

2026 - 2027



**HUNTINGTON NORTH
HIGH SCHOOL**

2

**Program of Study
& Course Guide**

Huntington North High School
Where Vikings find their *True North*.
2026



Huntington North High School

Dr. Russ Degitz, Principal
450 MacGahan Street
Huntington, Indiana 46750

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Dear Students (and Parents),

At Huntington North High School, a long and proud tradition of excellence exists. We are excited to offer a wide variety of academic, co-curricular, and extra-curricular programs that will develop, challenge, and inspire you along your educational journey. It is our sincere desire that you leave your time in high school as a well-rounded individual, ready to tackle your next steps in life's journey. Whether you plan to enroll in a college or university, enter the workforce, enlist in the military, or pursue other dreams, we aim to prepare you well. In alignment with the State of Indiana's expectations for graduates, Huntington North places a high priority on preparing our graduates for *enrollment* (college/university), *employment* (workforce), and *enlistment* (military/service).

We are always evaluating and striving to improve how we serve our students and community. As a result, we continue to offer creative elective classes, advanced placement courses, multiple college dual credit options, hands-on experiences at the Learning Center, career-focused programs, and internships through valued local community businesses.

Please be bold and take full advantage of everything that is available to you during your time here. Explore, engage, and experience the different aspects of high school and never be afraid to ask questions or seek help. We are a school that puts students first, and as a result, we are here to support you. We feel privileged to have you as part of the Viking Family, and we cannot wait to see what the coming year has in store!

Sincerely,

A handwritten signature in black ink, appearing to read "Russ Degitz", with a horizontal line underneath.

Dr. Russ Degitz
Principal



Huntington North High School

Where Vikings find their True North

At Huntington North High School, the Viking spirit leads us toward excellence. With a strong moral compass guiding our way, we strive for success in all we do and contribute to building a positive school culture.

GUIDING PRINCIPLES		
Integrity	Preparation & Purpose	Sense of Community
We uphold honesty, resilience, accountability, hard work, and strong moral values in all we do.	<p>Every step we take is driven by passion, dedication, and a commitment to excellence to build the future in Enrollment, Enlistment, Employment.</p> <p>We strive to maximize the 4 years of high school to prepare students for the next 40 years (Commit 4, Conquer 40).</p>	Honoring our tradition, leaving a future legacy, and investing in others.....we are united in Viking Pride.

EMPLOYMENT	ENLISTMENT	ENROLLMENT
<p>I will...</p> <ul style="list-style-type: none"> ● identify a career or job of interest to support my talents as I become my best self ● give my personal best academically ● develop employment skills through my experiences at Huntington North <p>HNHS offers opportunities for me to find my True North through...</p> <ul style="list-style-type: none"> ● the Viking PRIDE Program ● a wide variety of Career and Technical Education courses and 19 unique pathways ● internships and career and job-related exploration experiences ● creating a specific plan to reach my career goals ● project and problem-based learning, providing relevant and applicable learning experiences ● dual credit and work-based certification opportunities 	<p>I will...</p> <ul style="list-style-type: none"> ● identify a branch of the military for service to support my talents as I become my best self ● give my personal best academically ● foster skills for success in the military ● discover which option is the best fit for me <p>HNHS offers opportunities for me to find my True North through...</p> <ul style="list-style-type: none"> ● creating a specific plan to reach my goals for the military ● avenues to connect with a member of the military ● participation as a cadet in a JROTC program ● actively coordinating with recruiters to provide connections for those students interested in the military ● facilitating military preparation processes, including administration of the ASVAB test 	<p>I will...</p> <ul style="list-style-type: none"> ● identify what college or university I want to attend to support my talents as I become my best self ● give my personal best academically to maximize opportunities for acceptance and/or scholarships <p>HNHS offers opportunities for me to find my True North through...</p> <ul style="list-style-type: none"> ● numerous advanced placement and college dual credit courses ● college and career events ● internships connected to undergraduate majors ● creating a specific plan to reach my academic goals ● 14 academic departments with unique courses such as Biomedical Science, Forensics, Engineering, Anatomy, Astronomy, Business, and more ● innovative partnerships with local colleges and universities

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Huntington North High School
450 MacGahan St.
Huntington, IN 46750
260.356.6104

HNHS Administration

Dr. Russell Degitz	Principal
Jarod Hammel	Associate Principal
Lynn Brown	Assistant Principal
Stephanie Rodgers	Assistant Principal
Jason Draper	Assistant Principal
Tiffanney Drummond	Learning Center Principal
Jeremy Markham	Athletic Director

Guidance Staff

Director of Guidance	Ext. 1113
Counselor	Ext. 1110
Counselor	Ext. 1112
Counselor	Ext. 1111
Counselor	Ext. 1114

Charles Brimbury, Interim Superintendent of Schools
Charles Brimbury, Assistant Superintendent for Secondary Instruction
Jay Peters, Assistant Superintendent for Elementary Education
Michelle Babcock, Chief Financial Officer
Huntington County Community Schools
1415 Flaxmill Rd
Huntington, IN 46750

GRADUATION REQUIREMENTS

APPLICABLE THROUGH THE CLASS OF 2028:

Completion of the Core 40 Diploma is an Indiana graduation requirement. Therefore, students work toward a Core 40 Diploma or a Core 40 with Academic Honors or Technical Honors Diploma. To receive an exemption and graduate with less than a Core 40 Diploma (a General Diploma) a formal opt-out process must be completed. Students must meet certain benchmarks to be eligible to opt-out of the Core 40 Diploma. The student must schedule a conference with his/her guidance counselor and parent(s) or guardian(s). Refer to the IDOE graphic below for an overview of these requirements. School counselors will review graduation requirements with each student and provide guidance based on individual academic needs and post-secondary goals.

Students all receive an Indiana Diploma but can choose different "designations" for their diploma:

1. Indiana Diploma with General Designation
2. Indiana Diploma with Core 40 Designation
3. Indiana Diploma with Academic Honors Designation
4. Indiana Diploma with Technical Honors Designation

The Indiana Department of Education has changed the requirements for graduation starting with the class of 2023. Students will need to meet criteria in 3 areas to show they are college and career ready upon graduation, this is called the Graduation Pathways. Refer to the IDOE graphic below for an overview of these requirements.

OPTING OUT OF A CORE 40 DIPLOMA

There are three situations where students may Opt Out of earning a Core 40 diploma:

1. Parent request
2. If a student fails three Core 40 classes
3. If a student scores in the twenty-fifth percentile or lower on the Core 40 End of Course Assessment (ECA)

The process for Opting Out:

1. The parent or student contacts their counselor
2. The counselor confers with the parent and student
3. The counselor explains the consequences of switching to a General Diploma
4. The student and parent sign the Opt Out agreement

APPLICABLE FOR THE CLASS OF 2029 AND BEYOND:

Beginning with the class of 2029, Indiana offers one high school diploma for all students: the Indiana Diploma. Students personalize their diploma by earning Readiness Seals that show how they are prepared for life after high school. Students may earn one or more seals, and earning any seal fulfills Indiana's Graduation Pathway requirement. Refer to the IDOE graphic below for an overview of these requirements.

Readiness Seal options include:

- Enrollment Honors Seal – preparation for college or postsecondary education
- Employment Honors Seal – preparation for the workforce
- Enlistment Honors Seal – preparation for military or public service

Honors Plus options are available for all three seals for students who meet additional requirements.

School counselors will review graduation requirements with each student and provide guidance based on individual academic needs and post-secondary goals.



Effective beginning with students who enter high school in 2012-2013 school year (class of 2016) and ends with the class of 2028..

Core 40 Course Credit Requirements

ENGLISH / LANGUAGE ARTS	8 CREDITS	Including a balance of literature, composition and speech.
MATHEMATICS	6 CREDITS	2 CREDITS: Biology I 2 CREDITS: Chemistry I or Physics I or Integrated Chemistry-Physics 2 CREDITS: Any Core 40 science course
SCIENCE	6 CREDITS	2 CREDITS: 2 CREDITS: 2 CREDITS:
SOCIAL STUDIES	6 CREDITS	2 CREDITS: Geography & History of the World or World History & Civilization 2 CREDITS: US History 1 CREDIT: US Government 1 CREDIT: Economics
DIRECTED ELECTIVES	5 CREDITS	World Languages Fine Arts Career & Technical Education
PHYSICAL EDUCATION	2 CREDITS	
HEALTH AND WELLNESS	1 CREDIT	
LOCAL REQUIREMENTS	2 CREDITS	1 CREDIT: Preparing for College & Careers 1 CREDIT: Personal Financial Responsibility
ELECTIVES*	6 CREDITS	<i>College and Career Pathway courses recommended</i>

42 Total State Credits Required

Core 40 Academic honors (<i>minimum 47 credits</i>)	Core 40 Technical honors (<i>minimum 47 credits</i>)
<p>For the Core 40 with Academic Honors designation, students must:</p> <ul style="list-style-type: none"> ● Complete all requirements for Core 40. ● Earn 2 additional advanced math credits. ● Earn 6-8 world language credits (6 credits in one language or 4 credits each in two languages). ● Earn 2 fine arts credits. ● Earn a grade of a "C" or better in courses that will count toward the diploma. ● Have a grade point average of a "B" or better (3.0 or higher). ● Complete one of the following: <ul style="list-style-type: none"> A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams B. Earn 6 verifiable transcripted college credits in dual credit courses from the approved dual credit list. <ul style="list-style-type: none"> C. Earn two of the following: <ul style="list-style-type: none"> a. A minimum of 3 verifiable transcripted college credits from the approved dual credit list, b. 2 credits in AP courses and corresponding AP exams, D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.** E. Earn an ACT composite score of 26 or higher and complete written section 	<p>For the Core 40 with Technical Honors designation, students must:</p> <ul style="list-style-type: none"> ● Complete all requirements for Core 40. ● Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following: <ul style="list-style-type: none"> a. Pathway designated industry-based certification or credential, or b. Pathway dual credits from the approved dual credit list resulting in 6 transcripted college credits ● Earn a grade of "C" or better in courses that will count toward the diploma. ● Have a grade point average of a "B" or better (3.0 or higher). ● Complete one of the following, <ul style="list-style-type: none"> a. Any one of the options (A - F) of the Core 40 with Academic Honors b. Earn the following minimum scores on WorkKeys: Workplace Documents, Level 6; Applied Math, Level 6; and Graphic Literacy, Level 5.*** c. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75. d. Earn the following minimum score(s) on Compass: Algebra 66 , Writing 70, Reading 80.



INDIANA GRADUATION PATHWAYS

With Graduation Pathways, students are able to individualize their graduation requirements to align to their postsecondary goal of Enrollment, Employment, or Enlistment leading to service. No longer must all students fit into the same academic mold, but rather, they can choose the high school options that best meet their postsecondary goals and aspirations.

Beginning with the graduating class of 2023, Indiana high school students must satisfy all three of the following Graduation Requirements:

1. Earn credits necessary for a High School Diploma;
2. Learn and Demonstrate Employability Skills; AND
3. Demonstrate Postsecondary-Ready Competencies.

Postsecondary-Ready Competency Options

Honors Diploma	SAT	ACT	ASVAB
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- Industry Recognized Certification
- Federally Recognized Apprenticeship
- CTE Concentrator
- AP/Dual Credit
- Locally Created Pathway

To learn more visit: <https://www.in.gov/doi/students/graduation-pathways/>

Questions: DOEGradpathways@doe.in.gov

CREDITS Earn credits toward a diploma designation	EMPLOYABILITY SKILLS Learn & Demonstrate Employability Skills	POSTSECONDARY READY COMPETENCY Meet one of the following:																		
<ul style="list-style-type: none"> • Core 40 <ul style="list-style-type: none"> - Minimum 42 credits • Academic Honors <ul style="list-style-type: none"> - Minimum 47 credits • Technical Honors <ul style="list-style-type: none"> - Minimum 47 credits • General <ul style="list-style-type: none"> - Minimum 42 credits - Core 40 opt-out conference required 	<ul style="list-style-type: none"> • Project-Based Learning: Allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question. • Service-Based Learning: Integrates academic study with service experience, reflects larger social, economic, and societal issues, and collaborative efforts between students, schools, and community partners. • Work-Based Learning: Activities that occur in a workplace while developing the student's skills, knowledge, and readiness for work. • Work Products for a student's experience can include: <table style="margin-left: 20px; width: 100%; border: none;"> <tr> <td>Videos</td> <td>Five Year Goal Plan</td> </tr> <tr> <td>Papers</td> <td>Reflection of Experience</td> </tr> <tr> <td>Resume</td> <td>Letter of</td> </tr> <tr> <td>Dual Credit</td> <td>Recommendation</td> </tr> <tr> <td>Certifications</td> <td>Letter of Employment</td> </tr> <tr> <td>Portfolio</td> <td>Verification</td> </tr> <tr> <td>Projects</td> <td>Post-secondary Related</td> </tr> <tr> <td>Slideshows</td> <td>Experiences</td> </tr> <tr> <td>Presentation</td> <td>Skills List</td> </tr> </table> 	Videos	Five Year Goal Plan	Papers	Reflection of Experience	Resume	Letter of	Dual Credit	Recommendation	Certifications	Letter of Employment	Portfolio	Verification	Projects	Post-secondary Related	Slideshows	Experiences	Presentation	Skills List	<ul style="list-style-type: none"> • Honors Diploma: Academic or Technical • SAT: Reading/Writing = 480 & Math = 530 • ACT: English = 18, Reading = 22, Math = 22, Science = 23 • ASVAB: Minimum score of 31 • Industry Recognized Certification: Must Be on DWD's Graduation Pathways Approved List • Apprenticeship: Must Be Federally Recognized • CTE Concentrator: <ul style="list-style-type: none"> - C average or higher in NLPS Concentrator Courses in a state-approved CTE Pathway (Principles, Concentrator A, & Concentrator B) • AP/Dual Credit: C average or higher in 3 courses (1 of the 3 courses must be in a core content area or all 3 must be a part of a CTE pathway) • Locally Created Pathway: Approved by SBOE
Videos	Five Year Goal Plan																			
Papers	Reflection of Experience																			
Resume	Letter of																			
Dual Credit	Recommendation																			
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Portfolio	Verification																			
Projects	Post-secondary Related																			
Slideshows	Experiences																			
Presentation	Skills List																			



THE NEW INDIANA DIPLOMA: EARNING CREDITS FOR SY 2025-2026

The new Indiana diploma, effective for all students beginning with the class of 2029, includes a base (minimum requirements) for every student, plus the opportunity to earn readiness seals aligned with their unique path. Students are encouraged to seize this flexibility by personalizing their high school experience. The new seals provide additional intentionality to maximize readiness and are designed to be permeable, allowing students to update their graduation plan and pivot, if their original interests and goals change. Students who do not earn a seal must still complete components 2 and 3 of Graduation Pathways.

		REQUIRED CREDITS	FLEXIBLE CREDITS
ENGLISH	8 CREDITS	2C English 9	5 Additional English Credits Ex: English 10-12, American Literature, World Literature, Expository Writing, etc.
		1C Communications-focused course	
MATH	7 CREDITS	2C Algebra I	4 Additional Math Credits Ex: Geometry, Algebra II, Pre-Calculus, Probability & Statistics, Business Math, etc.
		1C Personal Finance	
SCIENCE, TECHNOLOGY & ENGINEERING	7 CREDITS	2C Biology I	2 Additional Science Credits Ex: Biology II, Chemistry I, Physics I, etc. 2 STEM-focused Credits Ex: Plant & Soil Science, Principles of Engineering, Horticulture Science, etc.
		1C Computer Science	
SOCIAL STUDIES	5 CREDITS	2C U.S. History	2 Credits: World Perspectives Ex: Geography and History of the World, World History, etc.
		1C U.S. Government	
PE/HEALTH	2 CREDITS	1C Physical Education	
		1C Health & Wellness	
PERSONALIZED ELECTIVES	12 CREDITS	Students are encouraged to utilize the new readiness-seals to align these personalized electives with their unique goals. Personalized electives can include a variety of courses, such as Career and Technical Education (CTE), Performing or Fine Arts, and World Languages.	
COLLEGE & CAREERS	1 CREDIT	1C Preparing for College & Careers	<i>Preparing for College and Careers is offered in middle school to provide additional flexibility in a student's high school schedule.</i>

A complete list of eligible courses for the school year can be found [here](#).



BLUEPRINT FOR SUCCESS: READINESS-SEALS

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



ENROLLMENT



EMPLOYMENT



ENLISTMENT & SERVICE



HONORS SEAL

In addition to the base requirements for the Indiana Diploma, students must also:

- >Complete at least 4 World Language credits (of the same language - ASL or Spanish)
 - >Earn 1 additional Social Studies credit (6 total)
 - >Complete at least 8 Math credits: Algebra I, Geometry, Algebra II, and Pre-Calculus or any advanced math credits
 - >Earn 2 credits in Chemistry and 2 credits in Physics or a Lab course.
 - >Earn a C- or higher in all courses and earn a cumulative B average
- Complete one of the following:
- >Earn 4 credits in AP courses and take corresponding exams
 - >Earn 6 college credits
 - >Score a 1250 on the SAT or a 26 on the ACT
 - >Earn a combination of 3 college credits and 2 credits in AP courses and take the corresponding exams.

