Cohort 2023, the SAT exam will become the school accountability test to be taken by all juniors. This is not to be confused with the college entrance SAT exam. While some colleges may accept scores earned on the school accountability assessment, others may not. It will be important for students to check with colleges in which they are interested to determine whether or not the scores will be accepted.

**Class Rank for Official High School Transcripts**
Rank in class is computed for all high school students at the end of each semester. All members of the class are included with the exception of foreign exchange students and students not pursuing a diploma. A graduate's class rank shall be determined by their final grade point average (8 semesters).

Rank is determined by using grade point average (GPA) only. The student in a particular class (Class of 2020, 2021, etc...) with the highest GPA is ranked first, the second highest GPA is ranked second, etc... Students with exactly the same GPA have the same rank.

Effective with the Class of 2012, RMHS will "weigh" grades (give higher values in the GPA calculation) to AP courses and Indiana College Core dual credit courses.

Transfer students will not be ranked with their class until they have received grades from Rossville High School for at least one semester. High School students that transfer to RMHS are then ranked according to the grades received from RMHS and from the transferring school. The grades from the transferring school are given the same values used to calculate RMHS GPAs.

In the event that a student transfers to Rossville High School from another school or as a home-schooled student and spends less than four semesters as a RHS student and attains a GPA equal to or greater than the Rossville High School Valedictorian or Salutatorian, such student will be recognized as a "Valedictorian less than eight semesters" or "Salutatorian less than eight semesters" at commencement ceremonies.

**RCSD Requirements for Designation as Valedictorian**

A. The valedictorian must have been enrolled as a student at Rossville High School for his/her entire junior and senior years (four semesters).
B. The student with the highest GPA, computed on a 4 point scale, after (8) full high school semesters shall be named Valedictorian.
C. In the event of a tie, the student with the higher GPA to the thousandths shall be named Valedictorian.
D. If a tie still exists, all those who are tied shall be designated Co-Valedictorians.

**RCSD Requirements for Designation as Salutatorian**

A. The salutatorian must have been enrolled as a student at Rossville High School for his/her entire junior and senior years (four semesters).
B. The student with the second highest GPA, computed on a 4 point scale, after (8) full high school semesters shall be named Salutatorian.
C. In the event of a tie, the student with the higher GPA to the thousandths shall be named Salutatorian.
D. If a tie still exists, all those who are tied shall be designated Co-Salutatorians.

**Universal Grading Scale**

Effective with the 2009-2010 school year, Rossville High School has implemented a universal grading scale in all classes.

| | | | |
|---|---|---|---|
| A | 100-94 | C | 76-74 |
| A- | 93-90 | C- | 73-70 |
| B+ | 89-87 | D+ | 69-67 |
| B | 86-84 | D | 66-64 |
| B- | 83-80 | D- | 63-60 |
| C+ | 79-77 | F | 59-0 |

Semester grades for Advanced Placement courses and any Dual Credit course that are a part of the Indiana College Core (ICC) will be weighted (by a 1.25 multiplier) and calculated as such in the cumulative grade point average (GPA). *Please note that some colleges unweight cumulative GPAs in evaluating applications for college admission.

**Cumulative Grade Point Average (GPA) Calculation**

High school student cumulative grade point averages are calculated by the student management system per point values assigned to a semester letter grades (for all classes except TA or Study Hall). Per the scales below, the total point value is determined and the total point value is divided by the total number of semester credits earned.

**GPA Non-Weighted Calculation Scale**

| | | | | | |
|---|---|---|---|---|---|
| A | 4.00 | B- | 2.667 | D+ | 1.33 |
| A- | 3.667 | C+ | 2.33 | D | 1.00 |
| B+ | 3.33 | C | 2.00 | D- | .667 |
| B | 3.00 | C- | 1.667 | F | 0 |

**GPA Weighted Calculation Scale**

| | | | | | |
|---|---|---|---|---|---|
| A | 5.00 | B- | 3.33375 | D+ | 1.66625 |
| A- | 4.58375 | C+ | 2.91625 | D | 1.25 |
| B+ | 4.16625 | C | 2.50 | D- | .83375 |
| B | 3.75 | C- | 2.08375 | F | 0 |

**College & Industry Visitation Days**

Seniors who intend to enroll in a college, university or technical school, or have specific interest in a career, after graduation from Rossville High School, may be granted two days for the purpose of visiting such campus or industry and meeting with personnel. Juniors may be granted two days. (A College Visit Day is counted as excused with a completed form, but will count against the allowed number of absent days per semester.) In order to take a college day, a student must be on track to graduate and be passing his/her classes. Extraordinary situations will be evaluated on a case-by-case basis.

**Procedure**

1. The student and/or parent schedule a visit with the admissions department (or department/office of their choosing, i.e., financial aid, or math department, etc...) of the college/university/company for a specified date.
2. No later than the day before the scheduled visit, the student notifies the assistant principal of the scheduled visit date and obtains a College Visitation Form from the office and obtains signatures from the director of student services or a counselor, and the assistant principal.
3. During the visit, the student will obtain the required signature and information on the College Visitation Form.
4. Upon the student's return to RMHS from the visit, the student will present the office with the completed College Visitation Form. The attendance officer will record the student's absence as excused and the absence will count against the allowed number of absent days.
5. Prior to their absence, students must inform teachers of the date of their college visitation.

6. Students are responsible for any and all homework that is assigned on the day of the college visitation and it must be submitted per the teacher's classroom policy.
7. Failure to follow the above procedure will result in the absence being recorded as unexcused.

**Suggestions for College Visit:**

1. In addition to scheduling an appointment with the admissions department, scheduling an appointment to meet with an advisor from the department of the desired major and financial aid office is also recommended.
2. Parents and student should prepare a list of questions, concerns and thoughts prior to the visit to ensure all questions are explored and answered.

**Class Designation:** Class designation will be determined by the cohort year in which the student begins his/her 9th grade year. Students who attend school more than four years will be designated as fifth-year seniors. While a certain number of credits are not required for class designation; it is recommended that students have a minimum of 11 credits following their freshman year, 23 credits following their sophomore year, and 35 credits following their junior year.

**Grade Level Classifications**

| | |
|---|---|
| 9th Grade | promotion from grade 8 |
| 10th Grade | completion of 2 semesters |
| 11th Grade | completion of 4 semesters |
| 12th Grade | completion of 6 semesters |
| Graduation | successful completion of diploma requirements and the End-of Course Assessments |

**Class Scheduling & Dropping/Adding a Class**

Each year, the process of scheduling classes requires a great deal of planning by many individuals several months prior to the beginning of the new school year. Scheduling courses for students for the upcoming year begins in the student's current year.

Eighth grade students participate in lessons and study the RMHS Curriculum Guide and learn all they need to know to successfully earn a diploma in addition to developing and creating their four-year high school plan and completing their 9th grade course requests.

In 9th, 10th, and 11th grade, students attend a scheduling meeting. Students are expected to complete the course requests by the due date using their historical grades and the RMHS Curriculum Guide to determine what classes they need to meet their diploma requirements. Once a student has submitted his/her course requests, changes may be made to a student's upcoming school year course requests and upcoming school year schedule at any time up until the deadline as set by Student Services.. The master schedule and the classes offered are contingent upon the number of student requests for each class. Thus, it is important that students are committed to their course requests upon initial submission.

Changes (dropping/adding) in schedules will be made for reasons which may involve a diploma change, IEP/ILP/504 accommodation/modification or addendum, and/or reclaiming of a credit due to failure of a previous class. Other drop/add requests will be

evaluated based on the student's reason for the request and will be considered after contact with the student, the director of student services, and the teacher and principal, if necessary. The final decision will be made by the high school principal. *Students who drop a course after the designated drop/add period/deadline will receive a **"WF"** (Withdrawal F) for the course and **"WF"** will appear on the student's transcript for the dropped course. The **"WF"** will be calculated as an "F" in the cumulative GPA.

Students are provided several opportunities to adjust their course requests or drop/add a course. They may make changes for the upcoming school year any time during the open window.

Absolutely no schedule changes will be made after the end of the window; this includes no schedule changes during summer break and no schedule changes during the first week of school.

**Repeating a Class:** Students may only opt to repeat a class in which a grade of D+, D, D-, or F is earned. After the course has been repeated and a semester grade earned, the prior grade will remain on the transcript and the lower of the two grades is excluded from the GPA calculations. The higher of the two grades is given credit and is used in determining the class rank and grade point average. Students who wish to retake/repeat a class MUST make this request with their counselor or the director of student services. It is the student's responsibility to review his/her transcript for retake accuracy.

**Summer School Courses/Correspondence Courses/Online Courses:** Students may take high school courses through accredited high school course programs and transfer those credits to the high school. It is the responsibility of the student to request that the issuing school send an official transcript of the grade(s) and credit(s) earned to Rossville High School. All transfer credits must be received by Student Services prior to May 1st of the student's graduation year. Permission from the high school principal is required prior to a student enrolling in a correspondence/online course. Permission forms and correspondence applications can be obtained from the director of student services.

**Credits:** Classes in which a student earns a D- or better (for the semester) will receive one (1) credit per semester. Classes in which a student earns an F (for the semester) will receive no credit. Study hall and teacher assistant (TA) do not earn any credit.