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

Earn a credential of value. Choose one of the following:

- Associate degree
- Technical Certificate
- Indiana College Core
- AP Scholar with Distinction

AND

> Complete at least 75 hours of work-based learning

> Demonstrate skill development in the following areas: Communication, Collaboration, and Work Ethic

In addition to the base requirements for the Indiana Diploma, students must also:

- >Complete one of the following:
 - > A market-driven credential of value
 - > 3 courses in a Career and Technology Education (CTE) pathway
 - > An approved career preparation experience aligned to Indiana's CSA Program
 - > An approved, locally-created pathway

>Complete 150 hours of work-based learning

>Demonstrate skill development in Communication, Collaboration, and Work Ethic

>Meet attendance goal:

- > At least 1 school year with no more than 3 days of unexcused absences; or
- > At least 150 hours of work-based learning experience with no more than 3 unexcused absences.

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

Earn a credential of value. Choose one of the following:

- Associate degree
- Technical Certificate
- Indiana College Core
- AP Scholar with Distinction

AND

>Complete additional work-based learning (total of 650 hours in one or more experiences)

In addition to the base requirements for the Indiana Diploma, students must also:

- > Complete at least one year of JROTC in high school
- >Earn a score of 31 on the ASVAB and complete one of the following:
 - >All three components of the Career Exploration Program
 - >A career exploration tool approved by IDOE

>Meet attendance goal:

- > At least 1 school year with no more than 3 days of unexcused absences

>Demonstrate skill development in Communication, Collaboration, and Work Ethic

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

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

Complete one of the following:

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

AND

>Demonstrate excellence in leadership through one of the following:

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



HONORS PLUS SEAL

GRADUATION INFORMATION

ACADEMIC HONORS AND TECHNICAL HONORS DIPLOMA RECOGNITION

The grade point average a student has at the end of his/her 8th semester will determine his status for graduation. Students will be recognized as a candidate for Academic and/or Technical Honors Diplomas at the achievement ceremony.

ACADEMIC LETTERS

Any student who attains a cumulative grade point average of 3.700 or higher at the end of six semesters will earn an Academic Letter during the first semester of their senior year. Students who raise their cumulative GPA to 3.700 or higher by the end of the seventh semester will also earn an Academic Letter. All students who earn an Academic Letter will be recognized at an awards ceremony.

COMMENCEMENT

Commencement dates are decided by the calendar committee through Huntington County Community Schools. The following honors should be listed in the commencement program:

- Valedictorian and Salutatorian
- Academic Honors Diploma (HNHS and Indiana)
- Technical Honors Diploma (HNHS and Indiana)
- Highest Distinction – G.P.A. of 4.000 or higher
- Distinction – G.P.A. of 3.300 – 3.699
- Honors – G.P.A. of 3.000 – 3.299
- Honor Society – G.P.A. of 3.000 or higher

FINAL TRANSCRIPTS TO COLLEGE

All grade point averages, and class rank will be recalculated at the end of the 8th semester. Final transcripts will be sent to each student's college of choice at that time, as requested by the student on Parchment. Please know that when a student is accepted to college, it is always pending the receipt of the final transcript.

MEETING GRADUATION REQUIREMENTS

It is the responsibility of each student, in collaboration with their parents/guardians and school counselor, to plan and monitor progress toward meeting all graduation requirements. While school counselors assist in tracking credits and requirements, the ultimate responsibility for ensuring that all required courses, credits, and graduation criteria are met rests with the student. Students must also complete graduation pathway requirements as designated by the Indiana Department of Education (DOE) or meet approved waiver requirements to earn a diploma.

POST-HIGH SCHOOL ADMISSIONS REQUIREMENTS

Post-high school requirements vary by college, employer, or military branch. Starting early, students should explore their options and partner with their school counselor and family to choose courses and experiences that align with their interests and future plans.

GRADUATION QUALIFYING EXAM

All students in the class of 2023 and beyond must participate in the SAT in the Spring of their junior year.

POST-SECONDARY ADMISSIONS TESTS

Some post-secondary options may require or recommend standardized assessments as part of the admission or placement process. Testing requirements vary by college, training program, employer, or military branch. Students are responsible for researching and understanding the admission and testing requirements connected to their intended post-secondary pathway, in consultation with their family and school counselor.

EARLY GRADUATES

During scheduling, sophomores or juniors who are interested in graduating in fewer than eight semesters will be asked to complete an Early Graduation Application. Early graduation may occur after six semesters (end of junior year) or seven semesters (December of senior year), provided all graduation requirements are met. Students graduating after seven semesters will complete all coursework by December of their senior year but will not receive their official diploma until the end of the regular school year. Upon request, the school may provide a letter verifying that the student has met all graduation requirements. Students graduating in fewer than eight semesters may not participate in school activities following their final semester of enrollment, with the exception of Achievement Night, Prom, and Graduation exercises. Any student who has not met all graduation requirements, including graduation exam or assessment requirements as designated by the Indiana Department of Education (IDOE), by the end of the seventh semester may be required to attend full-time during the eighth semester. Students must also remain in compliance with the school's attendance policy. Beginning with the Class of 2029, students seeking early graduation (six or seven semesters) must earn at least one Indiana Diploma Readiness Seal to be eligible to graduate in fewer than eight high school semesters.

ATHLETIC ELIGIBILITY

Students must meet certain academic criteria to participate in sports in high school and during their post-secondary education. Students are encouraged to consult with the Athletic Director and regularly review updates through www.eligibilitycenter.org.

IHSAA Eligibility

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 of seven subjects.

NCAA Eligibility Guidelines

If a student is planning to enroll in college as a freshman and wishes to participate in Division I or Division II athletics, the student must be certified by the *NCAA Initial-Eligibility Clearinghouse*. The Clearinghouse ensures consistent application of NCAA initial-eligibility requirements for all prospective student athletes at all member institutions. Students planning to register with the NCAA Clearinghouse must complete a form at www.ncaaclearinghouse.net.

NAIA Eligibility Guidelines

If a student plans on enrolling in an NAIA Division School, the student must register with the NAIA Clearinghouse to ensure athletic eligibility.

GRADES AND RELATED INFORMATION

AUDIT POLICY

To guarantee as fair as possible of a class ranking system, the following audit policy is now in effect: Since Academic Honors and Technical Honors Diploma students must have a C- or higher in the required classes for graduation, the retake policy at Huntington North stipulates that students may only retake classes if they earn a grade below the required C-.

Students are only allowed to audit classes under the following condition: Occasionally a student will have earned a grade at or above a C- in the first semester of a course but will have earned a grade below a C- in the second semester. In this case, as a student retakes the course it would be to the student's advantage to audit the first semester to build their skills so they can enhance their knowledge to be more successful in the second semester of the course.

FINAL EXAMS

Final exams may be required by teachers. Advanced Placement and Dual Credit courses must follow guidelines stated by College Board or Dual Credit Institutions.

GRADE POINT AVERAGE

Class of 2025 & Beyond: Grade point average is calculated using the final grade.

The following scale is used for grade point average:

A+, A=4, A-=3.7, B+=3.3, B=3, B-=2.7, C+=2.3, C=2, C-=1.7, D+=1.3, D=1, D-=0.7, F=0

GRADES

Final grades, credits, grade point average, class rank, and honor roll will only be figured and awarded at the end of each semester. The final semester grade is the grade that will be on the transcript. This is also the grade on which the grade point average will be determined. During a semester, progress reports will be given at approximately four and one-half week intervals.

WEIGHTED GRADES

The weighted grade system is intended to reward and recognize academic rigor. It not only supports and recognizes scholarship but also encourages students to take rigorous courses.

- Advanced Placement and Dual Credit courses will be weighted.
- Students entering Huntington North High School with GPA's weighted from other schools will receive credit and weighting according to Huntington North's regulations.
- Priority Dual Credit eligible courses are subject to change based on updates from the Indiana Department of Education.

HONOR ROLL

Huntington North has two honor rolls. Students earning all A+'s, A's, and A-'s for final grades on their report card at the

end of each semester will be on the A Honor Roll. Students earning all A's and B's (nothing lower than a B-) for final grades on their report card at the end of each semester will be on the B Honor Roll.

INCOMPLETES

Incompletes on report cards will only be given in extreme cases and with administration or school counselor approval. If the incomplete is not made up in a timely manner, it will be recorded as an F in the course. It is the student's responsibility to complete the course.

RETAKE COURSES

Students may retake a course only if the original grade was below a C-. This option allows students pursuing the Academic Honors Diploma to meet required grade thresholds while strengthening academic foundations. Only one credit will be awarded for the course, though both grades will remain on the transcript. If the course was failed, the credit and new grade will be applied in the semester the course is retaken; the original grade will remain on the transcript. Course retakes may limit opportunities to earn new credits and could impact IHSAA eligibility. Students are responsible for monitoring their eligibility status.

ADDITIONAL CREDITS & CREDIT RECOVERY

There may be classes offered in the summer for students needing additional credits and this is dependent on need and/or funding. Students may also take high school courses through accredited high school programs to work ahead or gain experience with a course not offered at HNHS. 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 the high school.

Credit Recovery is another possible way to recover credits during the summer or in some cases the school day. Students will have the semester to complete the course(s) needed. If a student has not completed their enrolled course(s) by the end of the semester, the course(s) will be archived, and students will receive a failing grade for the course(s). Enrollment in Credit Recovery or Viking Success Academy requires approval. Check with your counselor for more information and course approval.

WITHDRAW/FAIL

When a student is removed from a course for any reason such as, but not limited to, a disciplinary reason or violation of the attendance policy, the student will earn a WF on the report card and the permanent record for that course. The grade will be included in the student's grade point average as an F.

QUANTITATIVE REASONING COURSES

A Quantitative Reasoning course is a high school course designed to strengthen a student's ability to apply mathematics in real-world situations while deepening understanding of high school mathematics standards. The Indiana State Board of Education requires the inclusion of a Quantitative Reasoning course for all diploma types. Courses that the Indiana Department of Education has designated as Quantitative Reasoning Courses are listed within the course description. The Quantitative Reasoning requirement applies through the Class of 2028. Beginning with the Class of 2029, students will follow the requirements outlined under Indiana's new diploma framework.

SPECIAL OPPORTUNITIES

DUAL CREDIT

Huntington North High School offers Dual Credit opportunities in partnership with Ivy Tech Community College, Purdue University Fort Wayne, Vincennes University, and Huntington University. Dual Credit courses allow students to earn college credit while simultaneously earning high school credit. These courses are taught at Huntington North High School by instructors who have been trained and approved by the partnering postsecondary institution. In most cases, students must meet specific academic eligibility requirements to participate. It is important to note that there is no guarantee of the transferability of Dual Credit classes and students should consult with the colleges and universities they are considering regarding how these courses will be applied toward their post-secondary degrees. See your guidance counselor for details.

Benefits of Dual Credit

- Provides students with rigorous coursework and the opportunity to earn college credit at a reduced cost
- Allows students to earn credits that may apply toward the Academic Honors or Technical Honors Diploma
- Encourages strong academic performance and preparation for college-level expectations

Dual credits are transferable to most Indiana colleges and universities. However, the courses may be counted as electives. It is imperative that students and parents inquire with the institution of higher learning to determine and to validate dual credit value and transferability.

DUAL CREDITS & CERTIFICATIONS AVAILABLE 2026-2027

Course or Career Pathway	Institution	College Course #	College Course Name	Industry Certification	Site of Course
AP US History	Ivy Tech	HIST101/102	Survey of American History I/II		HNHS
AP Calculus AB	PFW	MA 16500	Analytic Geometry & Calculus I		HNHS
Adv. Animal Science	HU	AG231	Animal Science III		HNHS
Anatomy/Physiology	Ivy Tech	APHY101/102	Anatomy & Physiology I/II		HNHS
Accounting Capstone	HU	AC 241 AC242 BA 252	Principles of Account I Principles of Account II Business Organization & Management		HU
Auto Collision/Repair	Ivy Tech	AUTI 100 AUBR 101 AUBR 103	Intro to Automotive Body Repair Auto Paint Fundamentals	ASE (Automotive Service Excellence) Student Certification (Collision)	Heartland
Principles of Automotive Services	Ivy Tech	AUTI 100 AUTI 111	Basic Automotive Service Electrical Systems I	ASE (Automotive Service Excellence) Student Certification	HNHS
Brake Systems	Ivy Tech	AUTI 121	Brake Systems	ASE (Automotive Service Excellence) Student Certification	HNHS
Steering & Suspensions	Ivy Tech	AUTI 122 AUTI 145	Steering & Suspensions Systems Driveline Service	ASE (Automotive Service Excellence) Student Certification	HNHS
Automotive Services Technology Capstone	Ivy Tech	AUTI 141 AUTI 131	Engine Fundamentals & Repair Engine Performance Systems I	ASE (Automotive Service Excellence) Student Certification	HNHS
Principles of Computing	PFW	CS 112	Computer Science for Everyone		HNHS
Topics in Computer Science	PFW	CS 114	Visual Programming		HNHS
Computer Science	PFW	CS 160	Introduction to Computer Science I		HNHS
Computer Science Capstone	PFW	CS 161	Introduction to Computer Science II		HNHS
Principles of Construction Trades	IVY Tech	BCTI 100	Intro to Construction Technology	OSHA (Occupational Safety) 10 Safety Certification & NCCER Construction Certifications	HNHS
Construction Trades: General Carpentry	IVY Tech	BCTI 101 BCTI 102	Intro to Carpentry, Part 1 Intro to Carpentry, Part 2	OSHA (Occupational Safety) 10 Safety Certification & NCCER Construction Certifications	HNHS
Construction Trades: Capstone	IVY Tech	BCTI 103 BCTI 104	Carpentry, Framing & Finishing: Part 1 Carpentry, Framing & Finishing: Part 2	OSHA (Occupational Safety) 10 Safety Certification & NCCER Construction Certifications	HNHS
Principles of Criminal Justice	VU	LAWE 100	Survey of Criminal Justice	Certified Indiana County Jail Officer Emergency Telecommunicator Certification	HNHS
Law Enforcement Fundamentals	VU	LAWE 101 LAWE 150	Basic Police Operations Criminal Minds and Deviant Behavior	Certified Indiana County Jail Officer Emergency Telecommunicator Certification	HNHS
Corrections & Cultural Awareness	VU	LAWE 145	Ethics and Professionalism in Criminal Justice	Certified Indiana County Jail Officer Emergency Telecommunicator Certification	HNHS
Diesel Service Technology	VU	DESL 100 DESL 110L DESL 140 & 140L DESL 160 & 160L DESL 130 & 130L	Diesel Electrical Diesel Electrical Lab Diesel Hydraulic Systems & Lab Diesel Preventative Maintenance & Lab Diesel Engine Systems & Lab	ASE (Automotive Service Excellence) Certification (Diesel)	Heartland
Commercial Driver's License/Logistics	Ivy Tech			Commercial Driver's License (CDL)	Heartland
Digital App. & Responsibility	HU	OA 215	Office Administration	Microsoft Student Certifications ASE	HNHS
Principles of Business Management	HU	BA 252	Business Organization and Management		HNHS
Principles of Teaching	HU	ED 212	Introduction to Education (2)		HNHS

Course or Career Pathway	Institution	College Course #	College Course Name	Industry Certification	Site of Course
Child and Adolescent Development	HU	ED 236	Educational Psychology (3)		HNHS
Teaching & Learning	HU	ED 295	Sophomore Practicum (2)		HNHS
Education Professions Capstone	HU	SE 232	Education of the Exceptional Learner (3)		HU
Emergency Medical Services	Ivy Tech	HSPS 125	Emergency Medical Responder	National Registry of Emergency Medical Responders: NREMT	HNHS
English Composition	Ivy Tech	ENGL 111	English Composition I		HNHS
Finite Math	PFW	MA14000	Practical Quantitative Reasoning		HNHS
Digital Design: Graphic Design	Ivy Tech	VISC 101 VISC 115 VISC 102 PHOT 104	Intro to Computers Intro to Computer Graphics Fundamentals of Imaging Basic Photography	Adobe Certifications	Heartland
Digital Design: Photography & Videography	Ivy Tech	PHOT 104 VISC 105 VISC 210	Basic Photography Video and Sound Web Design	Adobe Certifications	Heartland
Principles of Healthcare	Ivy Tech	HLHS 100 HLHS 104	Introduction to Health Careers CPR/Basic Life Support		HNHS
Healthcare Fundamentals	Ivy Tech	HLHS 101 HLHS 102	Medical Terminology Essential Anatomy & Physiology		HNHS
Healthcare Specialist: Certified Nursing Assistant (C.N.A.)	Ivy Tech	HLHS 107 HLHS 113	C.N.A. Preparation Dementia Care	Indiana Department of Health: Certified Nursing Assistant	HNHS
Healthcare Specialist Capstone	Ivy Tech	HLHS 105 HLHS 122 HLHS 125	Medical Law & Ethics Electronic Health Records TBD		HNHS
Horticulture Science	HU	AGRI116	Survey of Horticulture		HNHS
Industrial Automation & Robotics	VU	CIMT 125 CIMT125L CIMT 140 CIMT 140L	Intro to Robotics & Automation Intro to Robotics & Automation Lab Mechanical Drives Mechanical Drives Lab	Smart Automation Certification OSHA 10 Safety Certification	Heartland
Networking/Cyber Security	VU	CNET 146 CNET 151 CNET 155 CNET 236 CNET 246 CNET 251 CNET 255	Intro to Network Ops and Security Information and Data Security Basic Cyber Crime and Comp. Forensics Operating Systems Fund. In Network Ops and Security Information and Data Security II Adv. Research in Cyber Crime & Forensics	CompTIA IT Fundamentals Certification	Heartland
Precision Agriculture	VU	AGBS 110 ABGS 240 AGBS 254 AGBS 260 AGBS 101	Integrated Pest Management Drones/UAS Nutrient Management Intro to Precision Agriculture Intro to Agribusiness Management		Heartland
Principles of Precision Machining	Ivy Tech	MTTC 101 MTTC 106	Introduction to Machining Print Interpretation	NIMS (National Institute for Metalworking Skills)	HNHS
Precision Machining Fundamentals	Ivy Tech	MTTC 102 MTTC 103	Turning Processes I Milling Processes I		HNHS
Advanced Precision Machining	Ivy Tech	MTTC 105 MTTC 110	Abrasive Processes I Turning & Milling Processes		HNHS
Precision Machining Capstone	Ivy Tech	MTTC 107 MTTC 208 MTTC 209	CNC Setup & Operations I CNC Mill Programming CNC Lathe Programming	NIMS (National Institute for Metalworking Skills)	HNHS
Principles of Broadcasting	HU	DM 196	Radio Practicum I		HNHS
Audio/Video Production Essentials	HU	DM 231	Radio Announcing & Production		HNHS
Mass Media Production	HU	DM 155	Production I: Digital Media		HNHS
Radio & TV Broadcasting Capstone	HU	DM 251	TV Sports Productions		HNHS
Speech*	HU	CO 215	Public Speaking		HNHS
AP Precalculus	PFW	MA15300/15400	College Algebra and Trigonometry		HNHS
Principles of Welding	Ivy Tech	WELD 100	Welding Fundamentals	AWS Sense Welding Certification	HNHS
Shielded Metal Arc Welding	Ivy Tech	WELD 108 WELD 206	Shielded Metal Arc Welding I Adv. Shielded Metal Arc Welding II		HNHS