**Dual Credit Courses:** Students may earn college credits from participating colleges while also earning high school credits for the same course. These courses are offered for our high school students (see course descriptions for specific information). A submitted dual credit application is required for all courses and a passing score on the Knowledge Assessment (see Postsecondary Admissions Testing section on page 7) is a requirement for some of these courses. The Knowledge Assessment test can be taken at Ivy Tech Community College in Lafayette, IN, and is oftentimes offered to be taken at RHS online with an Ivy Tech College Connections Coach. It is the student's responsibility to complete this requirement as directed. Students who enroll in dual credit courses must authorize Ivy Tech to release the student's grades and attendance to the RMHS Student Services in order for the student to receive high school credits from RMHS.

**Post-High-School Admission Requirements:** It is wise for parents to help their student early in his/her high school career to make realistic decisions concerning postsecondary options and to become familiar with admissions and financial aid information concerning the specific postsecondary institution of interest. Postsecondary information can be accessed online. College and university websites are available on the Guidance Website.

It is important for students to begin their college exploration and search well in advance of their senior year of high school. Indiana Career Explorer is utilized beginning in 6th grade for students to study career and college exploration. Course prerequisites can vary among schools depending on the degree program so it is important that students are aware of what diploma type and courses will be required for their admission. (*For some colleges and universities, a world language admission requirement has been implemented within the last couple of years, and some four-year institutions are requiring a minimum of four years of math for admission.)

It is advised that students should register to take the SAT and/or the ACT no later than during the Spring semester of the junior year. Because SAT/ACT scores are required by four-year colleges, these will need to be sent as part of the college application process. Students may register online for these exams, and links can be found on the Guidance website. (Please note that some colleges are requiring that SAT/ACT scores be sent from the testing agency directly to the college/university. This request can be made by the student when registering for the SAT/ACT.)

Students should submit college applications during the first semester of their senior year, preferably by the middle of October. It is vitally important for students and parents to research deadlines for college admission and financial aid applications. Deadlines will vary with each institution and will be required for scholarship consideration.
Some colleges/universities require a Counselor Report (also referred to as Secondary School Report, Counselor Summary, etc...) to be submitted on behalf of the student. After a senior student has submitted his/her college application, he/she should request his/her transcript through Parchment, so this form can be sent.

In general, the Indiana Core 40 Curriculum prepares students for a wide variety of postsecondary educational options including four-year colleges, community college, apprenticeship programs, technical schools, occupational training in the military, and on-the-job training. ***However, it should be noted that there is a trend for colleges and universities to require additional courses beyond the Core 40 diploma requirements for admission.

**Four-Year Colleges:** Some colleges and universities are requiring that Indiana students earn the Indiana Core 40 Curriculum for general college admission. Private colleges are being encouraged to require the Core 40. For some universities, courses beyond the Core 40 curriculum are required for admission, e.g. World Languages, Math, etc. Students should review the admissions requirements for each college they are considering.

**Ivy Tech State College:** Students may complete the first two years of college at a campus near their home. Credits earned may be transferred to four-year colleges and applied towards a bachelor degree. Ivy Tech has open admissions. That means admission is open to anyone. However, to be successful at Ivy Tech and to not be required to take remedial courses at Ivy Tech, high school students are encouraged to take the Indiana Core 40 Curriculum.

**Apprenticeship Programs:** Apprenticeship programs are registered with the Indiana Bureau of Apprenticeship Training. Many of these apprenticeship programs have entry tests that prospective students must take prior to admissions. To prepare for these tests, students are encouraged to take a curriculum strong in math and communications. Students are encouraged to take the Indiana Core 40 Curriculum as a preparation for apprenticeship programs.

**Postsecondary Vocational Programs:** Many postsecondary institutions specializing in vocational/technical education exist in Indiana. These schools award certificates and/or associate degrees. Admission at these institutions is usually open to all students. However, to be successful at Indiana's vocational/technical schools, it is recommended that students take the Indiana Core 40 Curriculum.

**Occupational Skill Training in the Military:** Students may continue their education through one of many occupational skills training opportunities in the military. Skills learned in the military can transfer to many different civilian careers. Students interested in the military must take the ASVAB exam for admission. To be successful in the various occupational skills training opportunities in the military, it is recommended that students take the Indiana Core 40 Curriculum.

**On-The-Job Training:** On-the-job training is provided by employers who pay their employees to participate in the training. To be successful in the various on-the-job training, it is recommended that students take the Indiana Core 40 Curriculum.

**Postsecondary Admissions Testing:** A variety of admissions tests are available to students who would like to continue their education following high school.

**College Admissions Tests (SAT or ACT)**

Two organizations provide testing for college admissions (see below). Students are encouraged to begin college admissions testing in the spring of their junior year. Many students choose to take the test more than once to increase their chances of doing well. Most colleges will take the best test scores earned by a student, so taking the test more than once does not penalize a student in any way. In addition to college admissions, the results of these tests may also be used to award merit-based scholarships. Please note that some colleges (i.e., Purdue) require the admissions test scores to be sent by the testing agency. In these cases, the scores on the high school transcript are not considered official. Registration and practice tests can be found online and through the guidance website links.

1. The **SAT** is a standardized test for college admissions in the United States. The SAT is owned, published, and developed by the College Board, a non-profit organization in the United States. This test

assesses a student's readiness for college and consists of the following sections: Evidence-based reading and writing and math. There is now an optional essay portion (recommended).

2. The **ACT** is a standardized test for high school achievement and college admissions in the United States produced by ACT, Inc. The ACT test consists of the following sections: English, Math, Reading, Science, ELA, STEM, and Writing. Writing is offered as optional for the ACT. However, colleges require a Writing score as an admission requirement.

**Practice College Admissions Test (PSAT)**
College Board offers a practice test for students. RMHS requires that sophomore and junior students take the PSAT administered in October during the school day. The results of this test are also used to determine a student's eligibility for the National Merit Scholarship Program if taken in the junior year of high school. Currently, the state covers the cost of testing for all sophomore and junior students.

**Accuplacer or Skills Assessment (Ivy Tech)**
At Ivy Tech, the Accuplacer test or Skills Assessment is given to students to help meet prerequisites so they may register for Ivy Tech classes. Students may contact Ivy Tech to schedule an appointment to take this test in Ivy Tech's Assessment Center. A passing Accuplacer or Skills Assessment score may be required to earn dual credits in designated dual credit courses.

**Athletic Eligibility:** Students must meet certain academic criteria to participate in sports in high school and college.

**IHSAA Eligibility (High School)**
To be scholastically eligible to participate in any high school athletic event, students must have received passing grades at the end of their last grading period in at least five credit subjects and must be currently passing in at least five credit subjects. Semester grades take precedence. The RMHS Athletic Office oversees student eligibility.

**NCAA Freshman Athletic Eligibility (College)**
Many college athletic programs are regulated by the National Collegiate Athlete Association (NCAA), an organization that establishes rules on eligibility, recruiting, and financial aid for athletes. Students planning to enroll in college as a freshman and participate in Division I or Division II athletics must be certified by the NCAA Eligibility Center. In addition to the high school transcript, SAT or ACT scores are required by the NCAA Eligibility Center in determining eligibility. When registering to take the SAT/ACT, students should request to have scores sent to the NCAA Eligibility Center by entering the code **9999** on the SAT or ACT registration form. Please note that the NCAA Eligibility Center requires SAT/ACT scores to be sent directly from the testing agency to the College. The NCAA does not accept SAT or ACT scores as official from the high school transcript. For an updated list of athletic requirements and a registration form, visit the NCAA Eligibility Center website at www.eligibilitycenter.org ***Please note that NCAA may not accept high school credits taken in the online or correspondence format.**

**NAIA Freshman Athletic Eligibility (College)**
Students who wish to participate in athletics at a NAIA (National Association of Intercollegiate Athletics) member institution will need to be certified by the NAIA Eligibility Center to qualify academically and be cleared as an eligible student-athlete for competition. In addition to the high school transcript, SAT/ACT scores are required by the NAIA Eligibility Center in determining eligibility. When taking the SAT or ACT, students should request to have scores sent to the NAIA Eligibility Center by entering the code **9876** on the SAT or ACT registration form. Please note that the NAIA Eligibility Center requires SAT/ACT scores to be sent directly from the testing agency to the College. The NAIA does not accept SAT or ACT scores as official from the high school transcript. The NAIA Eligibility Center website can be accessed at http://www.PlayNAIA.org. ***Please note that NAIA <u>may not</u> accept high school credits taken in the online or correspondence format.**

**In the 8th grade (starting with 4-year high school plans), students should plan their high school courses per NCAA/NAIA eligibility requirements.**

**Students should submit a completed NCAA and/or NAIA transcript release form to the Guidance Office so that a transcript can be sent on the student's behalf at the end of six semesters and again after eight semesters. Students can download and print these forms from the NCAA and NAIA websites.**

***It is the responsibility of the student to confirm that all required documentation (i.e., transcripts, SAT/ACT scores, registration form, etc.) is received by the NCAA Eligibility Center, the NAIA Eligibility Center, and the college/university to be attended and to inform the Guidance Office if any further documentation or information is needed.**

## <u>Types of Classes</u>

**Advanced Placement (AP) Classes**
The Advanced Placement Program (AP) is an American program in which secondary school students in the United States can pursue advanced courses that are generally eligible for college credit. Participating colleges grant credit and/or advanced placement to students who obtain minimum required scores on the examinations. These courses are more rigorous than the general course offerings. *RMHS offers the following AP courses: AP Biology, AP Calculus, AP Statistics, AP Chemistry, AP English Literature & Composition, and AP Environmental Science.* Effective with the Class of 2012, these specific courses will be weighted (given higher values) in the grade point calculation (see page 3). Effective with the 2013-2014 school year and beyond, the cost of taking an AP exam (with the exception of math and science AP exams that are covered by the state) will be added to the book rental that is paid for by the student/parent/guardian. *This is subject to change at any time per the local school policy.

**Dual Credit Classes**
Students can earn both high school and college credit by meeting specific criteria in offered dual credit courses. Students must earn a minimum of a C grade in the course and must also have passed the ACCUPLACER exam or Skills Assessment (if required for

the specific class) before grades are due to the institution (dates may vary). Effective for the school year 2024/25 any dual credit course that is part of the Indiana College Core (ICC) will be weighted (given higher values) in the grade point calculation (see page 3).

**College Preparatory Classes**
All Core 40 and Academic Honors classes are college preparatory classes.

**General/Basic Classes**
Classes designated as "Applied" "General" or "Basic" **are not** Core 40 Classes and are reserved for students who will graduate with a General high school diploma and those students who have special needs. Each department (e.g., Math, etc.) determines which students will be placed in courses designated as "General" or "Basic."

**Effective with the Class of 2028 and below:**
**4 Diploma Options**
***Diploma requirements and course offerings are subject to change per the Indiana Department of Education***

**1.* Indiana General High School Diploma**
***(Class of 2016 and beyond) - (40 Total Credits Required)***
****See Opt Out Process**

- **GQE Requirement (see page 2)**
  - Pass the Algebra I and English 10 ECA or related ISTEP exams
- **English/Language Arts:** (8 credits):
  - (recommended) (2) credits each in English 9, 10, 11, 12, or a balance of literature, composition, and speech
- **Mathematics:** (4 credits plus 2 additional credits in a math or quantitative reasoning course):
  - (2) credits Algebra I and
  - (2) credits any math course

    Two (2) additional credits in a math or quantitative reasoning course:
    - General diploma students are required to earn (2) credits in a math or a quantitative reasoning course during their junior or senior year. Quantitative reasoning courses do not count as math credits.
    - *Rossville High School General Diploma Quantitative Reasoning Courses: (*Quantitative reasoning courses do not count as math credits.): AP Biology, AP Calculus (AB), AP Calculus (BC), AP Chemistry, ALS: Animals, ALS: Plants/Soils, Computer Science I & II, Personal Financial Responsibility, Agribusiness Management, Chemistry, Integrated Chemistry-Physics (ICP I & II), and Economics (until class of 2025).
- **Science:** (4 credits):
  - (2) credits Biology I and
  - (2) credits from Integrated Chemistry-Physics I/II (ICP) or Chemistry I
- **Social Studies:** (4 credits):

        - (2) credits U.S. History and
        - (1) credit U.S. Government and
        - (1) credit any social studies course (economics recommended)
    - **Physical Education (PE):** (2 credits)
        - (1) credit PE I and
        - (1) credit PE II
        - **Elective PE **does not** count as a PE credit.*
    - **Health & Wellness:** (1 credit)
        - (1) credit Health & Wellness
    - **Preparing for College and Careers (PCC)** (1 credit)
        - ***Beginning with the Class of 2016 and beyond, this course is a required credit.*
    - **College and Career Pathway Courses:** (6 credits)
        - *Selecting courses designated as directed electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities.*
        - These courses may come from the following departments:
            - Agriculture or
            - Business or
            - Family and Consumer Sciences or
            - Fine Arts or
            - Multidisciplinary or
            - World Languages or
            - Career & Technical Education
    - **Flex Credit:** (5 credits) – Flex credits must come from the following:
        - Additional elective courses in a College and Career Pathway. These courses may come from the following departments:
            - Agriculture or
            - Business or
            - Family and Consumer Sciences or
            - Multidisciplinary or
            - Career & Technical Education or
        - Courses involving workplace learning i.e., SAE (see course description) or
        - High school/college dual credit courses (see course descriptions for these designations) or
        - Additional courses in:
            - Language Arts or
            - Social Studies or
            - Mathematics or
            - Science or
            - World Languages or
            - Fine Arts
    - **Electives:** (5 credits)
        - Elective credits may come from any of the departments including the Multidisciplinary department courses.

**<u>*Opt-Out Process</u>**

- **<u>*Completion of the Core 40 diploma becomes an Indiana graduation requirement beginning with students who enter high school in 2007-2008 and beyond.</u>** To graduate with less than a Core 40 diploma, the student and the student's parent/guardian will be required to sign an opt-out form acknowledging that:
- a. ...the student may not be prepared to pass the Indiana End-of-Course Assessments (ECA) required for graduation,
- b. ...the student will likely not be admitted to a four-year college,
- c. ...the student may be less prepared for and less competitive in the workforce,
- d. ...the student will not be eligible to receive the maximum amount of financial aid for college from the State of Indiana,
- e. ...the student will complete the requirements for a General Diploma.

**<u>2.* Indiana Core 40 Diploma</u>**

***<u>(Class of 2016 and beyond) - (40 Total Credits Required)</u>***

- **GQE Requirement (see page 2)**
  - Pass the Algebra I and English 10 ECA or equivalent ISTEP
- **English/Language Arts:** (8 credits):
  - recommended (2) credits each in English 9, 10, 11, 12 or a balance of literature, composition, and speech
- **Mathematics:** (6 credits plus 2 additional credits in a math <u>or</u> quantitative reasoning course):
  - Students must take a math or quantitative reasoning course each year in high school.
    - (2) credits Algebra I and
    - (2) credits Geometry and
    - (2) credits Algebra II and

    Must take math or quantitative reasoning course credits senior year.
    - Pre Calculus-Alg/Trigonometry or
      - *<u>Rossville High School Core 40 Diploma Quantitative Reasoning Courses</u>* (Quantitative reasoning courses do not count as math credits.): AP Biology, AP Calculus (AB), AP Calculus (BC), AP Chemistry, ALS: Animals, ALS: Plants/Soils, Computer Science I & II, Personal Financial Responsibility, Agribusiness Management, Chemistry, Integrated Chemistry-Physics (ICP I & II), and Economics (until class of 2025).
- **Science:** (6 credits):
  - (2) credits Biology I and
  - (2) credits Integrated Chemistry-Physics I/II (ICP), or Chemistry I or Physics I and
  - (2) credits any Core 40 science course
- **Social Studies:** (6 credits):
  - (2) credits U.S. History and
  - (1) credit U.S. Government and
  - (1) credit Economics and

        - (2) credits World History/Civilization **<u>or</u>** (2) credits Geography/History of the World
- **Directed Electives:** (5 credits)
    - Must be a credit listed as a "Directed Elective" per the IDOE in the course description (see specific course descriptions under each department)
    - May come from any of the following departments (does not include Multidisciplinary department courses or the Elective PE course):
        - Agriculture, or
        - Business, or
        - Family and Consumer Sciences, or
        - Fine Arts, or
        - World Languages, or
        - Career & Technical Education
- **Physical Education (PE):** (2 credits)
    - (1) credit PE I and
    - (1) credit PE II
    - **Elective PE **does not** count as a PE credit.*
- **Health & Wellness:** (1 credit)
    - (1) credit Health & Wellness, or
    - **Preparing for College and Careers (PCC)** (1 credit)
    - ***Beginning with the Class of 2016 and beyond, this course is a required credit.*
- **Electives:** (5 credits)
    - Elective credits may come from any of the departments including the Multidisciplinary department courses.