Course or Career Pathway	Institution	College Course #	College Course Name	Industry Certification	Site of Course
Gas Welding Processes	Ivy Tech	WELD 207	Gas Metal Arc (MIG) Welding		HNHS
Welding Technology Capstone	Ivy Tech	WELD 272 WELD 273 WELD 203 WELD 210	Adv. Gas Metal Arc (MIG) Welding Adv. Gas Tungsten Arc (TIG) Pipe Welding I Welding Fabrication I (summer elective)	AWS Sense Welding Certification	HNHS
Intro to Literature	Ivy Tech	ENGL 206	English Literature		HNHS

*Courses that do not meet AHD/THD dual credit requirements and are not weighted

ADVANCED PLACEMENT (AP) COURSES

The Advanced Placement (AP) Program is a cooperative educational endeavor of secondary schools, colleges, and the College Board. Huntington North High School offers Advanced Placement (AP) courses in science, mathematics, social studies, English, music, and Spanish. Course descriptions are listed within each department section. AP courses are designed to allow students to engage in college-level coursework while still in high school.

AP course content is prescribed by the College Board, ensuring consistency and rigor across schools nationwide. At the conclusion of an AP course, students will be required to participate in the corresponding AP course exam. Exam fees that are not paid for by the Department of Education will be covered by Huntington North High School. Students who miss an AP Exam will be required to pay the corresponding fee for the unused exam. We expect this fee to be around \$40 per test. If a student misses a test due to an illness, they will need to provide a doctor's excuse/documentation. This will allow Huntington North High School to waive the \$40 unused test fee.

Colleges and universities may award college credit and/or advanced placement based on a student's AP exam score. Credit policies vary by institution, and students are encouraged to research the AP policies of the colleges they are considering.

AP courses are academically rigorous and designed for students prepared for challenging, college-level expectations. Selective colleges consider both course rigor and whether a student has enrolled in the highest level of coursework available. Enrollment in AP courses is viewed favorably, as these courses reflect advanced academic preparation beyond standard high school curricula.

HONORS CLASSES

Honors courses at Huntington North do not require an application and are open to any interested student; teacher recommendation is strongly encouraged. Students enrolled in Honors or AP courses are expected to remain enrolled for the full year and may only drop second semester with a D or F and teacher recommendation. Honors courses are not weighted in the GPA.

INDIANA COLLEGE CORE

The Indiana College Core (ICC) is a statewide set of 30 college credits that transfer to all public colleges and universities in Indiana. Completing the ICC allows students to begin college with general education requirements already fulfilled. Under Indiana's new diploma framework, the ICC is one way students may demonstrate college readiness in support of earning the Enrollment Seal.

Students who complete the Indiana College Core:

- Earn up to 30 transferable college credits
- May save time and money in college
- Demonstrate readiness for postsecondary enrollment

ICC courses are typically completed through Dual Credit, Advanced Placement (AP), or approved college coursework. Students should work closely with their school counselor to ensure courses align with ICC requirements and their postsecondary goals. Through a partnership with Ivy Tech Community College, HNHS provides students the opportunity to pursue the Indiana College Core (ICC) while in high school.

HNHS Indiana College Core (30 Credits Required)

(A minimum of 15 credits must be earned through HNHS – Ivy Tech Dual Credit Courses)

WRITTEN COMMUNICATION - Minimum of three but no more than six credits

Course Number	Ivy Tech Course Name	Credits	HNHS Course Name	Post-secondary Partner
ENGL 111	English Composition	3	English Composition	Ivy Tech
ENGL 215	Rhetoric & Argument	3		Ivy Tech

SPEAKING & LISTENING - Minimum of three but no more than six credits

Course Number	Ivy Tech Course Name	Credits	HNHS Course Name	Post-secondary Partner
COMM 101	Fundamentals of Public Speaking	3	Speech	Huntington Univ (COM 215)

Quantitative Reasoning - Minimum of three but no more than 15 credits

Course Number	Ivy Tech Course Name	Credits	HNHS Course Name	Post-secondary Partner
MATH 123	Quantitative Reasoning	3	Quantitative Reasoning	Ivy Tech
MATH 136	College Algebra	3	AP Precalculus (S1)	Ivy Tech
MATH 137	Trig w/Analytic Geometry	3	AP Precalculus (S2)	Ivy Tech
MATH 211	Calculus I	4	Calculus AB	Ivy Tech

Scientific Ways of Knowing - Minimum of three but no more than 15 credits

Course Number	Ivy Tech Course Name	Credits	HNHS Course Name	Post-secondary Partner
BIOL 101	Introductory Biology	3	AP Biology	College Board
CHEM 101	Introduction to Chemistry I	3	AP Chemistry	College Board
PHYS 101	Physics I	4	AP Physics	College Board

Social & Behavioral - Minimum of three but no more than 15 credits

Course Number	Ivy Tech Course Name	Credits	HNHS Course Name	Post-secondary Partner
HIST 101	Survey of American History I	3	AP US History	College Board
HIST 102	Survey of American History II	3	AP US History	College Board
POLS 101	Intro to American Gov't & Politics	3	AP Government & Politics	College Board
PSYC 101	Intro to Psychology	3	AP Psychology	College Board

Humanistic Ways of Knowing - Minimum of three but no more than 15 credits

Course Number	Ivy Tech Course Name	Credits	HNHS Course Name	Post-secondary Partner
ENGL 206	English Literature	3	Intro to Literature	Ivy Tech
SPAN 201	Spanish Level III	4	AP Spanish	College Board
SPAN 202	Spanish Level IV	4	AP Spanish	College Board

CAREER & TECHNICAL EDUCATION (CTE) COURSES

Career and Technical Education (CTE) is the modern evolution of traditional vocational programs. While vocational courses focused primarily on direct entry into the workforce, CTE programs combine academic instruction with

hands-on, certification-based training, preparing students for both postsecondary education and careers.

Students may choose from programs in the following career areas:

Agriculture; Architecture & Construction; Arts, A/V Technology & Communication; Business & Marketing; Education & Training; Health Science; Human Services; Manufacturing; Public Safety; Science, Technology, Engineering & Mathematics (STEM); and Transportation.

Many CTE courses offer dual college credit through partnerships with Ivy Tech Community College and Vincennes University. Huntington North High School's goal is to prepare students for high-wage, high-skill, and high-demand careers, while also building strong foundations for continued education and training after high school.

HUNTINGTON NORTH LEARNING CENTER

The Huntington North Learning Center is a shared space for students, families, and the broader community. It highlights high-demand, real-world Career and Technical Education opportunities and offers hands-on learning, adult education, and workforce services that prepare learners for the future.

Half-Day Programs at the LC: <i>3 Periods at the LC, 4 Periods at HNHS</i>		
<i>Participation is contingent upon successful completion of an application and instructor interview. Students must be on track with graduation requirements.</i>		
Fire and Rescue	10th Grade	1 - 2 Year Program
Precision Machining	10th Grade	1 - 2 Year Program
Construction	10th Grade	1 - 2 Year Program
Criminal Justice	11th Grade	1 - 2 Year Program
Automotive Services	11th Grade	1 - 2 Year Program
Welding	11th Grade	1 - 2 Year Program
Certified Nursing Assistant (C.N.A)	11th Grade	1 Year Program
Emergency Medical Responder (E.M.R.)	11th Grade	1 Year Program

Additional half-day programs are available on-site at Huntington North High School and through Heartland Career Center.

HEARTLAND CAREER CENTER

Huntington North High School partners with Heartland Career Center to expand Career and Technical Education opportunities for students. This partnership allows 11th and 12th grade students to attend certain half-day programs at Heartland Career Center and participate in specialized, hands-on training not offered at HNHS.

Available programs include Precision Agriculture, Diesel Mechanics, Automotive Collision, and Graphic Design. These experiences help students explore career pathways, gain real-world skills, and prepare for postsecondary education or entry into the workforce. Enrollment is based on program availability and application approval..

OVERVIEW OF SCHEDULING

Selecting courses to complete a student's schedule is one of the most important decisions made during high school. Core academic courses are consistent for all students, while Huntington North High School offers a wide range of elective options to support individual interests and goals. Some departments offer course sequences that require specific prerequisites before enrolling in advanced-level classes. Students are encouraged to identify higher-level courses of interest and plan accordingly to ensure prerequisite requirements are met.

COURSE SELECTION

Scheduling for the following school year takes place in January and February. Each student will receive a course selection guide through Canvas and will meet with their school counselor to schedule courses during the second semester. Teachers will assist by providing recommendations for next-level courses. Families are encouraged to review the course selection guide together and prepare a list of preferred courses prior to the scheduling appointment. Being prepared will help ensure meaningful conversations and allow students to finalize their course selections during their allotted scheduling time. Each student will receive a copy of the scheduling form. A parent/guardian signature is required. If the form is not completed during the scheduling appointment, it is the student's responsibility to return the signed form to the Guidance Office. In addition, students are responsible for rescheduling any courses that were not successfully completed.

RECOMMENDATIONS

Teacher recommendations in English, mathematics, and science are provided to assist students and parents in making appropriate course selections. Current subject-area teachers consider each student's academic performance, demonstrated potential, and level of motivation when making recommendations. While counselors strongly encourage students to follow teacher recommendations, the final decision regarding course selection rests with the student and parent/guardian.

SCHEDULE CHANGES

A completed schedule will be given out to each student prior to the last day of school for review. All schedule changes should be made by June 1 or within 5 days of the last day of school. No schedule changes will be made unless a mistake was made in the schedule, or a student failed a class in the preceding semester. This allows us to finalize teacher schedules, so they have time to prepare over the summer for their teaching assignments. It also allows us to ensure the smallest class sizes we can by knowing how many students we expect in each section.

TRANSFER STUDENTS

ENROLLMENT PROCEDURES

Any student enrolling at Huntington North must have the following: birth certificate, social security card, immunization records, previous school records, proof of physical custody and proof of Indiana residency. If a student is under 18 years of age, a parent must be present. Enrollment into HNHS is done online. Please make an appointment with the guidance office to ensure a smooth transition.

TRANSFERS

Students who transfer from Huntington North to another school or to home school must obtain a "Student Transfer" form from the guidance office prior to or on the day of withdrawal. Students who are not 18 must have a parent present to sign the transfer form. HNHS will send all records electronically to the requesting school of the family's choice. Records will not be given to the student or family.

AGRICULTURE

The Agriculture curriculum is designed for college and non-college bound students. It is recommended for students wishing to pursue a career in agriculture. Students interested in agribusiness, agri-science, natural resources, veterinary medicine, and agriculture production will benefit by enrolling in the agriculture program. FFA is a vital part of the agriculture curriculum. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success. It is recommended that students planning to be an active part of FFA enroll in agriculture courses.

PRINCIPLES OF AGRICULTURE

GRADE 9, 10, 11

2 SEMESTERS (REQUIRED) • 2 CREDITS

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.

ANIMAL SCIENCE

GRADES 9, 10, 11, 12

2 SEMESTERS (REQUIRED) • 2 CREDITS

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.

Prerequisites: Principles of Agriculture

ADVANCED LIFE SCIENCE, ANIMALS

GRADES 11, 12

2 SEMESTERS (REQUIRED) • 2 CREDITS (Dual Credit Opportunity)

Advanced Life Science, Animals, is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out animal-based laboratory and field investigations as an essential course component. Students investigate key concepts that enable them to understand animal growth, development and physiology as it pertains to agricultural science. This course stresses the unifying themes of both biology and chemistry as students work with concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology and chemistry in highly advanced agricultural applications of animal development.

Prerequisite: Principles of Agriculture

Recommended: Biology; Chemistry; Integrated Chemistry Physics

This course fulfills two Core 40, Academic Honors or Technical Honors Diploma science credits for graduation. You must take both semesters of this course. Qualifies as a quantitative reasoning course.

AGRIBUSINESS CAPSTONE

GRADES 11, 12

2 SEMESTERS (REQUIRED) • 2 CREDITS (Dual Credit Opportunity)

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

FOOD SCIENCE

GRADE 10, 11, 12

2 SEMESTERS (REQUIRED) • 2 CREDITS

Food Science is a two semester course that provides students with an overview of food science and the role it plays in the securing of a safe, nutritious, and adequate food supply. A project-based approach is utilized in this course, along with laboratory, team building, and problem-solving activities to enhance student learning. Students are introduced to the following areas of horticulture science: food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry.

Prerequisite: Principles of Agriculture

HORTICULTURE SCIENCE

GRADES 10, 11, 12

2 SEMESTERS (REQUIRED) • 2 CREDITS (Dual Credit Opportunity)

Horticulture Science is a two semester course that provides students with a background in the field of horticulture. Coursework includes hands-on activities that encourage students to investigate areas of horticulture as it relates to the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Students are introduced to the following areas of horticulture science: reproduction and propagation of plants, plant growth, growth-media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest, greenhouse management, floral design, and pest management. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

Prerequisite: Principles of Agriculture

LANDSCAPE AND TURF MANAGEMENT

GRADES 10, 11, 12

2 SEMESTERS (REQUIRED) • 2 CREDITS

Landscape and Turf Management is a two semester course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program.

Qualifies as a quantitative reasoning course.

Prerequisite: Principles of Agriculture

NATURAL RESOURCES

GRADES 10, 11, 12

2 SEMESTERS (REQUIRED) • 2 CREDITS

Natural Resources is a two semester course that provides students with a background in environmental science and conservation. Course work includes hands-on learning activities that encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: 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.

Prerequisite: Principles of Agriculture

ADVANCED LIFE SCIENCE, PLANT AND SOILS

GRADES 9,10,11,12

2 SEMESTERS (REQUIRED) • 2 CREDITS

Advanced Life Science: Plants and Soils is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students study concepts, principles, and theories associated with plants and soils. Knowledge gained enables them to better understand the workings of agricultural and horticultural practices. They recognize how plants are classified, grow, function, and reproduce. Students explore plant genetics and the use of plants by humans. They examine plant evolution and the role of plants in ecology. Students investigate, through laboratories and fieldwork, how plants function and how soil influences plant life.

Prerequisite: Principles of Agriculture

SUPERVISED AGRICULTURAL EXPERIENCE

GRADE 11

SUMMER CLASS ONLY- 1 CREDIT

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.

VETERINARY CAREERS I

GRADE 12

2 SEMESTERS (REQUIRED) • 2 CREDITS

Veterinary Careers I is a lab intensive course that introduces students to animal care and veterinary medicine. Through classroom and field experiences, students will attain the necessary skills to demonstrate standard protocols that are used in veterinary careers. This course also provides students with the knowledge, attitudes, and skills needed to make the transition from school to work in health science careers. Students are encouraged to focus on self-analysis to aid in their career selection. Job seeking and job maintenance skills, personal management skills, and completion of the application

process for admission into a post-secondary program are also areas of focus. Participation in HOSA or FFA encourages development of leadership, communication, and career related skills, and opportunities for community service.

Recommended Prerequisite: Animal Science; Advanced Life Science Animals

ARTS, AV & COMMUNICATION

PRINCIPLES OF DIGITAL DESIGN

GRADES 11, 12

2 SEMESTERS REQUIRED • 2 CREDITS (Dual Credit Opportunity)

Principles of Digital Design introduces students to fundamental design theory. Investigations into design theory and color dynamics will provide experiences in applying design theory, ideas and creative problem solving, critical peer evaluation, and presentation skills. Students will have the opportunity to apply the design theory through an understanding of basic photographic theory and technique. Topics will include image capture, processing, various output methods, and light.