**<u>3.* Indiana Core 40 with Academic Honors Diploma</u>**
***<u>Class of 2016 and beyond) - (47 Total Credits Required)</u>***

- For the **Core 40 with Academic Honors** diploma, students must:
- Complete all requirements for the Core 40 diploma.
- Earn 2 additional Core 40 math credits (for a total of 8 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 "C-" or better in courses that will count toward the diploma.
- Have a grade point average of "B" or better.
- Complete <u>one</u> of the following:
    - A. Earn (4) credits in (2) or more AP courses and take corresponding AP exams.
    - B. Earn (6) verifiable transcripted college credits in dual credit courses from priority course list.
        - *<u>Rossville High School Priority Courses: Agriscience, Horticulture, Landscaping, Ag Mech & Engineering, Digital Manufacturing, Cosmetology, Criminal Justice, Construction Trades, Pre-Nursing, EMT/Paramedic and Auto Tech.. (The name and number of courses are subject to change each year. The number of college credits earned for dual credit courses are subject to change by the issuing college.)</u>*

- C. Earn <u>both</u> of the following:
  - 1. A minimum of (3) verifiable transcripted college credits from the priority course list,
  - 2. (2) credits in AP courses and corresponding AP exams
- D. Earn a combined score of 1250 or higher on the SAT critical reading, math, and writing sections and a minimum score of 560 on math and 590 on evidence-based reading and writing.
- E. Earn an ACT composite score of 26 or higher and complete the written section

**<u>4.* Indiana Core 40 with Technical Honors Diploma</u>**
***<u>(Class of 2016 and beyond) - (47 Total Credits Required)</u>***

- For the **Core 40 with Technical Honors** diploma, students must:
- Complete all requirements for the Core 40 diploma.
- Earn (6) credits in college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. State approved, industry recognized certification or credential, or
  2. Pathway dual credits from the list of priority courses resulting in (6) transcripted college credits
     - *<u>Rossville High School Priority Courses: Agriscience, Ag Mech & Engineering, Digital Manufacturing, Cosmetology, Criminal Justice, Construction Trades, Pre-Nursing, EMT/Paramedic and Auto Tech.. (The name and number of courses are subject to change each year. The number of college credits earned for dual credit courses are subject to change by the issuing college.)</u>*
- Earn a "C-" or better in courses that will count toward the diploma.
- Have a grade point average of "B" or better.
- Complete <u>one</u> of the following:
  - A. Any one of the options (A-E) of the Core 40 with Academic Honors
  - B. Earn the following scores or higher on Work Keys:
    - Reading for Information – Level 6;
    - Applied Mathematics – Level 6;
    - Locating Information – Level 5 (The Work Keys assessment is taken as a senior student at the Work One Office in Lafayette. Students who need to complete this requirement must schedule with the Guidance Counselor by September of the senior year to take the assessment.)

  C. Earn the following minimum score(s) on Accuplacer:
    - Writing – 80
    - Reading – 90
    - Math – 75
    - The Accuplacer can be taken at Ivy Tech. An appointment with the Assessment Center is required to take this assessment. Students who need to complete this requirement must schedule with the Guidance Counselor by September of the senior year.

**Effective with the Class of 2029 and beyond**

***Diploma requirements and course offerings are subject to change per the Indiana Department of Education***

(a) To be eligible for an Indiana diploma, a student who enters high school in the 2025-2026 school year or a subsequent school year shall:

(1) complete a minimum of forty-two (42) high school credits consistent with the Indiana diploma course and credit requirements set forth in subsection (b); and

(2) except as provided in 511 IAC 6-7.2-21(e), demonstrate college or career readiness by completing:

(A) a project based, work based, or service based learning experience; and

(B) at least one (1) postsecondary readiness competency set forth in subsection (f).

(b) Indiana diploma course and credit requirements consist of the following:

(1) Eight (8) credits in Language arts, two (2) of which must be in English 9 or an equivalent course, and one (1) of which must be in communication courses.

(2) Six (6) credits in mathematics, two (2) of which must be Algebra I credits.

(3) One (1) credit in Personal Financial Responsibility.

(4) Four (4) credits in science, two (2) of which must be Biology I credits.

(5) One (1) credit in Computer Science.

(6) Two (2) credits in science, technology, engineering, or mathematics.

(7) Two (2) credits in U.S. history.

(8) One (1) credit in U.S. government.

(9) Two (2) credits in world perspectives.

(10) One (1) credit in physical education.

(11) One (1) credit in health and wellness.

(12) One (1) credit in career preparedness.

(13) Twelve (12) personalized elective credits.

(c) Only courses designated as approved Indiana diploma courses by the department may be used to satisfy the course requirements set forth in subsection (b).

(d) Unless otherwise prohibited by law or regulation, high school credit earned in courses designated as approved Indiana diploma courses prior to a student entering high school may be used to satisfy both the course and credit requirements specified in this rule.

(e) A student may satisfy the credit requirements in subsection (b)(13) by enrolling in a modern youth apprenticeship, as defined in IC 20-51.4-2-9.5, and satisfying the requirements set forth in IC 20-51.4-2-9.5(1) – (5).

(f) To be eligible for an Indiana diploma, a student must complete at least one (1) of the following postsecondary readiness competencies:

(1) Score at or above the national college ready benchmark on the SAT.

(2) Score at or above the national college ready benchmark on the ACT.

(3) Earn an Armed Forces Qualification Test score of at least thirty-one (31) on the Armed Services Vocational Aptitude Battery, and meet the requirements specified in IC 20-32-4-1.5(i).

(4) Earn an industry recognized or a postsecondary credential. Only credentials designated as approved graduation qualifying credentials by the department may be used to satisfy this requirement.

(5) Complete a federally recognized apprenticeship or apprenticeship program as defined in IC 20-43-8-0.3. (6) Complete a CTE concentrator.

(7) Earn at least a "C" average in at least three (3) advanced placement, International Baccalaureate, dual credit, or Cambridge International courses. At least one (1) of the courses used to satisfy this requirement must be an English, mathematics, science, or social studies course.

(8) Complete a state board approved locally created pathway.

(g) A student must earn at least one (1) diploma seal established under section 21 of this rule in order for the student to be eligible to graduate in fewer than eight (8) high school semesters.

(h) A student in a cohort expected to graduate in 2026, 2027, or 2028 may graduate with an Indiana diploma if the student:

(1) satisfies the requirements in subsection (a); and

(2) earns at least one (1) of the diploma seals established in section 21 of this rule.

511 IAC 6-7.2-21 High school diploma seals

Authority: IC 20-19-2-8; IC 20-19-2-21

Affected: IC 20-19-2-21; IC 20-19-2-28; IC 20-30-4-2; IC 21-7-13-32

Sec. 21. (a) In addition to earning an Indiana diploma, a student may earn one (1) or more of the following Indiana diploma seals by completing the Indiana diploma seal requirements set forth in subsection (b):

(1) An Enrollment Honors Seal.

(2) An Enrollment Honors Plus Seal.

(3) An Employment Honors Seal.

(4) An Employment Honors Plus Seal.

(5) An Enlistment Honors Seal.

(6) An Enlistment Honors Plus Seal.

(b) Indiana diploma seal requirements consist of the following:

(1) To be eligible for an Enrollment Honors Seal a student must:

(A) Earn at least four (4) credits of the same world language;

(B) Earn at least six (6) social studies credits;

(C) Earn at least eight (8) mathematics credits as follows;

(i) Two (2) credits of Algebra I;

(ii) Two (2) credits of Geometry;

(iii) Two (2) credits of Algebra II or two (2) credits of any advanced math credit; and

(iv) Two (2) credits of any advanced mathematics credit.

(D) Complete at least six (6) science credits as follows;

(i) Two (2) credits of Biology I;

(ii) Two (2) credits of Chemistry; and

(iii) Two (2) credits of Physics or two (2) credits of any lab science.

(E) Earn a grade of "C" or higher in courses used to meet the credit requirements specified in 511 IAC 6-7.2-20 and 511 IAC 6-7.2-21 (b)(1);

(F) Earn a cumulative grade point average of at least "B"; and

(G) Complete one (1) of the following;

(i) Earn four (4) AP credits and take the corresponding exams;

(ii) For college credits earned prior to the 2029-2030 school year, earn six (6) college credits. For college credits earned during the 2029-2030 school year and each subsequent

school year, earn six (6) college credits in courses listed in the Core Transfer Library established under IC 21-42-5 or that are listed on the dual credit priority course list;
(iii) Earn four (4) International Baccalaureate credits and take the corresponding exams; (iv) Earn four (4) Cambridge International credits and take the corresponding exams;
(v) Earn a score of at least 1250 on the SAT; or
(vi) Earn a score of at least 26 on the ACT.
(vii) Complete two (2) of the following requirements:
(AA) For college credits earned prior to the 2029-2030 school year, earn three (3) college credits. For college credits earned during the 2029-2030 school year and each subsequent school year, earn three (3) college credits in courses listed in the Core Transfer Library established under IC 21-42-5 or that are listed on the dual credit priority course list; (BB) Two (2) credits in a course or courses designated as advanced placement under 511 IAC 6.1-5.1 and take the corresponding College Board Advanced Placement test or tests;
(CC) Two (2) credits in an International Baccalaureate standard level course and take the corresponding exams; or
(DD) Earn two (2) Cambridge International credits and take the corresponding exams.

(2) To be eligible for an Enrollment Honors Plus Seal a student must:
(A) meet all the requirements specified in 511 IAC 6-7.2-21(b)(1);
(B) complete one of the following:
(i) earn an industry recognized or a postsecondary credential. Only credentials designated as approved Enrollment Honors Plus Seal credentials by the department may be used to satisfy this requirement;
(ii) earn the Advanced Placement Scholar with Distinction award;
(iii) complete the requirements for the Advanced International Certificate of Education Diploma;
(iv) complete the requirements for the International Baccalaureate Diploma Programme; or
(v) earn the Indiana College Core as defined in IC 21-42-3-5; (C) complete at least seventy-five (75) hours work based learning; and (D) demonstrate communication and collaboration or work-ethic skills that have been verified by an individual or entity recognized by either the student's high school or the state board using the verification forms established by the department. The department shall establish model verification forms and other documentation

requirements pertaining to the verification requirements specified in this subdivision.