DIGITAL DESIGN GRAPHICS

GRADES 11, 12

2 SEMESTERS REQUIRED • 2 CREDITS (Dual Credit Opportunity)

Digital Design Graphics will help students to understand and create the most common types of computer graphics used in visual communications. Skills are developed through work with professional vector-based and page layout software used in the industry. Additionally, students will be introduced to a full range of image input technology and manipulation including conventional photography, digital imaging, and computer scanners. Students will learn to communicate concepts and ideas through various imaging devices.

GRAPHIC DESIGN & LAYOUT

GRADES 11, 12

2 SEMESTERS REQUIRED • 2 CREDITS (Dual Credit Opportunity)

Graphic Design and Layout teaches design process and the proper and creative use of type as a means to develop effective communications for global, corporate and social application. Students will create samples for a portfolio, which may include elements or comprehensive projects in logo, stationery, posters, newspaper, magazine, billboard, and interface design.

DIGITAL DESIGN CAPSTONE

GRADES 12

2 SEMESTERS REQUIRED • 2 CREDITS (Dual Credit Opportunity)

The Digital Design Capstone course provides students the opportunity to dive deeper into advanced concepts of Visual Communication including user experience/user interface design, video production editing, animation and/or web design. Depending on the length of the course, students may focus their efforts on one area or explore multiple aspects.

PRINCIPLES OF BROADCASTING

GRADES 9, 10, 11

2 SEMESTERS REQUIRED • 2 CREDITS (Dual Credit Opportunity)

The purpose of the Principles of Broadcasting course is to provide entry-level fundamental skills for students who wish to seek or pursue opportunities in the field of broadcasting or mass media. Students will explore the technical aspects of audio and sound design for radio production and distribution, as well as, the technical aspects of video production and distribution.

AUDIO & VIDEO PRODUCTION ESSENTIALS

GRADES 10, 11, 12

2 SEMESTERS REQUIRED • 2 CREDITS (Dual Credit Opportunity)

Audio and Video Production Essentials provides an in-depth study on audio and video production techniques for radio, television, and digital technologies. Students will learn skills necessary for audio production and on-air work used in radio and other digital formats. Additionally, experience will be gained in the development of the video production process; including skills in message development, directing, camera, video switcher, and character generator operations.

MASS MEDIA PRODUCTION

GRADES 10, 11, 12

2 SEMESTERS REQUIRED • 2 CREDITS (Dual Credit Opportunity)

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

RADIO & TELEVISION BROADCASTING CAPSTONE

GRADES, 11, 12

2 SEMESTERS REQUIRED • 2 CREDITS (Dual Credit Opportunity)

This course will cover a variety of domains further building on skills in video production, and broadcast industry practices specific to radio, television, and digital media. Attention will be given to cross industry synergies, emerging technologies, and the global market for media. Students are highly encouraged to do a video newscast or radio practicum to gain real world experience. In most cases this practicum may be completed through a school-based enterprise.

BUSINESS, MARKETING & INFORMATION TECHNOLOGY

The workplace is changing, and all students can benefit from business classes whether for personal knowledge or if they are working toward a specific career goal. There is a very good chance the use of computers will be a part of any job or career. If not earned in the 8th grade, all 9th grade students must take Preparing for College and Careers. All students are required to take Personal Financial Responsibility for 1 credit. We recommend at least one full year of one business class such as Principles of Business, Marketing, or Accounting for any prospective business major in College.

ACCOUNTING FUNDAMENTALS

GRADES 10, 11, 12

2 SEMESTERS (REQUIRED) • 2 CREDITS

Accounting 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.

ADVANCED ACCOUNTING

GRADES 11, 12

2 SEMESTERS (REQUIRED) • 2 CREDITS

Advanced Accounting expands on the Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting covered in Introduction to Accounting. Emphasis 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.

Required Prerequisites: Accounting Fundamentals

Qualifies as a quantitative reasoning course.

DIGITAL APPLICATIONS & RESPONSIBILITY

GRADES 10, 11, 12

1 SEMESTER • 1 CREDIT (Dual Credit Opportunity)

Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills from Microsoft 365 that are related to word processing, spreadsheets, presentations, and communications software. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students will be required to complete and pass industry-recognized digital literacy certifications as part of their course grade. This license will then be useful on job applications, college resumes, and could even help to test out of some college courses.

PRINCIPLES OF BUSINESS MANAGEMENT

GRADES: 9, 10, 11, 12

2 SEMESTERS REQUIRED • 2 CREDITS (Dual Credit Opportunity)

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.

PRINCIPLES OF ENTREPRENEURSHIP

GRADES 11, 12

2 SEMESTERS • 2 CREDITS

This is an intriguing class in which students start with his/her concept of a dream business and follow through to the establishment of this enterprise. Students create a business plan that includes types of ownership, market analysis and inventory costs. Students must select the actual site that meets their needs and design the physical layout of their store/plant. Decisions are made on staffing and how best to promote their business. Students must present to the bank their

financial prospectus, including six-month income and cash flow statements that would warrant the bank's investment in their establishment. Students set up a recordkeeping system that provides an accurate measurement of the progress of the business. Students research their career business choice through internet resource materials and personal interviews.

MARKETING FUNDAMENTALS

GRADE 11, 12

2 SEMESTERS (REQUIRED) • 2 CREDITS

Principles of Marketing provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distributing, financing, marketing-information management, pricing, and product/service management.

SPORTS & ENTERTAINMENT MARKETING

GRADES: 11, 12

2 SEMESTERS • 2 CREDITS

Sports and Entertainment Marketing is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion.

Recommended: Principles of Business Management or Marketing Fundamentals

BUSINESS MATH

GRADES 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

Business Math is designed to develop students' abilities to solve practical problems in order to become productive citizens and workers. Areas of study include number relationships and operations; patterns and algebra; measurements; and statistics and probability. Problem-solving techniques are used to analyze and solve business problems for such areas as taxation, savings and investments, payroll records, cash management, financial statements, purchases, sales, inventory records, and depreciation. For Indiana General Diploma students, this will count as one of the six required math credits. Qualifies as a quantitative reasoning course.

COMPUTING FOUNDATIONS FOR THE DIGITAL AGE

GRADES: 8, 9

1 SEMESTERS • 1 CREDIT

The course 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 technology-related skills. (IDOE Graduation requirement for Class of 2029 and beyond)

PREPARING FOR COLLEGE AND CAREERS

GRADE 8, 9

1 SEMESTER • 1 CREDIT

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 life experiences, is recommended. Starting with the Class of 2023, all 8th grade students will take this course at their respective middle school. This course is a graduation requirement.

PERSONAL FINANCIAL RESPONSIBILITY

GRADES 11, 12

1 SEMESTER • 1 CREDIT

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants and goals; identify sources of income, saving and investing; understanding banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged. Qualifies as a quantitative reasoning course. (HNHS Graduation Requirement Class of 2020 and beyond, IDOE Graduation requirement for Class of 2028 and beyond)

ENGLISH

All students are required to take English each year of high school to build strong reading, writing, communication, and critical thinking skills essential for postsecondary success.

Freshman Year: English 9 or English 9 Honors

Sophomore Year: English 10 or English 10 Honors

Junior Year: English 11 or English 11 Honors

Senior Year: Students planning to attend a four-year college are strongly encouraged to take English Composition and Introduction to Literature or AP Literature & Composition (two semesters). Students planning to attend a two-year college, technical school, or to enter the workforce are encouraged to take English 12.

Beginning with the Class of 2029, students may have flexibility in English coursework, including communication-focused options aligned to diploma requirements and postsecondary goals. Course selections will be reviewed with a school counselor.

ENGLISH 9

2 SEMESTERS • 2 CREDITS

This two-semester course is 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 compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

HONORS ENGLISH 9

2 SEMESTERS • 2 CREDITS

This two-semester course is the Honors alternative to English 9 and will follow the Indiana Academic Standards for English/Language Arts for the corresponding grade level. This honors course is recommended for students who have strong academic behaviors and desire an academically challenging study of the English language. Students will experience an independent reading and writing schedule that encompasses a wide variety of genres and themes. This independent component allows students to have close reading and critical analysis during classroom discussion, spending more time applying strategic and extended thinking. Writing assignments include a variety of journal, essay, and research-based assignments with an emphasis on prewriting, organization, and revision. Grammar skills and vocabulary development will be taught in the context of the students' reading and writing. An independent vocabulary study program will begin this year and continue in 10 and 11 Honors. To help develop higher level thinking skills, students will complete a culminating research project that includes an oral presentation as well as a final research paper. Students will not be allowed to switch to English 9 after one semester without teacher recommendation.

ENGLISH 10

2 SEMESTERS • 2 CREDITS

This two-semester course is 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 compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.

Prerequisite: Successful completion of English 9 or English 9 Honors

HONORS ENGLISH 10

2 SEMESTERS • 2 CREDITS

This two-semester course is the Honors alternative to English 10 and will follow the Indiana Academic Standards for English/Language Arts for the corresponding grade level. This honors course is recommended for students who have strong academic behaviors and desire an academically challenging study of the English language. Students will experience an independent reading and writing schedule that encompasses a wide variety of non-fiction and British classics. This independent component allows students to have close reading and critical analysis during classroom discussion, spending more time applying strategic and extended thinking. Writing will include a variety of journal, essay, and research-based assignments. Grammar will be taught in the context of students' reading and writing. Students will continue with the intensive independent vocabulary study program that began in English 9 Honors. To help develop higher level thinking skills, all students will complete a culminating research project that includes an oral presentation. Students will not be allowed to switch to English 10 after one semester without teacher recommendation.

Prerequisite: Successful completion of English 9 or 9 Honors or teacher recommendation.

ENGLISH 11

2 SEMESTERS • 2 CREDITS

This two-semester course is 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, argumentative, 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.

Prerequisite: Successful completion of English 10 or 10 Honors.

HONORS ENGLISH 11

2 SEMESTERS • 2 CREDITS

This two-semester course is the Honors alternative to English 11 and will follow the Indiana Academic Standards for English/Language Arts for the corresponding grade level. This honors course is recommended for students who have strong academic behaviors and desire an academically challenging study of the English language. Students will experience an independent reading and writing schedule that encompasses a wide variety of non-fiction and American classics. This independent component allows students to have close reading and critical analysis during classroom discussion, spending more time applying strategic and extended thinking. Writing assignments include a variety of journal, essay, and research-based assignments. Students will continue with the intensive vocabulary study program that began in English 9 and 10 Honors. To help further develop higher level thinking skills, students will complete a culminating research project that includes an oral presentation.

Students will not be allowed to switch to English 11 after one semester without teacher recommendation.

Prerequisite: Successful completion of English 10 or 10 Honors.

ENGLISH 12

2 SEMESTERS • 2 CREDITS

This two-semester course is 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, argumentative, 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.

Prerequisite: Successful completion of English 11 or 11 Honors.

ADVANCED PLACEMENT LITERATURE AND COMPOSITION

GRADE 12

2 SEMESTERS • 2 CREDITS

AP Literature and Composition is taught as a college course in critical reading and analytical writing. At the completion of this rigorous course, students will be prepared to take the AP Literature and Composition exam. This is an accelerated course with an intensive reading and writing schedule. Students read a variety of challenging literature as well as modern non-fiction. Written assignments focus on critical analysis, exposition, and argument. Frequent in-class essays and research-based writing will be emphasized. Students will not be allowed to switch to another English class after one semester without teacher recommendation.

Prerequisite: Successful completion of English 11 or English 11 Honors. Students must have a strong command of writing and grammar skills.

STUDENT PUBLICATIONS (DEKA)

GRADES 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

This is a workshop for the preparation of the school yearbook. Students plan the design and layout, shoot photos, and write copy for the yearbook. Students are required to solicit and prepare advertisements and keep records of yearbook accounts, subscription sales and distribution. Work on DEKA generally extends 1 - 2 weeks into June.

BIBLICAL LITERATURE

GRADES 10, 11, 12

1 SEMESTER, 1 CREDIT

Biblical Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the Bible, viewed from a literary standpoint, as a source of a wide variety of literary patterns, themes, and conventions. Students examine the different books in relation to the various historical time frames of the books and in relation to related literature as it pertains to Biblical themes. Students read, discuss, and write about Biblical references (allusions) in both classical and modern literature, formation of a canonical Bible, inclusion of apocryphal and heretical writings, oral versus literate transmission of sacred history and doctrine, and questions and problems of interpretation.

Recommended Grades: 11 and 12

Recommended Prerequisites: English 9, English 10, or teacher recommendation

CREATIVE WRITING

GRADES 11, 12

1 SEMESTER • 1 CREDIT

Creative Writing is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing.

Prerequisites: English 9, English 10

ENGLISH COMPOSITION

GRADE 12

1 SEMESTER • 1 CREDIT (Dual Credit Opportunity)

This rigorous one-semester course is equivalent to an English Composition 101 college course and will fulfill the senior writing requirement and is designed for students who plan to attend a four-year college. Students will read a variety of nonfiction writings and discuss effective writing strategies as they pertain to the readings. While writing for various audiences and purposes, students will concentrate on strengthening skills in all aspects of writing, with emphasis on peer review and self-editing. Writing will include a variety of essays, informational writing, and a comprehensive research paper, all word processed. Research skills and applications will be taught so that students can produce manuscripts that adhere to MLA.

Prerequisite: Successful completion of English 11 or 11 Honors. Students must have a strong command of writing and grammar skills.

INTRODUCTION TO LITERATURE

GRADE 12

1 SEMESTER • 1 CREDIT (Dual Credit Opportunity)

This rigorous one-semester course is equivalent to an Introduction to Literature 100 college course and will fulfill the senior literature requirement and is designed for students who plan to attend a four-year college. It is a comprehensive survey of world literature through the genres of fiction, drama, and poetry. By a careful reading of representative texts, students will be able to identify the major genres, recognize, analyze, and interpret elements of literature; form a greater appreciation for literary styles, authors, and cultures; analyze critically literary works and express ideas verbally and in writing, use MLA documentation, and write creatively. Students will complete several writing assignments, including literary essays, creative writings, and a research paper. Class discussion and a project are also required.

Prerequisite: Successful completion of English 11 or 11 Honors. Students must have a strong command of writing and grammar skills. Students that did not take English Composition will be unable to register for Dual Credit for Introduction to Literature.

JOURNALISM

GRADES 9, 10, 11, 12

1 SEMESTER • 1 CREDIT

This course is directed toward developing journalistic writing and basic compositional design skills in order to prepare students for a position on The Campus or DEKA. Students learn about media law and ethics before practicing news gathering techniques and interviewing. Students learn how to write news stories, features, editorials, columns, reviews and sports stories. This course also provides media law and ethics background before focusing on the variety of journalistic writing techniques utilized in the coverage of high school, college, and/or professional athletics. Sports Writing will focus on the basic concepts of journalistic writing and reporting to produce pre-game stories, coverage stories, follow-up stories, sports photography, and specialized features. In addition, students gain a familiarity with statistical analysis and sports jargon. Students are periodically required to attend home athletic events and cover those events for one of the student publications.

SPEECH

GRADES 9, 10, 11, 12

1 SEMESTER • 1 CREDIT *(Dual Credit Opportunity)

As this is a dual credit college course, upperclassmen will be most successful. The class builds on skills learned in English 9 and 10. Focus on foundational skills of public speaking with a balance of theory and practical application and learning how to utilize the spoken word for good. This course helps students conquer the fear of public speaking. In a supportive and non-threatening atmosphere, students will learn the many basics of effective communication with a variety of activities which allow students to create, write, and deliver demonstration, informative, and persuasive speeches. Additionally,

students will improve their listening and interpersonal skills and develop foundational skills essential for success in the school setting, workplace environment, and daily relationships. Strongly recommended for college bound students.

DEVELOPMENTAL READING

GRADES 9, 10, 11, 12

2 SEMESTERS PER YEAR • 2 or 4 CREDITS PER YEAR

This course provides study and practice in the strategies necessary to increase reading comprehension and helps students gain skills in all of the Language Arts Standards. Instruction involves cooperative group work, discussion, and a variety of class activities. Enrollment is based upon recommendation from a previous Language Arts teacher or guidance counselor.

Prerequisite: Teacher recommendation

ENGLISH LANGUAGE LEARNING

GRADES 9, 10, 11

2 SEMESTERS • 2 CREDITS

This course, based on the *WIDA English Language Development (ELD) Standards*, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

Placement in ELL I will be based upon previous English study experience and current WIDA score.

ENGLISH LANGUAGE LEARNING II

GRADES 11, 12

SEMESTERS • 2 CREDITS

(ELL II) This course, based on the *WIDA English Language Development (ELD) Standards*, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

Placement in ELL I will be based upon previous English study experience and current WIDA score.

FAMILY AND CONSUMER SCIENCES (FACS)

The mission of Family & Consumer Sciences is to prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed to become responsible citizens and leaders in family, community, and work settings. The department offers a wide variety of core, advanced, enrichment and occupational courses in the areas of human development, foods and nutrition, education and early childhood, and health services. Classes are available for both boys and girls in grades 9-12. All 9th grade students must take a career class, called Preparing for College and Careers if not earned in the 8th grade.

HEALTH EDUCATION CREDIT

The Health Education credit may be waived if the student's program includes credits from three (3) of the following Family & Consumer Sciences course areas (this applies to students graduating with the Class of 2028 and earlier):

- Child Development
- Human Development & Wellness
- Interpersonal Relationships
- Intro to Culinary Arts
- Preparing for College & Careers
- Adult Roles and Responsibilities

CHILD DEVELOPMENT

GRADES 10, 11, 12

1 SEMESTER • 1 CREDIT

Child Development is an introductory course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal to age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. Class activities include the use of "Real Care" computerized infant simulators, as well as the use of the Pregnancy Simulator – Empathy Belly. This course is a prerequisite for participation in the Early Childhood Education program and a recommended course for participation in the Education Professions program and Human and Social Services program. *This course can be taken in combination with 2 other FACS courses to complete the required Health Credit.*

ADVANCED CHILD DEVELOPMENT

GRADES 10, 11, 12

1 SEMESTER • 1 CREDIT

Advanced Child Development is for those students interested in life foundations, academic enrichment, and/or careers related to knowledge of children, child development, and nurturing of children. This course addresses issues of child development from age 3 through age 8 (grade 3). It builds on the Child Development course and includes the study of professional and ethical issues in child development; child growth and development; child development theories, research, and best practices; child health and wellness; teaching and guiding children; special conditions affecting children; and career exploration in child development and nurturing.

This course is a recommended prerequisite for participation in the Early Childhood Education program, Education Professions program and the Human and Social Services program.

Prerequisite: Child Development

EDUCATION PROFESSIONS PROGRAM

PRINCIPLES OF TEACHING

GRADES 11, 12

2 SEMESTERS (Dual Credit Opportunity) • Class 1 of 3 for the half-day program

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 volunteer experience of a minimum of 20 hours is required for successful completion of this course. This course has been approved to be offered for dual credit. Students pursuing this course for dual credit are still required to meet the minimum prerequisites for the course and pass the course with a C or better in order for dual credit to be awarded.

CHILD AND ADOLESCENT DEVELOPMENT

GRADES 11, 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity) • Class 2 of 3 for the half-day program

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

TEACHING AND LEARNING

GRADES 11, 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity) • Class 3 of 3 for the half-day program

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

EDUCATION PROFESSIONS CAPSTONE

GRADE 12

2 SEMESTERS • 6 CREDITS (Dual Credit Opportunity) • Half-day program

The Education Professions Capstone provides an extended opportunity for field experience to further apply concepts that have been presented throughout the pathway. Students will also have the opportunity to explore the topics of the exceptional child and literacy development through children's literature. Students will gain a deeper understanding of inclusive teaching techniques along with policies, theories, and laws related to special education. Students interested in pursuing a career in Elementary Education are encouraged to also study the benefits of using children's literature in the classroom. Before the capstone is finalized for the 2022- 2023 school year, this course may be further developed to include specific content for students interested in pursuing a career in secondary education.

EARLY CHILDHOOD EDUCATION PROGRAM

PRINCIPLES OF EARLY CHILDHOOD EDUCATION

GRADES 11, 12

2 SEMESTERS • 2 CREDITS • *Class 1 of 3 for the half-day program*

This course provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula and services available to young children. This course also examines basic principles of child development, Developmentally Appropriate Practices (DAP), importance of family, licensing, and elements of quality care of young children with an emphasis on the learning environment related to health, safety, and nutrition. Students may be required to complete observations and field experiences with children as part of this course.

EARLY CHILDHOOD EDUCATION CURRICULUM

GRADES 11, 12

2 SEMESTERS • 2 CREDITS • *Class 2 of 3 for the half-day program*

Early Childhood Education Curriculum examines developmentally appropriate environments and activities in various childcare settings while exploring the varying developmental levels and cultural backgrounds of children. Students may be required to complete observations and field experiences with children as related to this course.

EARLY CHILDHOOD EDUCATION GUIDANCE

GRADES 11, 12

2 SEMESTERS • 2 CREDITS • *Class 3 of 3 for the half-day program*

This course allows students to analyze developmentally appropriate guidance, theory and implementation for various early care and education settings. It also provides a basic understanding of the anti-bias/multicultural emphasis in the field of early childhood. Students may be required to complete observations and field experiences with children as related to this course.

HUMAN DEVELOPMENT & WELLNESS

GRADES 10, 11, 12

1 SEMESTER • 1 CREDIT

Human Development and Wellness is valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers impacted by individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of; impacts on family; factors that affect and practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases.

This course can be taken in combination with 2 other FACS courses to complete the required Health Credit.

INTERPERSONAL RELATIONSHIPS

GRADES 9, 10, 11, 12

1 SEMESTER • 1 CREDIT

Interpersonal Relationships is an introductory course that is especially relevant for students interested in careers that involve interacting with people. It is also valuable for all students as a life foundation and academic enrichment. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. This course is a recommended prerequisite for participation in the Human and Social Services program.

This course can be taken in combination with 2 other FACS courses to complete the required Health Credit.

CULINARY ARTS PROGRAM

PRINCIPLES OF CULINARY & HOSPITALITY

GRADES 9, 10, 11, 12

2 SEMESTER • 2 CREDITS • *Can be taken as an individual course or as a half-day program*

This is a laboratory class that focuses on the lifelong benefits of good nutrition and wellness practices. Topics include the selection of nutritious meals and snacks based on the USDA Dietary Guidelines and My Plate, and safety, sanitation and storage processes and issues associated with nutrition and wellness. Food preparation experiences are a required component. Direct, concrete mathematics, and language arts proficiencies will be applied. This course is the first in a sequence of courses that provide a foundation for continuing in post-secondary education in all career areas related to nutrition, food, and wellness.

NUTRITION

GRADES 10, 11, 12

2 SEMESTER • 2 CREDITS • *Can be taken as an individual course or as a half-day program*

This course is recommended for all students that desire to improve their nutrition and learn how nutrition affects the body across the lifespan. Topics include extensive study of major nutrients, nutritional standards across the lifespan, influences on nutrition/food choices, technological and scientific influences, and career exploration in this field. Laboratory experiences will be utilized to develop food handling and preparation skills; attention will be given to nutrition, food safety and sanitation.

Prerequisite: Principles of Culinary & Hospitality

CULINARY ARTS

GRADES 10, 11, 12

2 SEMESTER • 2 CREDITS • *Can be taken as an individual course or as a half-day program*

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

Prerequisite: Principles of Culinary & Hospitality and Nutrition

PERSONAL FINANCIAL RESPONSIBILITY

(HNHS GRADUATION REQUIREMENT CLASS OF 2020 & BEYOND, IDOE Graduation requirement for Class of 2028 and beyond)

GRADES 12

1 SEMESTER 1 CREDIT

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project-based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate. Direct, concrete applications of mathematics proficiencies in projects are encouraged. Counts as a Directed Elective or Elective for all diplomas. Qualifies as a quantitative reasoning course.

PRINCIPLES OF HUMAN SERVICES

GRADES 9, 10, 11

2 SEMESTER • 2 CREDITS

Principles of Human Services explores the history of human services, career opportunities, and the role of the human service worker. A focus is placed on target populations and community agencies designed to meet the needs of various populations. This course will also focus on cultural variations in attitudes, values, language, gestures, and customs.

FINE ART: ARTS

A "C" average is recommended in all first semester courses before a student takes the second semester. In most cases a "B" average in the first two semesters is recommended for students wishing to take third and fourth semester advanced courses. Any college bound student in his or her junior or senior year who has an interest in art, but does not have time in their schedule, may take one art course of their choice without any prerequisite. Intro 2 & 3 Art II and Fiber Arts II may be taken before Art I and Fiber Arts I.

INTRO TO 2 DIMENSIONAL ART

GRADES 9, 10, 11, 12

Fall Semester • 1 CREDIT

Intro to Art 2D is a beginning course in which the elements and principles of design are taught by creating compositions in drawing and painting using a variety of materials and techniques. Drawing skill is not required and will be taught in this course. Learning experiences will encompass art history, art criticism, aesthetics and art production. Career options in the visual arts will be explored. Course work will include: Learning basic drawing skills, shading, perspective, color theory, watercolor and acrylic painting

This course is required before students are eligible to take any other art courses, except Fiber Arts and Digital Design.

INTRO TO 3DIMENSIONAL ART

GRADES 9, 10, 11, 12

Spring Semester • 1 CREDIT

Intro to Art 3D builds off the curriculum taught in the 2D semester. Students will continue working with the Elements and Principles of design by creating compositions using a variety of materials and techniques. Learning experiences will encompass art history, art criticism, aesthetics and art production. Career options in the visual arts will be explored. Some projects include ceramic pottery, printmaking, color theory and sculpture work. Projects will be evaluated through group and

personal critique.

This course is required before students are eligible to take any other art courses, except Fiber Arts and Digital Design.

CERAMICS I & II

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS

Ceramics I students will use clay to explore historic, contemporary, cultural, functional and nonfunctional ceramics, while learning the various hand building techniques, such as the coils and slabs, while applying the elements and principles of design. Various surface decorating techniques will be covered including various textural methods, application of glazes, under glazing, stains, and engobe to clay surfaces. The learning experiences will encompass how ceramics has played its role in art history and how it is relevant to today's world. Students will learn the aesthetic qualities of clay sculptural forms as well as functional ceramic "pottery" production. Throughout, students will learn correct terminology about clay, kilns, tools, aesthetic judging, and self-reflection in expressing ideas using clay. Drawing skills are required.

Ceramics II students will continue to build on the skills taught in Ceramics I to produce historical and contemporary functional and nonfunctional ceramic art pieces. Students will be given the opportunity to learn the fundamentals of throwing functional shapes like mugs and bowls on the pottery wheel. During this class students will further explore glazing and glaze color formulation through testing different glaze combinations to develop a unique color.

Prerequisite: Intro to 2 & 3 Dimensional Art

CERAMICS III & IV

GRADES 11, 12

2 SEMESTERS • 2 CREDITS

Ceramics students will further develop their building techniques learned in Ceramics I & II. In Ceramics III students will develop their throwing skills on the pottery wheel. Throughout, students will further their knowledge of ceramic art history, ceramic art aesthetics, and criticism in ceramic art. They will also become more aware of contemporary ceramic art. Finally, students will begin learning how to operate, load, care for and calculate the firing of a ceramic kiln. Ceramics IV students will further their throwing skills to make lidded containers, mugs, bottles, and plates. They will also explore creating realistic sculptural forms. Students will continue to explore various surface finishes, such as glaze, under glaze, engobes, and stains. In addition, they will explore nontraditional surface finishes, such as wood stain. Finally, students will continue to learn how to operate and care for a ceramic kiln.

Prerequisite: Ceramics I & II

FIBER ARTS I & II

GRADES 9, 10, 11, 12

1 or 2 SEMESTERS • 1 or 2 CREDITS

Fiber Arts class is offered to anyone interested in art. Students are introduced to a variety of leisure time projects. Fiber Arts class may include coil baskets, stained glass, mosaic plates, cloisonné and macrame. Fiber Arts may include wood sculpture, off-loom weaving, bookbinding, molas (textile craft), collages, marbled paper, and ceramic tiles.

DIGITAL DESIGN I

GRADES 9, 10, 11, 12

1 SEMESTER • 1 CREDIT

This introductory course emphasizes the use of computers, digital applications, digital cameras and hands-on techniques to create artwork and designs. Students will be introduced to Adobe Applications. Students will transition to work at their own pace to help develop time management skills. This course will also include multiple sectors within the vast world of Graphic Design including the implementation of an online portfolio.

DIGITAL DESIGN II

GRADES 9, 10, 11, 12

1 SEMESTER • 1 CREDIT

This course will build on the skills and experiences acquired in Digital Design I. More complex techniques in Adobe Applications will be introduced. Units of study will include layout design, illustration, and product design. This course will build on the understanding and a development of an online portfolio originally developed in Digital Design I. Students will transition to work at their own pace to help develop time management skills.

Prerequisite: Digital Design I

DIGITAL DESIGN III

GRADES 10, 11, 12

1 SEMESTER • 1 CREDIT

This advanced course will build on the skills and experiences acquired in Digital Design I and II. This course will dive into more complex techniques in Animation using Adobe Photoshop CC, and Adobe Animate as well as a multitude of applications found on mobile devices. This course is primarily an independent, inquiry-based class in which students create a proposal for a body of work they wish to make and are held to and graded by their proposal. Proposals could include work in digital photography, advertising design, graphic design, computer-aided animation, video design and mixed media techniques. Students will continue to develop and refine their digital portfolio.

Prerequisite: Digital Design I&II

DRAWING I & II

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS

Students will learn about the foundations of drawing with an emphasis on realism in still-life, perspective and nature. Learning experiences will encompass basic line drawings, shading, textures, color, perspective, art critiques, class discussions, researching artists, weekly drawings and displaying artwork. In the course, students will also learn about several techniques and materials used in the drawing world and experiment with these materials on a number of exercises and projects.

Drawing 2 delves into applying the elements and principles of design into student artwork with a variety of projects and materials. Projects and materials will focus on the human figure/portraits, calligraphy, conte crayon, charcoals, and a personal study of work. Students will research artists, participate in art critiques and complete weekly drawings. Students will continue to develop art portfolios.

Prerequisite: Intro to 2 & 3 Dimensional Art

DRAWING III & IV

GRADES 11, 12

2 SEMESTERS • 2 CREDITS

The foundations of drawing will be expected to start this course and a review of the elements and principles of art will lead into a semester of different drawing materials and mediums to experiment with. Projects/materials include scratch art, charcoal portraits, Inktober, pastel landscapes, and a personal study and monthly drawings. Researching artists, art history and critiquing will be included along with writing short essays of reflection of personal work and other artists.

Drawing 4 will push the skills and techniques that students have learned from previous classes. A complete understanding of the Elements and Principles of Art will be integrated into each project by students. Projects will include a study of hands and feet, a large full figure, color pencil landscape, Sumi-e ink washes, self-portrait, and a final personal study and Monthly drawings. Students will critique peer work and their own throughout the semester and will fully develop their portfolio.

Prerequisite: Drawing I & II

ADVANCED PLACEMENT DRAWING

GRADES 11, 12

1 SEMESTER • 1 CREDIT

The AP Drawing course allows flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions.

Prerequisite: Drawing I & II

PAINTING I & II

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS

Painting courses include a variety of realistic, surrealist, abstract, and non-objective subjects. Students begin Acrylic paint and focus on proportion, shading, and more advanced color theory. Acrylic paint will be the primary painting medium used in this course. Learning experiences will encompass art history, art criticism, aesthetics, and art production. Knowledge about color as well as the elements and principles of design are emphasized. Periodic critiques are completed in a variety of ways to help students improve and perfect their skills.

Painting II delves deeper into the psychology of color, line, and shape, paint application methods of brush, palette knife, and additional major modern art, artists, and philosophies. The major projects pertain to self-expression, social comment, design, and realism. Art by students and professional artists is critiqued. Visual arts careers are surveyed. Students will design and develop a digital portfolio to showcase their paintings.

Prerequisite: Intro to 2 & 3 Dimensional Art

PAINTING III & IV

GRADES 11, 12

2 SEMESTERS • 2 CREDITS

Painting III & IV will focus on watercolor. Advanced painters review aesthetic aspects, criticism criteria, compositional basics, and most painting techniques before creating paintings using tube watercolors. Learning experiences will encompass art history, art criticism, aesthetics, and art production. A variety of different subjects are covered, from realism to surrealism, abstract and non-objective. A variety of new techniques are covered as well, including washes, hard edge, soft edge, and mixed media. Students will learn how to photograph their work and create an online portfolio which will be required for the final exam, and students will present their work with an artist statement to the class. Periodic critiques are completed in a variety of ways to help students improve and perfect their skills. Students will design and develop a digital portfolio to showcase their paintings.

Prerequisite: Painting I & II

PHOTOGRAPHY

GRADES 9, 10, 11, 12

1 SEMESTERS • 1 CREDIT

Students will explore the overall art of photography. Designed for beginners, this class will cover the fundamentals of capturing compelling images through both technical and creative approaches. Students will learn how to utilize multiple pieces of equipment and engage in various projects as well.

PRINTMAKING

GRADES 10, 11, 12

1 SEMESTERS • 1 CREDIT

Students will be introduced to more printmaking mediums beyond what is covered in Introduction for Art 3D course, the pre-requisite. Students will learn a variety of printmaking methods and techniques over the course of one semester. Students will also learn the basics of matting and display course work and will look at a variety of artists that they will emulate or gain inspiration from for each project.

Recommended: Intro to 2 & 3 Dimensional Art

SCULPTURE I & II

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS

Students will apply elements and principles of art as they relate to three-dimensional work. Learning experiences will encompass art history, art criticism, aesthetics, and art production. The element of form is emphasized. The techniques of construction and modeling are explored. Emphasis will be placed on developing each student's aesthetic awareness while learning the skills and safe practices of the sculpture tools and equipment used with a variety of materials. The historical connection of sculptors is studied and individual work is critiqued.

In Sculpture II the techniques of direct modeling and relief sculpture are explored. As well as further exploration of various materials.

Prerequisite: Intro to 2 & 3 Dimensional Art

SCULPTURE III & IV

GRADES 11, 12

2 SEMESTERS • 2 CREDITS

Students will apply to a greater degree elements and principles of art as they relate to three-dimensional work. Learning experiences will encompass art history, art criticism, aesthetics, and art production. The element of form is emphasized even more. The techniques of casting and carving are explored. Emphasis will continue to be on developing each student's aesthetic awareness while learning the skills and safe practices of the sculpture tools and equipment with the materials utilized. The historical connection of sculptors is studied and individual work is critiqued.

In Sculpture IV the technique of assemblage is explored. Other techniques will also be explored in greater depth.

Advancement of technical expertise is expected.