(3) To be eligible for an Employment Honors Seal a student must:

(A) complete one of the following:

(i) earn an industry recognized or a postsecondary credential. Only credentials designated as approved Employment Honors Seal credentials by the department may be used to satisfy this requirement;

(ii) complete three (3) career and technical education courses in a program of study;

(iii) complete a career scholarship account program approved under IC 20-51.4-4.5-6; or

(iv) complete a locally created graduation pathway approved by the state board.

(B) complete at least one hundred fifty (150) hours of work based learning;

(C) demonstrate communication and collaboration or work-ethic skills that have been verified by an individual or entity recognized by either the student's high school or the state board using the verification forms established by the department. The department shall establish model verification forms and other documentation requirements pertaining to the verification requirements specified in this subdivision; and

(D) complete one (1) of the following:

(i) at least one (1) school year with no more than three (3) days of unexcused absences; or

(ii) at least one hundred fifty (150) hours of work based learning experience with no more than three (3) unexcused absences.

(4) To be eligible for an Employment Honors Plus Seal a student must:

(A) earn an industry recognized or a postsecondary credential. Only credentials designated as approved Employment Honors Seal credentials by the department may be used to satisfy this requirement;

(B) complete at least six hundred and fifty (650) hours of work based learning; (C) demonstrate communication and collaboration or work-ethic skills that have been verified by an individual or entity recognized by either the student's high school or the state board using the verification forms established by the department. The department shall establish model verification forms and other documentation requirements pertaining to the verification requirements specified in this subdivision; and

(D) complete one (1) of the following:

(i) at least one (1) school year with no more than three (3) days of unexcused absences; or

(ii) at least one hundred fifty (150) hours of work based learning experience with no more than three (3) unexcused absences.

(5) To be eligible for an Enlistment Honors Seal a student must:

(A) complete one (1) of the following:

(i) an introduction to public service course;

(ii) one year of a junior reserve officers' training corps program;

(iii) one year as a member of the Indiana wing of civil air patrol; or

(iv) a locally created course that covers the same content as an introduction to public service course.

(B) complete one (1) of the following:

(i) the Armed Services Vocational Aptitude Battery Career Exploration Program by:

(AA) completing the Armed Services Vocational Aptitude Battery and earning a score of at least thirty-one (31);

(BB) exploring the career portal; and

(CC) completing the post-test interpretation with a trained facilitator.

(ii) the Armed Services Vocational Aptitude Battery and earning a score of at least thirtyone (31) and a career exploration tool described under IC 20-30-5-14(i)(1).

(C) complete at least one (1) school year with no more than three (3) days being unexcused absences.

(D) demonstrate communication and collaboration or work-ethic skills through a mentorship experience with a:

(i) member of the military on active duty as defined by IC 20-26-19-1; (ii) member of the National Guard as defined by IC 10-18-9-6;

(iii) veteran as defined by IC 23-14-54.5-5;

(iv) law enforcement officer as defined by IC 10-10.5-1-3; (v) firefighter as defined by IC 35-44.1-4-3 or

(vi) public servant as defined by IC 35-31.5-2-261.

The department shall establish model verification forms and other documentation requirements pertaining to the verification requirements specified in this subdivision.

(6) To be eligible for an Enlistment Honors Plus Seal a student must:

(A) meet the following requirements;

(i) the requirements specified in subdivisions (b)(5)(A), (C) and (D); (ii) demonstrate excellence in leadership through one (1) of the following:

(AA) complete at least one hundred (100) hours of public service;

(BB) hold a leadership role in a cocurricular or extracurricular activity for at least two (2) semesters;
(CC) complete two (2) seasons of a team-based physical sport or activity; and

(iii) complete one of the following:

(AA) a minimum score of 50 on the Armed Services Vocational Aptitude Battery and complete the requirements under (b)(5)(B);
(BB) enroll in a military service academy of the United States as defined by 33 USC § 3021(a)(3); or
(CC) enroll into a reserve officers' training corps program at an accredited institution of higher education.

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**Departments (listed alphabetically)**

**Agricultural Department**

| Course Title | Option | Recommended Grade Level |
|---|---|---|
| Adv. Life Sci.: Animals | Elective/Sci | 11-12 |
| Ag Pwr, Str, & Tech: Engines | Elective | 10-11-12 |
| Agribusiness Capstone | Elective | 11-12 |
| Ag Struc/Fab/Design | Elective | 11-12 |
| Animal Science | Elective/Sci | 10-11 |
| Crop Management | Elective/Sci | 10, 11 |
| Gas Welding Processes | Elective | 11-12 |
| Precision Agriculture | Elective | 10-11-12 |
| Principles of Agriculture | Elective | 9-10 |
| Principles of Welding | Elective | 9-10-11 |
| Shielded Metal Arc Welding | Elective | 10-11-12 |
| Smart Mfg. Systems | Elective | 11-12 |
| Supervised Ag. Experience (SAE) | Elective | 11-12 |

**5070 Advanced Life Science, Animals (L) (Ivy Tech Dual Credit)**
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 will explore concepts related to history and trends in animal agriculture as related to animal welfare, husbandry, diseases and parasites, laws and practices relating to handling, housing, environmental impact, global sustainable practices of animal agriculture, genetics, breeding practices, biotechnology uses, and comparative knowledge of anatomy and physiology of animals used in animal agriculture.

**5088 Ag Power, Structure and Technology: (Ivy Tech Dual Credit)**
Agriculture Power, Structure and Technology is a two semester, lab intensive course in which students develop an understanding of basic principles of tool selection, operation, maintenance, and management of agricultural equipment in concert with the utilization of technology. Topics covered include: safety, problem-solving/troubleshooting, 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.

**0258 Agribusiness Capstone (Ivy Tech Dual Credit)**
Agribusiness Management Capstone course is a two semester course that 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 a supervised agriculture experience (work-based learning) programs.

**7112 Agriculture Structures Fabrication and Design: (Ivy Tech Dual Credit)**
Agricultural Structures Fabrication and Design is a two-semester course that focuses on metal work and agricultural structures. This course will allow students to develop skills in welding and metalworking such as metal identification and properties, metal preparation, use of oxyacetylene torch, plasma cutting and cutting operations, arc welding, MIG welding, TIG welding. This course will also allow students to develop skills in construction in regard to the ag industry such as carpentry, masonry, etc.

**5008 Animal Science: (Ivy Tech Dual Credit)**
Animal Science is a two-semester program that provides students with an overview of the animal agriculture industry. 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 may be applied to both large and small animals. Topics to be covered in the course include: history and trends in animal agriculture, laws and practices relating to animal agriculture, comparative anatomy and physiology of animals, biosecurity threats and interventions relating to animal and human safety, nutrition, reproduction, careers, leadership, and supervised agricultural experiences relating to animal agriculture.

**7113 Crop Management (Ivy Tech Dual Credit)**
**CROP MAN**
Crop Management will provide an understanding of plant nutrient requirements and how to provide for those needs to achieve efficient crop production through classroom and lab-based instruction. Students will understand proper fertilizer materials, application methods and techniques. Instruction on soil analysis by demonstrating proper soil testing techniques which will be used to create fertility plans for proposed

crops. Integrated pest management and the evaluation of various pest controls with minimal impact on the environment will also be an emphasis of the course.

**7101 Gas Welding Processes (Ivy Tech Dual Credit)**
Gas Welding Processes is designed to cover the operation of Gas Metal Arc Welding (MIG) equipment. This will include all settings, adjustments and maintenance needed to weld with a wire feed system. Instruction on both short-arc and spray-arc transfer methods will be covered. Tee, lap, and open groove joints will be done in all positions with solid, fluxcore, and aluminum wire. Test plates will be made for progress evaluation. Schools may choose to offer the course as a comprehensive MIG Welding course or a combination of introductory MIG and TIG Welding operations.

**7100 Smart Manufacturing Systems:**
Digital Manufacturing Systems Fundamentals introduces learners to basic concepts of industrial computer-controlled systems. The learner explores various types of programmable logic controllers (PLC) and participates in lab experiments designed to introduce programming principles, electronic inputs and outputs (analog and digital), and communication between system components including Ethernet protocols. Upon completion of the course, learners will be able to explain how the control processes are utilized to automate manufacturing facilities.

**7116 Precision Agriculture: (Ivy Tech Dual Credit)**
Precision Agriculture describes the purpose and concepts of precision agriculture and precision farming through classroom and lab-based instruction. It involves understanding and operation of the various precision agriculture tools including GPS, GIS, and VRT. Students will learn how to collect data, analyze data and use the information to make decisions. Provides an understanding and justifications that demonstrate the economic and environmental benefits of precision agriculture. The Precision Agriculture course also incorporates the use of UAVs. Students will demonstrate UAV competency and handling in order to achieve the Part 107 UAS certification.