Prerequisite: Sculpture I & II

FINE ART: MUSIC & THEATRE

The Huntington North Music Department prepares lifelong learners through excellence in performance and study from a worldwide perspective. Taking music courses prepares students of all skill levels for careers after high school. Studies show music students have, on average, higher grades, SAT scores, and GPA. The skills taught in music are necessary to prepare for opportunities after graduation in the community, at the collegiate level, or for a career in music. Performance opportunities exist for everyone!

MUSIC THEORY AND COMPOSITION 1

GRADES 9, 10, 11, 12

1 SEMESTER • 1 CREDIT

This course gives students foundational tools in music construction, notation, and composition needed in both vocal and instrumental music. Students will study concepts of ear training, traditional and non-traditional music notation, scale construction, basic harmonic analysis, and sight-reading. Prior training in music theory is not required, but a basic understand of performance is needed.

Prerequisite: Must be currently in a Huntington North vocal or instrumental ensemble, and/or instructor consent/approval prior to enrollment.

AP MUSIC THEORY

GRADES 10, 11, 12

1 SEMESTER • 1 CREDIT

To prepare students for a college music curriculum, this course provides the needed music fundamentals of reading, notating, writing, and critical listening to music. Composition, notation, sight-reading, and analytical listening analysis are

vital parts of this course. Students enrolling in this course have the intention of taking the AP Music Theory College Board Exam to possibly gain college credit in music at qualifying universities and colleges. Students do not need to intend to major in music to gain possible college credit.

Prerequisite: Music Theory I and/or instructor approval.

FINE ART: CHORAL & VOCAL MUSIC

The Vocal music program at Huntington North offers students professional caliber training in vocal technique and enhanced skills in stage performance. As part of any vocal ensemble, students perform multiple times per semester and a costume is needed for every ensemble. Many vocal music students are able to apply the life skills taught to everyday situations outside the classroom and life beyond the stage.

- All students request "Choir" when requesting classes.
- Students DO NOT need to have prior experience in choir to join.
- Students DO NOT need prior dance experience to be in show choir but need to be placed through an audition.
- Students wishing to be in Concert Choir, Viking Volume, or Varsity Singers must attend a live audition.
- Prior to the school year, a conference with student and parent(s)/guardian(s) with the instructor may be necessary to review necessary materials.

VIKING CHORALE (Mixed)

GRADES 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

Performance and vocal skills are performed at a high level. Choral repertoire is developmentally appropriate for these singers. Some emphasis is placed on sight-reading, critical listening skills, vocal technique and public performance. An ensemble fee is required for costumes, music, accompanist fees, contest entries, and other expenses for performance. Students will have performance opportunities outside of the school day.

Prerequisites: Director permission with a signed contract. The student does not need prior experience in vocal music to participate.

ADVANCED CHORUS (VIKING VOLUME)

GRADES 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

Viking Volume is the combination women's show choir and concert choir. Periodically, this ensemble may perform with members of Glee Club or Varsity Chamber Singers. Requirements for this ensemble include: Participation in all required concerts and rehearsals, written and performance evaluations, and guided electives at a college preparatory level. Attendance is required at all rehearsals and performances. This ensemble rehearses on a regular basis. A choral fee is required for music, accompanist fees, costumes, choreographers, props, contest entries, and other expenses for performance. This amount is determined each spring. Financial assistance is available by request. It is possible to participate in various athletic events, and it is the student's responsibility to work with directors and coaches on conflicts.

Prerequisite: Admitted only through audition and signed contract.

INTERMEDIATE CHOIR (MIXED)

GRADES 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

Intermediate Choir focuses on all traditional choral genres and college preparatory performance techniques. Music theory, history, sight-reading, and solo vocal techniques are reviewed, expanded, and performed. Requirements for this ensemble include: Participation in all required concerts and rehearsals, written and performance evaluations, and guided electives at a college preparatory level. This ensemble will periodically perform alongside students in Varsity Chamber Singers. Attendance is required at all rehearsals and performances. A choral fee is required for costumes, music, accompanist fees, contest entries, and other expenses for performance. This amount is determined each spring. Financial assistance is available by request. It is possible to participate in various athletic events, and it is the student's responsibility to work with directors and coaches on conflicts.

Prerequisite: Director permission and/or vocal audition with a signed contract. It is possible to admit freshmen if audition and ensemble permits from the director. Prior experience in choral music is required at the high school or middle school levels.

CHORAL CHAMBER ENSEMBLE (VARSITY "CHAMBER" SINGERS) (MIXED)

GRADES 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

Varsity Chamber Singers is an elite competitive advanced choir, which performs every available choral genre, and various dance techniques throughout the school year. Study includes both academic and professional performance techniques in solo and ensemble forms. Music theory, history, sight-reading, and vocal techniques are reviewed, expanded, and performed. Requirements for this ensemble include: Participation in all required concerts and rehearsals, written and

performance evaluations, and guided electives at a college preparatory level. Attendance is required at all rehearsals and performances. This ensemble rehearses on a regular basis. A choral fee is required for music, accompanist fees, costumes, choreographers, props, contest entries, and other expenses for performance. This amount is determined each spring. Financial assistance is available by request. It is possible to participate in various athletic events, and it is the student's responsibility to work with directors and coaches on conflicts.

Prerequisite: Admitted only through audition and signed contract.

FINE ART: INSTRUMENTAL MUSIC

The Band program is designed to foster performance confidence, aesthetic perception, creative expression, responsible citizenship, and an awareness of the historical and cultural heritage of music through the performance of concert band literature. The ensembles are structured to accommodate musical skill level placement and work to push each musician to their highest potential. As a music performance organization, student participation in all rehearsals and performances scheduled inside or outside of the school day is required. Students must practice their instruments regularly to perform at their highest ability level. Students are evaluated on participation, citizenship, rehearsal behavior, and testing and performance of the assigned exercises and music on their instrument as well as their contribution to the total ensemble. Students may also be evaluated via tests and quizzes on the specified course objectives. Course objectives are derived from the National and State Standards for Music Education.

JAZZ BAND (FALL)

GRADE 9, 10, 11, 12

1 SEMESTER (FALL ONLY) • 1 CREDIT

This course is dedicated to developing fundamental skills as specifically related to the jazz band genre. This ensemble is designed as a Group I ensemble, meaning it is of the highest difficulty level for a high school musician. Students will receive training in accordance with the Indiana State Standards for Music Education. Specific skill sets that are targeted include: posture, rehearsal & performance etiquette, rhythm, instrumental fluency, proper tone production, balance & blend, improvisation, and performance achievement. The jazz band will participate in rehearsals and performances during the Fall Semester, some of which will be outside of the school day. Other events, such as select basketball games, may be added. All rehearsals and performances are graded and mandatory. Any student wishing to be a member of Varsity Brass (the back-up back for the school's show choir) must audition for this class.

Prerequisites: Enrollment for this course is by audition only and is limited based on instrumentation and ability. Students must also be enrolled in 'Jazz Band' 2nd Semester. Final ensemble placement is at the discretion of the Director of Bands.

PERCUSSION ENSEMBLE (MARCHING BAND PERCUSSION - FALL)

GRADE 9, 10, 11, 12

1 SEMESTER (FALL ONLY) • 1 CREDIT

This course is dedicated to developing fundamental percussive skills as specifically related to the marching band genre. Students will receive training in accordance with both the Indiana State Standards for Music Education and the Percussive Arts Society Standards for Instruction. Specific skill sets that are targeted include: posture, marching technique, rehearsal & performance etiquette, rhythm, instrumental fluency, balance & blend, percussive rudiments, two and four mallet technique, and performance achievement. The marching band will participate in rehearsals over the summer and after school during the Fall Semester, designated parades, football games and competitions. Other events, such as select basketball games, may be added. All rehearsals and performances are graded and mandatory. Attendance issues may result in removal from the ensemble. All percussion students wishing to be a member of the marching band must be enrolled in this class, no exceptions. A fee will be applied to cover the costs associated with the production and implementation of the marching band season.

Prerequisites: Students must have a minimum of middle school band experience or audition for course enrollment. Students must also be enrolled in 'Percussion Ensemble' 2nd Semester. Final ensemble placement is at the discretion of the Director of Bands.

SYMPHONIC BAND (FALL)

GRADE 9, 10, 11, 12

1 SEMESTER (FALL ONLY) • 1 CREDIT

This course is dedicated to developing fundamental skills as specifically related to the concert band genre. It is designed for woodwinds, brass, percussion students who are not in the marching band. Students will receive training in accordance with the Indiana State Standards for Music Education. Specific skill sets that are targeted include: posture, rehearsal & performance etiquette, rhythm, instrumental fluency, proper tone production, balance & blend, and performance achievement. The symphonic band will participate in rehearsals and performances during the Fall Semester, some of which will be outside of the school day. Other events, such as select basketball games, may be added. All rehearsals and performances are graded and mandatory.

Prerequisites: Students must have a minimum of middle school band experience or audition for course enrollment. Students must also be enrolled in 'Concert Band' or 'Wind Ensemble' 2nd Semester. Final ensemble placement is at the discretion of the Director of Bands.

ADVANCED CONCERT BAND (MARCHING BAND WINDS - FALL)

GRADE 9, 10, 11, 12

1 SEMESTER (FALL ONLY) • 1 CREDIT

This course is dedicated to developing fundamental skills as specifically related to the marching band genre. Students will receive training in accordance with the Indiana State Standards for Music Education. Specific skill sets that are targeted include: posture, marching technique, rehearsal & performance etiquette, rhythm, instrumental fluency, proper tone production, balance & blend, and performance achievement. The marching band will participate in rehearsals over the summer and after school during the Fall Semester, designated parades, football games and competitions. Other events, such as select basketball games, may be added. All rehearsals and performances are graded and mandatory. Attendance issues may result in removal from the ensemble. All woodwind and brass students wishing to be a member of the marching band must be enrolled in this class, no exceptions. A fee will be applied to cover the costs associated with the production and implementation of the marching band season.

Prerequisites: Students must have a minimum of middle school band experience or audition for course enrollment. Students must also be enrolled in 'Concert Band' or 'Wind Ensemble' 2nd Semester. Final ensemble placement is at the discretion of the Director of Bands.

JAZZ BAND

GRADE 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

This course is dedicated to developing fundamental skills as specifically related to the jazz band genre. This ensemble is designed as a Group I ensemble, meaning it is of the highest difficulty level for a high school musician. Students will receive training in accordance with the Indiana State Standards for Music Education. Specific skill sets that are targeted include: posture, rehearsal & performance etiquette, rhythm, instrumental fluency, proper tone production, balance & blend, improvisation, and performance achievement. The jazz band will participate in rehearsals and performances during the Spring Semester, some of which will be outside of the school day. Other events, such as select basketball games, may be added. This includes—but is not limited to—concerts, select community events, and ISSMA Jazz Festival. All rehearsals and performances are graded and mandatory. Any student wishing to be a member of Varsity Brass (the back-up band for the school's show choir) must audition for this class.

Prerequisites: Enrollment for this course is by audition only and is limited based on instrumentation and ability. Students must also be enrolled in 'Jazz Band' 1st Semester. Final ensemble placement is at the discretion of the Director of Bands.

PERCUSSION ENSEMBLE (SPRING)

GRADE 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

This course is dedicated to developing fundamental percussive skills as specifically related to the percussion ensemble genre. Students will receive training in accordance with both the Indiana State Standards for Music Education and the Percussive Arts Society Standards for Instruction. Specific skill sets that are targeted include: posture, rehearsal & performance etiquette, rhythm, instrumental fluency, balance & blend, percussive rudiments, two and four mallet technique, and performance achievement. The percussion ensemble will participate in rehearsals and performances during the Spring Semester, some of which will be outside of the school day. This includes—but is not limited to—concerts, select sporting events, ISSMA Concert Band Competition and Huntington North Graduation. All rehearsals and performances are graded and mandatory.

Prerequisite: Students must have a minimum of middle school band experience or audition for course enrollment. Students must also be enrolled in 'Symphonic Band' or 'Marching Band' 1st Semester. Final ensemble placement is at the discretion of the Director of Bands.

WIND ENSEMBLE (SPRING)

GRADE 9, 10, 11, 12

1 SEMESTER (SPRING ONLY) • 1 CREDIT

This course is dedicated to developing fundamental skills as specifically related to the concert band genre. This ensemble is designed as a Group I ensemble, meaning it is of the highest difficulty level for a high school musician. Students will receive training in accordance with the Indiana State Standards for Music Education. Specific skill sets that are targeted include: posture, rehearsal & performance etiquette, rhythm, instrumental fluency, proper tone production, balance & blend, and performance achievement. The concert band will participate in rehearsals and performances during the Spring Semester, some of which will be outside of the school day. This includes—but is not limited to—concerts, select sporting events, ISSMA Concert Band Competition and Huntington North Graduation. All rehearsals and performances are graded and mandatory.

Prerequisites: Enrollment for this course is by audition only and is limited based on instrumentation and ability. Students must also be enrolled in 'Symphonic Band' or 'Marching Band' 1st Semester. Final ensemble placement is at the discretion of the Director of Bands.

CONCERT BAND (SPRING)

GRADE 9, 10, 11, 12

1 SEMESTER (SPRING ONLY) • 1 CREDIT

This course is dedicated to developing fundamental skills as specifically related to the concert band genre. This ensemble is designed as a Group II ensemble, meaning it is of a medium-advanced difficulty level for a high school musician. Students will receive training in accordance with the Indiana State Standards for Music Education. Specific skill sets that are targeted include: posture, rehearsal & performance etiquette, rhythm, instrumental fluency, proper tone production, balance & blend, and performance achievement. The concert band will participate in rehearsals and performances during the Spring Semester, some of which will be outside of the school day. This includes—but is not limited to—concerts, select sporting events, ISSMA Concert Band Competition and Huntington North Graduation. All rehearsals and performances are graded and mandatory.

Prerequisites: Students must have a minimum of middle school band experience or audition for course enrollment. Students must also be enrolled in 'Symphonic Band' or 'Marching Band' 1st Semester. Final ensemble placement is at the discretion of the Director of Bands.

PIANO I & II

Grade 9, 10, 11, 12

1 or 2 SEMESTERS • 1 or 2 CREDITS

Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature. This second (more advanced) piano semester provides students who are both exploring music interests and those who are already musically inclined the opportunity to take a course at the appropriate skill level.

This class counts as a fine arts credit.

THEATRE ARTS

GRADES 9, 10, 11, 12

1 SEMESTER • 1 CREDIT

This introduction course is designed to enable students to develop skills in imaginatively expressing thoughts, feelings, moods, and characters. Students are introduced to theatre appreciation and history, including acting, improvisation, adaptation, script analysis, and theatre professionalism, as well as the interpretation and presentation of performances based on both original and existing content. Students describe, analyze, and evaluate scripts. Study focuses on building a strong foundation of essential theatre skills that can be used for a lifetime. This class counts as a fine arts credit.

ADVANCED THEATRE ARTS

GRADES 9, 10, 11, 12

1 SEMESTER • 1 CREDIT (Dual Credit Opportunity)

This course blends together students from Theatre Arts and Technical Theatre classes. Students will learn to collaborate as actors, directors, and technical specialists in a manner which reflects a professional theatre setting. There are two tracks within this course:

Arts Track:

Building on the skills learned in Intro to Theatre Arts, instruction will enable students to extemporize dialog, respond to imaginary stimuli, write, perform, and evaluate scenes and short plays, and understand the roles of persons involved in the various aspects of theatre production. Students describe, analyze, and evaluate productions at a level appropriate for their advanced status. Students will also learn the advanced skills of stage combat, directing, and auditioning. Career opportunities are investigated during the course and observed in local and professional productions. This class counts as a fine arts credit. Prerequisite: Intro to Theatre Arts

Technical Track:

Building on the skills learned in Technical Theatre, instruction will enable students to blend their personal vision with that of directors and actors to create a unified production design. Students will be able to evaluate and understand productions from the standpoint of a technical theatre specialist at a level appropriate to their advanced status. Students will understand the roles of persons involved in the various aspects of theatre production. Students will apply skills in designing and fabricating properties (props), sets, costumes, lighting, and makeup to support and amplify performances. Students will also learn to run lighting with cues during live productions. Career opportunities are investigated during the course and observed in local and professional productions.

This class counts as a fine arts credit. Prerequisite: Technical Theatre

TECHNICAL THEATRE

GRADES 9, 10, 11, 12

1 SEMESTER • 1 CREDIT

This course provides students with a variety of "hands on" activities that offer creative and artistic opportunities to develop stagecraft skills and explore various types of scenery, lighting, sound, properties (props), costumes and makeup, and theatre safety. Students design and construct actual props and plan costumes, lighting, makeup, publicity and set designs for

student performances. Students do not need previous dramatic experience, but interest in behind-the-scenes theatre production is essential. This class counts as a fine arts credit.

HEALTH SCIENCES

PRINCIPLES OF BIOMEDICAL SCIENCES

GRADES 9, 10, 11, 12

2 SEMESTERS - 2 CREDITS

Principles of the Biomedical Sciences introduces this field through “hands-on” projects and problems. Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person’s life.

Key biological concepts included in the curriculum are homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease. Engineering principles such as the design process, feedback loops, fluid dynamics, and the relationship of structure to function will be included where appropriate. The course is designed to provide an overview of all courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses.

Prerequisite: Must be currently enrolled in Biology I or have completed Biology I. Must have passed Biology with a 60% or higher if they have already taken it.

HUMAN BODY SYSTEMS

GRADES 10, 11, 12

2 SEMESTERS, 2 CREDITS

Human Body Systems is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to monitor body functions.

Prerequisite: Principles of Biomedical Sciences or receive teacher approval

MEDICAL INTERVENTIONS

GRADES 11, 12

2 SEMESTERS, 2 CREDITS

Medical Interventions is a course that studies medical practices including interventions to support humans in treating disease and maintaining health. Using a project-based learning approach, students will investigate various medical interventions that extend and improve quality of life, including gene therapy, pharmacology, surgery, prosthetics, rehabilitation, and supportive care. Students will also study the design and development of various interventions including vascular stents, cochlear implants, and prosthetic limbs. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. Using 3-D imaging software, students will design and build a model of a therapeutic protein.

HEALTH SCIENCE PROGRAM

PRINCIPLES OF HEALTHCARE

GRADES 11, 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity) • Class 1 of 3 for the half-day program at the LC

Principles of Healthcare content includes skills common to specific health career topics such as patient nursing care, dental care, animal care, medical laboratory, public health, and an introduction to healthcare systems. Lab experiences are organized and planned around the activities associated with the student’s career objectives.

HEALTHCARE FUNDAMENTALS

GRADES 11, 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity) • Class 2 of 3 for the half-day program at the LC

Healthcare Fundamentals prepares students with language skills necessary for effective, independent use of health and medical reference materials. It includes the study of health and medical abbreviations, symbols, and Greek and Latin word part meanings, all taught within the context of body systems. This course builds skills in pronouncing, spelling, and defining new words encountered in verbal and written information in the healthcare industry. Students have the opportunity to acquire essential skills for accurate and logical communication, and interpretation of medical records. Emphasis is on forming a foundation of a medical vocabulary including; appropriate and accurate meaning, spelling, and pronunciation of medical

terms, and abbreviations, signs, and symbols.

EMERGENCY MEDICAL RESPONDER

GRADES 11, 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity) • Class 3 of 3 for the half-day program at the LC

This course is based on the training program developed by the Department of Transportation and the Emergency Medical Services Commission of Indiana. It covers theories, techniques and operational aspects of pre-hospital emergency care within the scope and responsibility of the emergency medical responder (EMR). It requires laboratory practice and clinical observation in a hospital emergency room and ambulance. Successful completion of the course meets national requirements to test for certification as an NREMT.

HEALTHCARE SPECIALIST: C.N.A.

GRADES 11, 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity) • Class 3 of 3 for the half-day program at the LC

The Healthcare Specialist: C.N.A. prepares individuals desiring to work as nursing assistants with the knowledge, skills and attitudes essential for providing basic care in extended care facilities, hospitals and home health agencies under the direction of licensed nurses. The course will introduce students to the disease process and aspects of caring for a long-term care resident with dementia. Individuals who successfully complete this course are eligible to apply to sit for the Indiana State Department of Health (ISDH) certification exam for nursing assistants. This course meets the minimum standards set forth by the ISDH for Certified Nursing Assistant training and for health care workers in long-term care facilities.

HEALTHCARE SPECIALIST CAPSTONE

GRADES 11, 12

2 SEMESTERS • 6 CREDITS (Dual Credit Opportunity) • Half-day program

The capstone course will provide Healthcare students acquire additional knowledge and skills necessary to work in a variety of health care settings beyond a long term care facility, including hospitals, doctor's offices and clinics. Students can accomplish this goal by completing coursework that will cover topics such as Medical Law and Ethics, Electronic Health Records, and/or Behavioral Health. Students are highly encouraged to pursue additional healthcare certifications such as the Certified Clinical Medical Assistant or Phlebotomy.

HEARTLAND CAREER CENTER

Heartland Career Center and Huntington North High School have been educational partners since 1990. Students enrolled at Heartland Career Center are transported daily from HNHS to the Wabash campus after fourth period and return in time to board HNHS buses at the end of the school day. Heartland students participate in a three-hour, half-day program each school day. Many Heartland programs offer the opportunity to earn dual college credit. Enrollment in Heartland programs is limited and competitive. All programs fill quickly. Failure to submit an application by the designated deadline may result in denial due to enrollment limitations.

AGRICULTURE: PRECISION AGRICULTURE SPECIALIST I & II

GRADE 11, 12

2 SEMESTERS • 6 CREDITS (Dual Credit Opportunity) • Half-day program

A PILOT PROGRAM IN AGRICULTURE, focusing on essential skills needed to analyze and incorporate soil sampling, controllers, sensors and information management data to optimize returns while preserving resources and protecting the environment. The fundamental principles of crop production in correlation to soil properties will be emphasized to maximize return on investments. Students will be exposed to the use of drones in agricultural settings and will be able to obtain the Part 107 Drone FAA License. A second year of the course will include the latest technologies of satellite imagery, information technology and geospatial tools. This program of study will include GPS, GIS, crop production, integrated pest management and sales. Students will gain hands-on opportunities through a supervised agricultural experience. The goal is to have each student obtain the certified crop advisor and commercial pesticide applicators license.

AUTO COLLISION REPAIR I

GRADE 11, 12

2 SEMESTERS • 6 CREDITS (Dual Credit Opportunity) • Half-day program

A classroom and laboratory that focuses on repairing damaged vehicle bodies and frames. Year one focuses on safety and tool identification. Students also learn about straightening metals, smoothing surfaces (filing, grinding, sanding), concealment of imperfections, replacements of parts. Students should have basic computer and math skills (mixing/percentages).

AUTO COLLISION REPAIR CAPSTONE

GRADE 11, 12

2 SEMESTERS • 6 CREDITS (Dual Credit Opportunity) • Half-day program

The second year of auto collision introduces concepts in auto paint fundamentals. Students develop their painting and refinishing skills with continued emphasis on safety. Students will be challenged to take auto service excellence certifications in structural, nonstructural, painting/refinishing and mechanical skills. Internships are available for students that qualify.

DIESEL SERVICE TECH. I

GRADE 11, 12

2 SEMESTERS • 6 CREDITS (Dual Credit Opportunity) • Half-day program

A classroom laboratory that is focused on knowledge and hands on skills with diesel engines. Safety becomes a primary focus with students working on the basics of electronics and hydraulics. Overall, students will learn about engine operations, troubleshooting, overhauling and replacement of critical parts. Students are exposed to the technical manuals, trainers, hand & power equipment and diagnostic equipment used in diesel repair.

DIESEL SERVICE TECH. CAPSTONE

GRADE 11, 12

2 SEMESTERS • 6 CREDITS (Dual Credit Opportunity) • Half-day program

A second year of training on diesel engines. With the safety emphasis, students are branching into engine repair and rebuilding. As well, the class will focus on heavy truck maintenance and inspection. Students will take ASE student certifications in: diesel engines, electrical systems, inspection maintenance/minor repair, brakes and steering/suspension. Internships may be available for students that qualify.

INTERNSHIP: COMMERCIAL DRIVERS LICENSE

GRADE 12

1 SEMESTER • 3 CREDITS (Spring only)

A 10 week (last 10, March –May) internship for students enrolled in the diesel, automotive service or entrepreneurship program (with prior auto or diesel courses) only. Students will be taught the C.D.L. curriculum by an outside company (C.T.S.) and participate in both classroom and hands-on driving hours to meet the requirements of the C.D.L. licensure. Students must meet the following criteria:

- At least 18 years of age by March 1.
- Have a valid driver's license.
- Willing to take/pass a department of transportation drug screen.
- Willing to take/pass a department of transportation physical.
- A U.S. citizen and have a valid SS#.
- Be in good standing at Heartland and their sending high school.
- Have solid attendance.

INDUSTRIAL ELECTRONICS & ROBOTICS I

GRADE 11, 12

2 SEMESTERS • 6 CREDITS (Dual Credit Opportunity) • Half-day program

With a combination of both classroom and laboratory, students are being taught fundamentals in electronics and robotics. With emphasis on industrial operations to include electronic circuits, motors/motor controls and basic programming. Emphasis is also placed on safety, basic writing and mathematics and customer service. Students train in the MSSC system on safety and quality in order to prepare students for entry into the manufacturing field.

INDUSTRIAL ELECTRONICS & ROBOTICS CAPSTONE

GRADE 11, 12

2 SEMESTERS • 6 CREDITS (Dual Credit Opportunity) • Half-day program

The second year course applying basic electronic and robotic skills to more advanced projects, applying programming skills to PLC's, automation processes and designing and building more advanced robots. Students will be exposed to real-life and laboratory settings. They will also work toward completion of the certified production technician certification.

5550 VISUAL COMMUNICATION: GRAPHIC DESIGN & LAYOUT

GRADE 11, 12

2 SEMESTERS • 6 CREDITS (Dual Credit Opportunity) • Half-day program

A visual communications classroom that incorporates a variety of visual arts techniques as they relate to design, execution, layout and illustration in advertising and marketing. Students will explore in-design, photoshop and illustrator software. Multiple certifications in adobe are available.

LAW & PUBLIC SAFETY

CRIMINAL JUSTICE

PRINCIPLES OF CRIMINAL JUSTICE

GRADES 11, 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity) • Class 1 of 3 for the half-day program at the LC

Principles of Criminal Justice covers the purposes, functions, and history of the three primary parts of the criminal justice system: law enforcement, courts, and corrections. This course further explores the interrelationships and responsibilities of these three primary elements of the criminal justice system. It will critically examine the history and nature of the major theoretical perspectives in criminology, and the theories found within those perspectives. Analyzes the research support for such theories and perspectives, and the connections between theory and criminal justice system practice within all the major components of the criminal justice system. Demonstrates the application of specific theories to explain violent and non-violent criminal behavior on both the micro and macro levels of analysis.

LAW ENFORCEMENT FUNDAMENTALS

GRADES 11, 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity) • Class 2 of 3 for the half-day program at the LC

Law Enforcement and Cultural Awareness introduces fundamental law enforcement operations and organization. Includes the evolution of law enforcement at federal, state, and local levels. Emphasizes the study of American criminal justice problems and systems in historical and cultural perspectives, as well as discussing social and public policy factors affecting crime.

CORRECTIONS AND CULTURAL AWARENESS

GRADES 11, 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity) • Class 3 of 3 for the half-day program at the LC

Courts and Corrections introduces topics related to the adjudication process in criminal cases, including arraignments and preliminary hearings, suppression hearings, trials, sentencing, juvenile court, and probation and parole. Reviews the role of criminal justice personnel in court processes. This course also examines the American correctional system; the study of administration of local, state, and federal correctional agencies. The examination includes the history and development of correctional policies and practices, criminal sentencing, jails, prisons, alternative sentencing, prisoner rights, rehabilitation, and community corrections including probation and parole. Current philosophies of corrections and the debates surrounding the roles and effectiveness of criminal sentences, institutional procedures, technological developments, and special populations are discussed.

CRIMINAL JUSTICE CAPSTONE

GRADES 11, 12

2 SEMESTERS • 6 CREDITS (Dual Credit Opportunity) • Half-day program at the LC

The Criminal Justice Capstone course allows students to complete additional instruction to earn a postsecondary certificate and should include a work-based learning component such as job shadowing, internship, etc. once the core content is completed. Note that there may be age restrictions on work-based learning components.

FIRE AND RESCUE

PRINCIPLES OF FIRE AND RESCUE

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS • Class 1 of 3 for the half-day program at the LC

Step into the world of fire and rescue, where the call to protect lives, property, and communities becomes part of who you are. *Principles of Fire and Rescue* introduces you to the critical roles and responsibilities of firefighters and emergency service personnel. As the first to respond in times of crisis, you'll learn what it means to stand ready to answer that call – whether it's putting out a fire, providing aid, or handling hazardous scenes. This course dives into the history, core terminology, and essential skills that shape every firefighter's journey, offering a solid foundation in public safety. Take the first step toward a future where your work makes a difference every single day.

FIRE FIGHTING FUNDAMENTALS

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS • Class 2 of 3 for the half-day program at the LC

In *Fire Fighting Fundamentals*, you'll learn what it takes to handle fire and hazardous situations, not just in theory but in practice. This course is designed for those driven by a deeper calling – a commitment to serve with skill and courage. You'll prepare for Hazardous Materials Awareness and Operations certifications, and master the standards set forth by NFPA 1001, essential for firefighters across North America. This is where you'll discover how fire behaves, gain the tactical know-how to control it, and develop the hands-on skills needed to protect both yourself and those depending on you. Join us to start

building a career defined by honor, strength, and service.

ADVANCED FIRE FIGHTING

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS • Class 3 of 3 for the half-day program at the LC

Are you ready to push yourself further? *Advance Fire Fighting* isn't just about knowing the basics – it's about mastering them. You'll build on what you've learned, studying fire protection systems, firefighter safety, survival, and the science behind what we do. This course covers the chemistry of fire, the hazards of combustion, and the strategies we use to face these dangers. Here, you'll gain insights into fire department organization, advanced operations, and tactical decision-making. Every session is designed to prepare you for the challenges and demands of the job, so when the time comes, you'll be ready to serve with confidence and purpose.

FIRE & RESCUE/EMR CAPSTONE

GRADES 11, 12

2 SEMESTERS • 6 CREDITS • Half-day program at the LC

The *Fire & Rescue/EMT Capstone* is for those ready to step into the arena, equipped with the knowledge, skills, and grit it takes to be an EMT and firefighter. This isn't just another class – it's your launchpad into the emergency services profession. Senior students will dive into intensive EMT training, working hands-on to prepare for real-world situations where every second counts. You'll leave this course ready for certification and ready to serve, fully prepared to carry the responsibility that comes with the job. Answer the call – your community needs leaders like you on the frontlines.

MATHEMATICS

Core 40 requires six credits from Algebra I, Geometry, and Algebra II or beyond. Starting with the Class of 2010, Academic Honors Diploma students must show eight Core 40 Math credits on their high school transcript. Starting with the Class of 2007, all students must take one math class their senior year and all students must pass Algebra I. Starting with the Class of 2012, Algebra I taken in middle school is included on the high school transcript. Students are required to earn 6 mathematics credits while in grades 9 through 12 per the Indiana Department of Education. New requirements apply to the class of 2029 and beyond.

ADVANCED MATH LAB

GRADES 10, 11, 12

1 or 2 SEMESTERS • 1 or 2 CREDITS

Math Lab is a tutorial course designed to give students in Geometry or Algebra II additional support in achieving proficiency in the mathematics standards. Individualized instruction will help students gain basic math skills necessary to perform well in other math courses. Credits earned in this class will not count toward the six math credits that are required for graduation. However, students will receive elective credit.

ALGEBRA I

GRADE 9

2 SEMESTERS • 2 CREDITS

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 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, and students 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.

CORE ALGEBRA I

GRADES 10, 11, 12

2 SEMESTERS, 2 CREDITS

This course is for students who did not complete Algebra I as a freshman. Algebra I develops an understanding of basic algebraic concepts and skills to be applied to equations, inequalities, and problem-solving. This course is required for all students. Topics include: solving and graphing linear equations and inequalities, systems of equations, radical expressions, relations and functions, algebraic fractions, polynomials, and nonlinear equations. See page 6 for more information on this test that must be passed in order to earn a high school diploma. Qualifies as a quantitative reasoning course.

INTEGRATED MATHEMATICS I

GRADES 10, 11, 12

2 SEMESTERS 2 CREDITS

Integrated Mathematics I formalizes and extends the mathematics students learned in the middle grades. The critical areas deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Integrated Mathematics I uses properties and theorems

involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. 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.

CORE GEOMETRY

GRADES 10, 11, 12

2 SEMESTERS 2 CREDITS

This course is intended for students who will not be taking higher-level mathematics in high school or attending college after high school. Geometry instruction is directed toward understanding the role of definitions, theorems, and postulates. Students will develop logic skills and use deductive and inductive reasoning. Topics include: points, lines, angles, and planes; polygons with emphasis on quadrilaterals, triangles, and right triangles; transformations; circles; polyhedra and other solids.

GEOMETRY

GRADES 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

Geometry instruction is directed toward understanding the role of definitions, theorems, and postulates. Students will develop logic skills and use deductive and inductive reasoning. Investigative strategies and an understanding of proofs will be stressed. Topics include: points, lines, angles, and planes; polygons with emphasis on quadrilaterals, triangles, and right triangles; transformations; circles; polyhedra and other solids. Qualifies as a quantitative reasoning course.

Prerequisite: Algebra I with at least a "C" average or teacher recommendation.

HONORS GEOMETRY

GRADE 9

2 SEMESTERS • 2 CREDITS

This course parallels Geometry with additional emphasis being placed on an accelerated pace, covering material in more depth and using higher order thinking skills. Topics are the same as Geometry with more emphasis on deductive reasoning and proofs. Students will not be allowed to switch to Geometry after one semester without teacher recommendation.

Prerequisite: Algebra I and middle school math teacher recommendation.

PRIME MATH

GRADE 11, 12

2 SEMESTERS 2 CREDITS

The PRIME Math course utilizes a curriculum developed by the Southern Regional Education Board (SREB), that includes and reinforces the Algebra I, Geometry, Algebra II, and Statistics skills necessary for postsecondary success. This course emphasizes understanding of math concepts rather than just memorizing procedures. PRIME math emphasizes students' reasoning and sense making about procedures (e.g., why to use a certain formula or method to solve a problem). This equips them with higher-order thinking skills in order to apply math skills, functions, and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements at the secondary level but need additional experiences to enhance their mathematical knowledge before pursuing credit-bearing courses at a postsecondary institution.