**7117 Principles of Agriculture (Ivy Tech Dual Credit)**
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.

**7110 Principles of Welding Technology (Ivy Tech Dual Credit)**
Principles of Welding Technology includes classroom and laboratory experiences that develop a variety of skills in oxy-fuel cutting and basic welding. This course is designed for individuals who intend to make a career as a Welder, Technician, Designer, Researcher, or Engineer. Emphasis is placed on safety at all times. OSHA standards and guidelines endorsed by the American Welding Society (AWS) are used. Instructional activities emphasize properties of metals, safety issues, blueprint reading, electrical principles, welding symbols, and mechanical drawing through projects and exercises that teach students how to weld and be prepared for postsecondary and career success

**7111 Shielded Metal Arc Welding (Ivy Tech Dual Credit)**
Shielded Metal Arc Welding involves the theory and application of the Shielded Metal Arc Welding process. Process theory will include basic electricity, power sources, electrode selection, and all aspects pertaining to equipment operation and maintenance. Laboratory welds will be performed in basic weld joints with a variety of electrodes in the flat, horizontal and vertical positions. Emphasis will be placed on developing the basic skills necessary to comply with AWS industry standards.

**5228 Supervised Agricultural Experience(SAE)**
Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students will experience and apply what is learned in the classroom, laboratory and training site to real-life situations with a standards based plan for learning. Students work closely with their agriculture teacher(s), parents and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. Curriculum content and competencies need to be varied so that school year and summer session experiences are not duplicative.

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**CTE (On Campus)**

| Course Title | Option | Recommended Grade Level |
|---|---|---|
| Accounting Fundamentals | Elective | 10-11-12 |
| Computer Science | Required | 10 |
| Management Fundamentals | Elective | 10-11-12 |
| Personal Financial Responsibility | Required | 10 |
| Preparing for College & Careers | Required | 8-9 |
| Principles of Business Management | Elective | 9-10 |
| Principles of Teaching | Elective | 9-10-11-12 |

**4524 Accounting Fundamentals (Offered on a rotational basis)**
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.

**4565 Computer Science (Required for Cohort 2029 and beyond)**
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.

**7143 Management Fundamentals (Offered on a rotational basis)**
Management Fundamentals describes the functions of managers, including the management of activities and personnel. Describes the judicial system and the nature and sources of law affecting business. Studies contracts, sales contracts with emphasis on Uniform Commercial Code Applications, remedies for breach of contract and tort liabilities. Examines legal aspects of property ownership, structures of business ownership, and agency relationships.

**4540 Personal Financial Responsibility (Required for Chort 2028 and beyond)**
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, savings, and investing; understand banking, budgeting, record-keeping and manage 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.

**5394 Preparing for College and Careers (PCC)**
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. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real world experiences, is recommended.

**4562 Principles of Business Management**
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.

**7161 Principles of Teaching**
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.

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**English/Language Arts Department**

| Course Title | Option | Recommended Grade Level |
|---|---|---|
| Adv. Speech & Comm., Ivy Tech DC | Optional | 11-12 |
| American Literature | Required | 11-12 |
| English 9 (or English 9 Honors) | Required | 9 |
| English 10 (or English 10 Honors) | Required | 10 |
| English 11 | Required | 11 |
| English 111 (Dual Credit) | Optional | 11-12 |
| English 215 (Dual Credit | Optional | 11-12 |
| English 12 | Required | 12 |
| English Lit & Comp AP | Optional | 12 |
| Language Arts Lab (English Lab) | Administration | 9-12 |
| Library Media | Elective | 9-10-11-12 |
| Student Media | Elective | 9-12 |
| World Literature | Required | 11-12 |

**1078 Advanced Speech and Communication (Ivy Tech Dual Credit - ICC)**
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, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multimedia presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery. Course can be offered in conjunction with a composition and literature course, or schools may embed Indiana Academic Standards for English/Language Arts within the curriculum.

**1020 American Literature**
American Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of representative works and authors of the United States. Students read, analyze, evaluate, critique, and actively respond to a wide variety of literary genres that reflect American culture, including quality works of various ethnic and cultural minorities. Students compare readings and media from literature, history, and other subjects by demonstrating how the ideas and concepts presented in the works are interconnected, distinctly American, and important to an understanding of the development of the current culture. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within American Literature curriculum.

**1002 English 9**
English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

**1004 English 10**
English 10, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9- 10, is a study of language, literature, composition, and oral communication, focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative) and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

**1006 English 11**
English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

**1124 English 111 (Ivy Tech Dual Credit - ICC)**
Advanced English/Language Arts, College Credit, is an advanced course based on the Indiana Academic Standards for English/Language Arts in grades 11 and 12. This course title covers any English language and composition advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school.

**<u>1098 English 215</u> (Ivy Tech Dual Credit - ICC)**
Advanced Composition, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions, and research reports in addition to other appropriate writing tasks. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

**<u>1008 English 12</u>**
English 12, an integrated English course based on the Indiana Academic Standards for English/Language Arts for Grades 11- 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

**<u>1058 English Literature and Composition, Advanced Placement (ICC):</u>**
AP English Literature and Composition 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 course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

**<u>1010 Language Arts Lab</u> (English Lab) (Assigned by Administration-Data Based)**
Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing coursework aligned with the Indiana Academic Standards for English Language/Arts focusing on the writing standards. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards.

**<u>1082 Library Media</u>**
Library Media is the study and application of procedures based on library science theory. Students examine the role of the library and technology in the current Information Age. Students use electronic resources for specific research needs and use multimedia presentation technology for practical applications.

**1086 Student Media (Yearbook, Inside the Nest, Newspaper) (also counts as a Fine Art)**
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.

**1052 World Literature**
World Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of ancient and modern representative works by major authors from six continents: Africa, Asia, Australia, Europe, North America, and South America. Students examine a wide variety of literary genres and themes. Students analyze how the ideas and concepts presented in the works are both interconnected and reflective of the cultures and historical periods of the countries represented by the authors. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

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**Fine Arts Department**

| Course Title | Option | Recommended Grade Level |
|---|---|---|
| **ART:** | | |
| Introduction to 2D Art (L) | Elective | 9-10-11-12 |
| Advanced 2D Art (L) | Elective | 9-10-11-12 |
| Introduction to 3D Art (L) | Elective | 9-10-11-12 |
| Advanced 3D Art (L) | Elective | 9-10-11-12 |
| Painting | Elective | 9-10-11-12 |
| **BAND:** | | |
| Beginning Concert Band (L) | Elective | 9-10-11-12 |
| Intermediate Concert Band (L) | Elective | 10-11-12 |
| Advanced Concert Band | Elective | 11-12 |
| Applied Music: Instrument | Elective | 10-11-12 |
| **CHOIR:** | | |
| Beginning Chorus (L) | Elective | 9-10-11-12 |
| Intermediate Chorus (L) | Elective | 10-11-12 |
| Advanced Chorus (L) (Choir) | Elective | 11-12 |
| Music Theory | Elective | 11-12 |
| **THEATRE:** | | |
| Advanced Technical Theater (L) | Elective | 10-11-12 |
| Technical Theater (L) | Elective | 9-10-11-12 |
| Theater Arts (L) | Elective | 9-10-11-12 |
| Theater Production I & II (L) | Elective | 9-10-11-12 |
| Theater Production III & IV (L) | Elective | 11-12 |

**4000 Two-Dimensional Art (2-D) - INTRODUCTION (L)**
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 presentation skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

**4004 Two-Dimensional (2-D) Art - ADVANCED (L)**
Advanced Two-Dimensional Art 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. They identify ways to utilize and support art museums, galleries, studios, and community resources.

**4002 Three-dimensional (3-D) Art - INTRODUCTION (L)**
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. 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 presentation skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

**4006 Three-Dimensional (3-D) Art- ADVANCED (L)**
Advanced Three-Dimensional Art 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 portfolio quality works. Students explore historical and cultural background and connecons; 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 presentation skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

**4064 Painting (L) (A)**
Painting is a course based on the Indiana Academic Standards for Visual Art. Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that lead to the creation of portfolio quality works. Students create abstract and realistic paintings, using a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

**4160 Beginning Concert Band (L)**
Beginning Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom

**4168 Intermediate Concert Band (L):**
Intermediate Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Students study a varied repertoire of developmentally appropriate concert band literature and develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

**4188 Advanced Chorus (L)**
Advanced Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

**4200 Applied Music: Instrument**
Applied Music is based on the Indiana Academic Standards for High School Choral or Instrumental Music. Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills. A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music.

**4182 Beginning Chorus (L)**
Beginning Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

**4186 Intermediate Chorus (L)**
Intermediate Chorus is based on the Indiana Academic Standards for High School Choral Music. Students taking Intermediate Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

**4188 Advanced Chorus (L)**
Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

**4208 Music Theory and Composition (L)**
Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. Students develop ear training and dictation skills, compose works that illustrate 59 2025-2026 High School Course Titles and Descriptions mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

**4252 Advanced Technical Theater (L)**
Advanced Technical Theater is based on the Indiana Academic Standards for Theater. Students enrolled in Advanced Technical Theater actively lead and supervise in the process of designing, building, managing, programming, drafting, and implementing the technical aspects of a production. These activities should incorporate elements of theater history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate technical theater careers then develop a plan for potential employment or further education through audition, interview or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theater 79 Indiana Department of Education High School Course Titles and Descriptions: 2023-2024 in their community.

**4244 Technical Theatre (L)**
Technical Theatre is based on the Indiana Academic Standards for Theatre. Students enrolled in Technical Theatre actively engage in the process of designing, building, managing, and implementing the technical aspects of a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

**4242 Theater Arts (L)**
Theater Arts is based on the Indiana Academic Standards for Theater. Students enrolled in Theater Arts read and analyze plays, create scripts and theater pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theater history, culture, analysis, response, creative process, and integrated studies. Additionally,

students explore career opportunities in the theater, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theater patrons in their community.

**4248 Theatre Production I & II (L)**
Theatre Production is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Production take on responsibilities associated with rehearsing and presenting a fully-mounted theatre production. They read and analyze plays to prepare for production; conceive and realize a design for a production, including set, lighting, sound and costumes; rehearse and perform roles in a production; and direct or serve as assistant director for a production. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students investigate a theatre arts career then develop a plan for potential employment or further education through audition, interview, or presentation of a portfolio. Students also attend and critique theatrical productions and volunteer to support theatre in their community.

**4254 Theatre Production III & IV, (ADVANCED) (L)**
Theatre Arts, Special Topics is based on the Indiana Academic Standards for Theatre. Students taking this course focus on a specific subject related to theatre arts, such as: Shakespeare, Children's Theatre, Directing, Arts Management, and other specialized areas of study. These activities should incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

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**Health and Physical Education**

| Course Title | | Option | Recommended Grade Level |
|---|---|---|---|
| Health & Wellness | | Required | 9-10 |
| Physical Education I (L) | | Required | 9-10 |
| Physical Education II | (L) | Required | 9-10-11 |
| Elective P.E. (L) | | Elective | 10-11-12 |

**3506 Health & Wellness**
Health and Wellness, a course based on Indiana's Academic Standards for Health and Wellness and provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional

injury and violence; promoting mental and emotional health, a tobacco- free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-seng skills, health-enhancing behaviors, and health and wellness advocacy skills.

**3542 Physical Education I (L)**
Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

**3544 Physical Education II (L)**
Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in four of the following areas that were not included in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

**3560 Elective Physical Education: Weights (L)**
Elective Physical Education, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments

may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.).

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**Mathematics Department**

| Course Title | Option | Recommended Grade Level |
|---|---|---|
| Algebra I | Required | 8-9 |
| Algebra II | Elective | 10-11 |
| Calculus AB, Advanced Placement | Elective | 12 |
| Calculus BC, Advanced Placement | Elective | 12 |
| Geometry | Required | 9-10 |
| Math Lab | Administration | 9-10-11-12 |
| Pre-Calculus Alg/Trig (Dual Credit) | Elective | 11-12 |

*Sequence of classes:*
*Students who took Algebra I in 8th grade:*
*8th grade – Algebra I*
*9th grade – Geometry*
*10th grade – Algebra II*
*11th grade – Pre Calculus*
*12th grade – AP Calculus*

*Students who take Algebra I in 9th grade:*
*9th grade – Algebra I*
*10th grade – Geometry*
*11th grade – Algebra II*
*12th grade – Pre Calculus*

*Students who take Algebra I in 9th grade and want to complete a 5 year math curriculum:*
*9th grade – Algebra I*
*10th grade – Geometry & Algebra II (concurrently)*
*11th grade – Pre Calculus*
*12th grade – AP Calculus*

**2520 Algebra I**
Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of six strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**2522 Algebra II**
Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Algebra II is made up of seven strands: Complex Numbers and Expressions; Functions; Systems of Equations; Quadratic Equations and Functions; Exponential & Logarithmic Equations and Functions; Polynomial, Rational, and Other Equations and Functions; and Data Analysis, Statistics, and Probability. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**2562 Calculus AB, (Advanced Placement - ICC)**
AP Calculus AB 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 Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

**2572 Calculus BC (Advanced Placement - ICC)**
AP Calculus BC 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 Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AP Calculus AB to different types of equations and introduces the topic of sequences and series. This course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus AB.

**2532 Geometry**
Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Seven critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles;

Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**2560 Math Lab (Assigned by Administration-Data Based)**
Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics. Mathematics Lab is to be taken in conjunction with a Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course. Mathematics Lab should not be offered in conjunction with Algebra I or Integrated Mathematics I; instead, schools should offer Algebra I Lab or Integrated Mathematics I Lab to provide students with rigorous support for these courses.

**2564 Pre-Calculus: Algebra (Dual Credit ICC)**
**Taken with Pre-Calculus: Trigonometry**
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 and Equations; 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.

**2566 Pre-Calculus: Trigonometry (Dual Credit ICC)**
**Taken with Pre-Calculus: Algebra**
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 also 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.

**Miscellaneous:**
**7000 Study Hall (No credit awarded)**
Study Hall is a non-credit bearing course.

**7004 Teacher Assistant (TA) (No credit awarded)**
A teaching assistant earns no credit for participation. This course allows students an opportunity to assist teachers with classroom tasks. Must have earned no grade lower than a C- in any course during the previous semester. Teacher and counselor approval required.

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**Multidisciplinary Department**
***(*Courses in this department do not count as directed electives.)***

**0500 Basic Skills Development - (Administration Assigned)**
Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, which are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and the student's Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations

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**Science Department**

| Course Title | Option | Recommended Grade Level |
|---|---|---|
| Biology I (L) | Required | 9 |
| Biology, Advanced Placement (L) | Elective | 11-12 |
| Chemistry I (L) | Elective | 10 |
| Chemistry, Advanced Placement (L) | Elective | 11-12 |
| Earth & Space Science I (L) | Elective | 9-10-11-12 |
| Environmental Science, Adv. Pl. (L) | Elective | 12 |
| Integrated Chemistry/Physics (L) | Elective | 10 |
| Physics 101 DC | Elective | 11-12 |

**5276 Anatomy and Physiology**
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, integument, 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.

**3024 Biology I (L)**
Biology I is a course based on the following core topics: cellular structure and function, matter cycles and energy transfer; interdependence; inheritance and variation in traits; evolution. 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.

**3020 Biology, Advanced Placement (L) (ICC)**
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.

**3064 Chemistry I (L)**
Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure and the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. 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.

**3060 Chemistry, Advanced Placement (L) (ICC)**
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: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

**3044 Earth and Space Science I (L)**

Earth and Space Science I is a course focused on the following core topics: universe; solar system; Earth cycles and systems; atmosphere and hydrosphere; solid Earth; Earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction 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.

**3012 AP Environmental Science (L)**
AP Environmental Science is a course based on content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

**3108 Integrated Chemistry-Physics (L)**
Integrated Chemistry-Physics is a course focused on the following core topics: constant velocity; uniform acceleration; Newton's Laws of motion (one dimension); energy; particle theory of matter; describing substances; representing chemical change; electricity and magnetism; waves; nuclear energy. 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.

**3090 Physics 101 DC (L) (Ivy Tech Dual Credit - ICC)**
Advanced Science, College Credit is a title that covers (1) any science course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school, or (2) any other post-secondary science course offered for dual credit under the provisions of 511 IAC 6-10. 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.

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**Social Studies Department**

| Course Title | Option | Recommended Grade Level |
|---|---|---|
| Economics | Required | 12 |
| Psychology, Adv. Placement | Elective | 11-12 |
| United States Government | Required | 12 |
| United States History | Required | 11 |
| United States History, Adv. DC | Elective | 11-12 |
| World Hist. & Civilization | Elective | 10-11-12 |

**1514 Economics**
Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade.

**1558 Psychology, Advanced Placement (ICC)**
AP Psychology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP 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.

**1540 Government/POLS 101 DC (Ivy Tech - ICC)**
United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects the rights and provides the structure and functions of various levels of government. Analysis of how the United States interacts with other nations and the government's role in world affairs is included in this course. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States.

**1542 United States History**
United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review

significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

**1542 US History 101/US History 102 DC (Ivy Tech Dual Credit - ICC)**
United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

**1548 World History and Civilization**
World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

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**World Languages Department**

| Course Title | Option | Recommended Grade Level |
|---|---|---|
| Spanish I | Elective | 9-10 |
| Spanish II | Elective | 10-11 |
| Spanish III | Elective | 11-12 |

**2120 Spanish I**
Spanish I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal

communication through speaking and wring, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the pracces, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

**2122 Spanish II**

Spanish II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and wiring, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by pressing prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the pracces, products and perspectives of Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

**2124 Spanish III**

Spanish III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish- speaking culture through recognition of the interrelations among the pracces, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture. This course further emphasizes making connections across content areas as well the application of understanding Spanish language and culture outside of the classroom.

**Career & Technical Education Off Campus Programs:**
Off campus programs are shared programs through the District 19 Wildcat Creek Career Cooperative. All of these programs require specific and individual consideration while scheduling classes at Rossville in conjunction with scheduling classes at Ivy Tech, Frankfort, or wherever the program is offered. Juniors and/or seniors considering these classes should express their interest prior to the deadline for scheduling classes at Rossville. The student will be responsible for transportation to and from the meeting location.

**Students with more than five (5) absences per semester (excused and/or unexcused) during the current year will not be considered for enrollment in these career and technical classes.** Attendance in these programs is a critical element for success.

**The offering of each program is dependent on the number of students enrolled in the program.*

***Students/parents will be responsible for the cost of books and supplies. Costs will vary with each program.*

*Additional courses may be available beyond those listed in this guide; however, enrollment is considered on an individual basis and is subject to change. Additional fees may apply.*

**Dual credit** can be earned with the courses designated with an asterisk. A dual credit course allows a student to earn high school credits and college credits upon successful completion.

**Off Campus Programs:**
**Agriculture: Natural Resources**
**Location:** Clinton Central
**Classes:** Principles of Ag., Natural Resources, and Forestry & Wildlife Management

Students will be provided a background in environmental science and conservation. Students will be introduced to concepts in natural resources including soils, the water cycle, air quality, outdoor recreation, forestry, minerals, interrelationships between humans and natural systems, wetlands, wildlife, safety, careers, leadership and supervised agricultural experience programs. Students will also explore concepts related to forestry management, timber harvesting, tree production & wood utilization.

**Automotive Services**
**Location:** Frankfort
**Classes:** Principles of Automotive Service, Brake Systems, and Steering & Suspension

Students gain the skills to diagnose and repair modern vehicles. They learn how to perform basic repairs and maintenance on many different automotive systems.

**Biotechnology**
**Location:** Frankfort, WCCC/Ivy Tech potentially
**Classes:** Principles of Biotechnology, Biotech Manufacturing, and Biotech Regulatory Affairs

Students are introduced to the basics of design and manufacturing within the biotechnology industry. They develop basic understanding of the regulations and laws overseeing the development and distribution of controlled substances.

**Construction: Civil**
**Location:** Frankfort
**Classes:** Principles of Construction Trades, Civil Construction Fundamentals, and Advance Civil Construction

Students learn about heavy equipment and highway construction in horizontal construction. They explore the differences between residential and commercial vertical construction and road/highway civil construction. Students learn how to use heavy equipment used in road/highway construction.

**Construction: Carpentry**
**Location:** Clinton Prairie, Frankfort, offsite (WCCC/Ivy Tech)
**Classes:** Principles of Construction Trades, Construction Trades: General Carpentry, and Construction Trades: Framing and Finishing

Students learn basic carpentry skills necessary for home construction and maintenance. They will use these skills, safety procedures, and blueprints to build a local home from start to finish.

**Cosmetology**
**Location:** Christina and Company (seniors only), Lafayette OR Freestyle Academy (2 year program), Lebanon
**Classes:** Principles of Barbering & Cosmetology, Barbering & Cosmetology Fundamentals, and Advanced Cosmetology

Students learn the basic fundamentals of hair design, nail technology, and skin care practicing their techniques on mannequins and customers. They will be eligible to take the State of Indiana Cosmetology certification. Additional fees apply as these courses are through third party training facilities.

**Criminal Justice**
**Location:** WCCC/Ivy Tech
**Classes:** Principles of Criminal Justice, Law Enforcement Fundamentals, and Corrections & Cultural Awareness

Students will learn basic protocols of crime scene investigation, evidence collection, and law enforcement policies and procedures. They will gain a better understanding of the complexity of crime, criminal behavior, corrections, and the legal system.

**Culinary Arts**
**Location:** Clinton Prairie, Frankfort
**Classes:** Principles of Culinary & Hospitality, Nutrition, and Culinary Arts

Students develop an understanding of the responsibilities in the food service and lodging industry. They gain skills in the fundamentals of food preparation, sanitation, and nutrition. Students learn skills in classical cooking methods.

**Digital Design**
**Location:** Clinton Central
**Classes:** Principles of Digital Design, Digital Design Graphics, Graphic Design Layout

Students are introduced to the concepts related to fundamental design theory and apply design theory techniques. Skills will be developed to understand and create the most common types of computer graphics used in visual communications. A focus on the proper and creative use of type as a means to develop effective communications for global, corporate and social applications. Students will create a portfolio that displays projects including logos, stationary, posters, newspaper, magazine, billboard, and interface design.

**Early Childhood Education (2-year program)**
**Location:** Frankfort
**Classes:** Principles of Early Childhood Ed., Early Childhood Education Curriculum, and Early Childhood Ed. Guidance

Students develop skills and knowledge to work with children 0 – PreK. They explore child development, teaching preparation, and basic childcare theories. Students gain hands-on experience through field experiences in childcare settings.

**Education Professions (2-3 year program)**
**Location:** Clinton Central (Princ. & Conc A only), Clinton Prairie, Frankfort
**Classes:** Principles of Teaching, Childhood & Adolescent Development, and Teaching & Learning

Students gain a foundation for working with children in the field of teaching and other related careers. They learn different theories of child development and gain authentic field experience in classroom settings. Students develop activities using best practices, instructional strategies, and technology.

**Emergency Medical Technician (EMT)**
**Location:** Clinton County EMS
**Classes:** Principles of Health Care, Medical Terminology, and Healthcare Specialist: Emergency Medical Tech

Students will develop lifesaving skills practiced in class and on ambulance ride-outs. They will perform skills in airway management, splinting, CPR, and how to manage a respiratory emergency.

**Engineering**
**Location**: Frankfort
**Classes:** Intro to Engineering Design, Principles of Engineering, and Computer Integrated Manufacturing

Students develop problem-solving, teamwork, and critical thinking skills for the design and production of materials and products. They are exposed to animated designs, 3D printers, and robotics. Students learn about the engineering process through communication, prototyping, automating, and constructing 3D models.

**Finance and Investment**
**Location:** Clinton Prairie
**Classes:** Principles of Business Management, Personal Finance & Banking, and Finance & Investment

Students learn the management of individual financial resources for the growth and maintenance of personal wealth. They gain an overview of the banking industry and the financial services provided by banks for individuals and businesses.

**Human and Social Services**
**Location:** Clinton Prairie, Frankfort
**Classes:** Principles of Human Services, Understanding Diversity, and Relationships & Emotions

Students learn about how sociological factors impact human behavior and needs at the local, state, national, and global levels. This helps them to develop a foundation for working with people to manage struggles and challenges in their daily lives. Students will gain experience working with both service and project-based learning opportunities.

**Industrial Technical Maintenance – Electrical (Advanced Manufacturing)**
**Location:** WCCC/Ivy Tech
**Classes:** Principles of Adv. Manufacturing, Adv. Manufacturing Technology, and Industrial Electrical Fundamentals

Students develop skills in safety and impact, manufacturing essentials, lean manufacturing, design principles, and careers in advanced manufacturing. The program will also cover key electrical principles, including, current, voltage, resistance, power, inductance, capacitance, and transformers. Basic power systems, energy transfer

systems, machine operation and control will be explored. Students will be introduced to the National Electric Code including designing and installing electrical circuits, selecting wiring materials and devices and choosing wiring methods.

**Information Technology: Cybersecurity**
**Location:** WCCC/Ivy Tech
**Classes:** Principles of Computing, IT Fundamentals, and Networking & Cybersecurity Operations

Students will gain an understanding of building computer networks and protecting them against cyber threats. They will learn to assemble components and configure and maintain devices and software. Students will develop the skills to resolve common hardware and software issues.

**Marketing and Sales**
**Location:** Clinton Central, Clinton Prairie, Frankfort
**Classes:** Principles of Business Management, Marketing Fundamentals, and Strategic Marketing and/or Digital Marketing

Students develop an understanding of the scope and importance of marketing in a global economy. They design marketing and business plans in both traditional and digital modes. Students gain experience through school-based enterprises.

**PreNursing**
**Location:** WCCC/Ivy Tech and clinical sites
**Classes:** Principles of Health Care, Medical Terminology, and Healthcare Specialist: CNA

Students will gain skills and work as a nursing assistant. These skills will be applied during clinicals at a long-term care facility.

**Radio/TV Broadcasting**
**Location:** Frankfort
**Classes:** Principles of Broadcasting, Audio & Video Production Essentials, and Mass Media Production

Students explore broadcasting through presenting/reporting, technical production, sound engineering, camera work, and designing graphics. They learn to use software and equipment for radio and TV production. Students gain hands-on experience through production, filming, and commentating productions for HOT DOG television.
**Work Based Learning options:**
Each of the following options includes a weekly check-in with an assigned teacher of record. Each option can be for 2-3 class periods per semester. Any variations must be approved by the WBL Coordinator.

**NLPS Capstone** – For students who have completed a specific pathway and are gaining additional training and work experience in the same pathway that goes beyond what was covered in the previous courses.

**WBL Capstone** – For students who are completing a work experience only within their completed pathway.

**Career Exploration Internship** – For students who are unsure of the future career choices and would like to explore a variety of potential careers with a single employer. The placement does not have to be within the students completed pathway.

**Cooperative Education** – For students who are working during the school day that does not align to their completed pathway.

**Capstone Course**

Capstone Courses are the final course a student can take in each pathway. Students can take dual credit or college coursework to continue their education. They may also take course work to gain credentials in their pathway. If a student is interested in gaining on-the-job training, a work-based learning experience is another possible next step. A morning or afternoon block of classes is used for the student to take classes, earn credentials, and/or gain on-the-job training on-site with one of our partner organizations. Students must fulfill certain grade, attendance, and discipline requirements to be considered as well as have a teacher from their CTE courses recommend them.