Prerequisite: Algebra II or Analytical Algebra II

ANALYTICAL ALGEBRA II

GRADES 10, 11, 12

2 SEMESTERS 2 CREDITS

This course is intended for students who will not be taking higher-level mathematics in high school, and it is not recommended for students interested in pursuing a STEM degree at a four-year institution; this course does not prepare students for Precalculus/Probability & Statistics. This course is a continuation of concepts learned in Algebra I and will introduce advanced algebra topics that are the same as traditional Algebra II but with less depth and more focus on application rather than theoretical concepts. There will be an emphasis placed on analyzing graphs using technology and the use of technology to model real-world problems. Students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to apply common sense to problem situations. Qualifies as a quantitative reasoning course but does not qualify as a prerequisite for any advanced math courses. A consent form will be required, notifying the parent and the student that enrollment in Analytical Algebra II may affect the student's ability to attend a particular post-secondary educational institution or enroll in a particular course at a particular post-secondary educational institution because Analytical Algebra II may not align with academic requirements established by the post-secondary institution.

Prerequisite: Geometry

ALGEBRA II

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS

This course is intended for students who will take higher-level mathematics in high school and college. This course reinforces and expands on concepts learned in Algebra I to master fundamentals as well as develop advanced topics. It provides further development of functions and emphasizes problem solving. There are many opportunities for students to graph by

hand, use a graphing utility, and explore analytic geometry. Topics include relations; functions; equations and inequalities; algebraic fractions; polynomials; complex fractions; imaginary and complex numbers; logarithmic and exponential functions, counting principles and probability. Qualifies as a quantitative reasoning course.

Recommended: Geometry with at least a "C" average or with a teacher recommendation.

HONORS ALGEBRA II

GRADE 10

2 SEMESTERS • 2 CREDITS

This course parallels Algebra II at an accelerated pace with opportunity for enrichment and application of concepts learned. Additional emphasis will be placed on problem solving. Topics include those listed in Algebra II, presented from a more abstract and theoretical standpoint. Additional topics include: matrices; synthetic division; polynomials of high-degree. Students will not be allowed to switch to Algebra II after one semester without teacher recommendation.

Prerequisite: Geometry Honors or teacher recommendation.

QUANTITATIVE REASONING

GRADES 11, 12

1 SEMESTERS • 1 CREDIT (Dual Credit Opportunity)

Quantitative Reasoning is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real-world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential. 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.

Prerequisite: Algebra II (It is recommended that students seeking dual credit for Quantitative Reasoning have successfully completed AP Precalculus.)

FINITE MATHEMATICS

GRADES 11, 12

1 SEMESTERS • 1 CREDIT (Dual Credit Opportunity)

This course covers a variety of discrete topics and helps students develop problem solving skills in many disciplines such as business, social sciences, economics, and the natural and physical sciences. There will be an emphasis on applications, mathematical reasoning, and modeling. This course is designed for students who will undertake higher-level mathematics in college that may not include calculus. Topics include: social choice; recursion; mathematical induction proofs; matrices; game theory; graph theory; counting techniques; probability and statistics; logic; linear programming. Qualifies as a quantitative reasoning course.

Prerequisite: Algebra II (It is recommended that students seeking dual credit for Finite Math have successfully completed AP Precalculus.)

PROBABILITY AND STATISTICS

GRADES 11, 12

1 SEMESTER • 1 CREDIT

Statistics is a branch of mathematics dealing with the collection, analysis, interpretation, and presentation of numerical data. Students will apply measures of central tendency, standard deviation, correlation, and other statistical techniques to enhance their decision-making skills. Topics include: counting principles and probability, descriptive statistics, and statistical inference.

Prerequisite: Algebra II with at least a "C" average or teacher recommendation

PRE-TRIGONOMETRY

GRADES 11, 12

1 SEMESTER • 1 CREDIT

Pre-Trigonometry is designed to be an introduction to trigonometry and is available to all students who have successfully completed Algebra II. The content of this course continues the study and graphing of functions and their inverses and develops trigonometric relationships. Topics include: functions and inverse functions, directed angles, the six trigonometric functions, radian measure, angular and linear velocity, graphs of sine and cosine, and fundamental identities.

Prerequisite: Algebra II with at least a "C" average or teacher recommendation

ADVANCED PLACEMENT PRECALCULUS

GRADES 10, 11, 12

2 SEMESTERS – 2 CREDITS (Dual Credit Opportunity)

This highly demanding course covers topics including modeling real-world data, exploring multiple representations, and mastering symbolic manipulation. The course teaches students to approach precalculus 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. Students must take both semesters of this course.

Prerequisite: Algebra II with at least a "B" average or teacher recommendation

ADVANCED PLACEMENT STATISTICS AB

GRADES 11, 12

2 SEMESTERS – 2 CREDITS

This highly demanding course is to introduce and familiarize students with the major concepts of collecting, analyzing, and drawing conclusions from data. Projects are a significant requirement for this course. Since the content is in alignment with College Board guidelines, this is a unique course that uses a large amount of reading, writing, problem solving & analytical skills. Students are encouraged to take the advanced placement test for college credit at the conclusion of this class. Topics include: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Graphing calculators, as well as graphing and spreadsheet software, will be used to explore these topics. Students must take both semesters of this course.

Prerequisite: Algebra II with at least a "B" average or teacher recommendation. Successful completion of AP Precalculus is highly recommended.

ADVANCED PLACEMENT CALCULUS AB

GRADE 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity)

This high level mathematics course utilizes graphing technology and is designed for highly motivated math students who will undertake advanced level mathematics in college. The content is in alignment with College Board guidelines. Students are encouraged to take the advanced placement test for college credit at the conclusion of this class. Topics include: limits and continuity, differential calculus, applications of derivatives, integral calculus, and applications of integration. Students must take both semesters of this course.

Prerequisite: AP Precalculus with at least a "B" average or teacher recommendation

ADVANCED PLACEMENT CALCULUS BC

GRADE 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity)

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. Students must take both semesters of this course.

Prerequisite: AP Calculus AB with at least a "B" average or teacher recommendation.

MULTIDISCIPLINARY

PEER TUTOR I-II

GRADES 10, 11, 12

1 or 2 SEMESTERS • 1 or 2 CREDITS

This course is designed to teach advocacy, tolerance, and best practices; as well as give practical experiences to students interested in providing individualized education instruction to students/peers with various disabilities. This class prepares the students to work with their peers who have disabilities. Course content includes instruction on vocabulary, causes of disabilities, types of disabilities, what to expect when working with a student with disabilities, and strategies of effective instruction. Students are able to gain first-hand experience by providing individualized instruction to students in the special needs classroom or the general education classroom. Assignments are presented during monthly in class meetings then posted and oftentimes completed in a Canvas online format. Students will have one class assignment per month.

Prerequisite: must fill out application and participate in interview with instructor

Prerequisites: Recommended to have a GPA of 3.0 or higher

JROTC (LET I-LET IV)

GRADES 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

This course is designed to develop: (1) citizenship and patriotism, (2) self-discipline, (3) physical fitness, (4) reliance and leadership, and (5) the skills used in decision making, communications, and problem solving. The course content and experiences enable the students to understand the role of the military in support of national objectives and to become familiar with basic military knowledge, gender equity issues, benefits, and requirements. Topics to be included in the course are: (1) military history, (2) ROTC in the military, (3) substance abuse, (4) map reading, (5) marksmanship and firearm safety, (6) military drill, (7) field activities, (8) reserve components, and (9) first aid and hygiene. Opportunities are provided to

explore the qualities and traits of courage, self-sacrifice, and integrity. Junior Reserve Officer Training Corps programs must be approved by and meet the requirements of the appropriate military organization. Students can earn required credits in PE I/II, Health, and Cybersecurity.

Year 1 JROTC : LET I (PE I & PE II)

Year 2 JROTC: LET 2 (Health)

Year 3 JROTC: LET 3 (Cybersecurity)

Year 4 JROTC: Let 4

PHYSICAL EDUCATION

Physical Education is required for graduation. PE I & PE II must be completed prior to the student's senior year. Effective 2018 and beyond a freshman student-athlete may earn PE I & PE II credits with the completion of Athlete Weight Training I & II. If a student fails an elective PE class, he or she must sit out one semester before returning. Pierced earrings of any kind cannot be worn during physical education classes due to health hazards. Some piercings take longer to heal than others. Please keep this in mind as you plan your physical education classes.

PHYSICAL EDUCATION I & II

GRADES 9, 10, 11

1 SEMESTER • 1 CREDIT PER SEMESTER

These classes provide a variety of experiences and an introduction to individual sports, team sports, and rhythmic and co-ed activities. Units will revolve mainly around skill development, game rules, and strategies. Units will also include at least three different movement forms from the following: (1) health-related fitness, (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) outdoor pursuits, and (6) recreational games. These experiences aid in developing an enjoyment for a wide variety of health-related fitness activities that carry over into adult life. These courses are required for graduation. The courses include a general discussion of possible careers. These two courses are required to meet all diploma requirements. The courses can be adapted to meet the needs of individuals with disabilities.

ELECTIVE PHYSICAL EDUCATION (ADVANCED PHYSICAL EDUCATION I & II)

GRADES 10, 11, 12

1 or 2 SEMESTERS PER YEAR • 1 or 2 CREDITS PER YEAR

The advanced physical education program provides opportunities for additional experiences in physical education. These classes increase specific abilities and further develop interest in adult fitness-related activities. A minimum of two of the following activities will be included in the courses: (1) health-related fitness activities, (2) team sports, (3) individual and dual sports and (4) outdoor pursuits. For advanced classes the degree of difficulty is increased. These are recommended for students with a personal interest in advanced physical activities. The courses include a general discussion of possible careers. Up to six credits may be earned in this course during high school.

Prerequisite: Physical Education I and II

ELECTIVE PHYSICAL EDUCATION (WEIGHT TRAINING I & II)

GRADES 10, 11, 12

1 or 2 SEMESTERS PER YEAR • 1 or 2 CREDITS PER YEAR

This course is for students interested in all aspects of weight training and physical activity with an emphasis on weight training and cardiovascular work. Each student plans and takes part in a program that is set up to meet their individual health-related fitness needs with an eye toward incorporating that program into their adult lives. A minimum of two of the following activities will be included in the course: (1) health-related fitness activities, (2) individual and dual sports, (3) team sports, and (4) outdoor pursuits. The courses include a general discussion of career possibilities. Up to six credits may be earned in this course during high school.

Prerequisite: Physical Education I and II

ELECTIVE PHYSICAL EDUCATION (ADVANCED WEIGHT TRAINING I & II)

GRADES 9, 10, 11, 12

1 or 2 SEMESTERS PER YEAR • 1 or 2 CREDITS PER YEAR

Advance Weight Training is designed for students with athletic backgrounds and above average ability to perform fitness activities and sport specific exercises. This class is limited to athletes and coaches' approval will be required for admission. Athletes wishing to participate must understand the rigorous nature and increased physical expectations of the course before enrolling. This course is designed to improve each student's overall ability in athletics using personalized strength training, cardiovascular conditioning, and speed development. This course is offered to student athletes in grades 9-12. Up to six credits may be earned in this course during high school. *Prerequisite: Students must be a participant of an HNHS athletic team*

HEALTH AND WELLNESS EDUCATION

GRADES 10, 11, 12

1 SEMESTER • 1 CREDIT

Instruction is designed to give students information in the following areas: (1) growth and development, (2) mental and emotional health, (3) community and environmental health, (4) nutrition, (5) family life, (6) consumer health (7) personal health, (8) alcohol, tobacco, and other drugs, (9) intentional and unintentional injury and (10) health promotion and disease prevention. Teachers use a variety of methods to develop health literacy such as class discussion, film reports, debates, lectures, guest speakers, demonstrations, and technology. The course work is designed to help students become aware of the physical, social, mental, and emotional health that is required to develop a wellness that will last a lifetime. This course includes general discussions of careers in the health field.

SCIENCE

Students are required to take six (6) semesters of science to receive a Core 40, Academic Honors, or Technical Honors diploma. Students must choose from each of the three disciplines: life science, earth science and/or physical science. Biology is required for all diplomas. All classes include experiences that describe career opportunities in scientific fields. Students in the Class of 2029 and beyond will follow the updated science requirements under Indiana's new diploma framework.

ADVANCED LIFE SCIENCE, ANIMALS

GRADES 11, 12

2 SEMESTERS (REQUIRED) • 2 CREDITS (Dual Credit Opportunity)

Advanced Life Science, Animals, is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out animal-based laboratory and field investigations as an essential course component. Students investigate key concepts that enable them to understand animal growth, development, and physiology as it pertains to agricultural science. This course stresses the unifying themes of both biology and chemistry as students work with concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology and chemistry in highly advanced agricultural applications of animal development.

Prerequisite: Principles of Agriculture

Recommended: Introduction to Agriculture; Animal Science; Food and Natural Resources; Biology; Chemistry; Integrated Chemistry Physics

BIOLOGY I

GRADES 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

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.

HONORS BIOLOGY I

GRADE 9

2 SEMESTERS • 2 CREDITS

This course is similar to Biology I, but enrollment is limited to those freshmen* who have a high aptitude and interest in Biology. Topics covered include all those listed in Biology I, plus selected additional material in genetics and developmental anatomy. Emphasis is on critical, logical, analytical and creative thinking skills. Particular attention is paid to mathematical relationships. Extensive laboratory exercises supplement the classroom curriculum. Several long-term inquiry projects must also be completed. This course exceeds the state standards. Students will not be allowed to move to "Biology I" after semester one without teacher permission.

**Under certain circumstances, upperclassmen can be admitted.*

ADVANCED PLACEMENT BIOLOGY

GRADES 11, 12

2 SEMESTERS • 2 CREDITS

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices.

Recommended Prerequisites: Algebra I, Chemistry I and Biology I. Other Biology II classes are recommended, but not required.

ANATOMY & PHYSIOLOGY

GRADES 11, 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity)

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

Prerequisites: Biology I or Chemistry I

CHEMISTRY I

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS

Students planning on taking any advanced sciences should take this course as the math, problem-solving and critical-thinking skills learned and practiced here, as well as the general chemistry knowledge, will be necessary for those future courses. Chemistry I students will be given the opportunity to study basic concepts in chemistry. Topics include the structure of matter, atomic theory, chemical reactions, gas laws, acid/base and solution chemistry. This course provides students with a significant amount of time involved in laboratory investigations, which will help students establish a good foundation of knowledge in laboratory safety, as well as an understanding of the historical perspectives of chemistry.

Qualifies as a quantitative reasoning course.

Prerequisite: Algebra I.

Concurrent enrollment in Algebra II is recommended

HONORS CHEMISTRY I

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS

Honors Chemistry is a quantitative, in-depth course recommended for students planning further study in a science related field at the college level. This course is for students who are planning to take AP Chemistry and AP Biology. Chemistry topics covered are the same as regular Chemistry I, but in much more depth of theory and more strenuous mathematical expectations (i.e. proficiency in solving equations, graphing and interpreting graphs, calculations involving scientific notation, and use of logarithms). Also much more independence will be expected of the students, both in homework, lab procedures and reports. Students will not be allowed to switch to Chemistry I after one semester without teacher recommendation.

Qualifies as a quantitative reasoning course.

Prerequisites: Has earned an A both semesters in Algebra I; concurrently enrolled in Algebra II.

ADVANCED PLACEMENT CHEMISTRY

GRADES 11, 12

2 SEMESTERS • 2 CREDITS

Dual Credit/AP Chemistry contains instruction that is directed at an advanced level for the motivated student of proven academic ability. The curriculum is directed toward theoretical aspects of chemistry indicative of a college level general chemistry course and build upon Chemistry I topics. Laboratory experiments are performed in each topic area in order to emphasize the practical applications of chemical principles. A thorough knowledge of mathematics and the ability for problem solving is essential. This course follows College Board guidelines for Advanced Placement Chemistry. Students may elect to take the AP test for college credit at the conclusion of this class. Students must take both semesters of this course. Qualifies as a quantitative reasoning course.

Prerequisites: Algebra II, Chemistry I – Honors Chemistry recommended

EARTH AND SPACE SCIENCE I

GRADES 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

This course is designed to provide students with learning opportunities and hands-on laboratory experiences in the earth and space sciences. Astronomy, meteorology, geology and oceanography units will allow students to gain an understanding of earth and space science processes and their practical application and to become informed about career opportunities available. Topics reviewed will include volcanoes, plate tectonics, earthquakes, glaciers, river systems, groundwater, weathering and erosion, the atmosphere, weather, violent storms, the sea floor and sea life, geologic time, mineralogy, and the rock cycle, as well as the social impact of all these sciences.

ADVANCED SCIENCE: SPECIAL TOPICS IN ASTRONOMY

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS

Advanced Science: Astronomy is an "Honors Astronomy" course for the analytical student wanting to learn more about the day-to-day life of the astronomer and how outer space is analyzed through physical laws, observations of the universe, and current technology. Topics will include the stars, the constellations, the Solar System, the history of astronomy, and the origin

of the universe, as well as the Newtonian Mechanics “good enough to land us on the moon.” You will learn how to identify constellations, and stars through labs held in the new planetarium, and you will even have the opportunity to learn how to use it yourself! More advanced Algebraic and Geometric principles, problem solving, and good reading skills will help you understand the “what” and “how” of the universe.

Recommended Prerequisite: Chemistry or Physics. Concurrent Pre-Calculus or higher

AP ENVIRONMENTAL SCIENCE

GRADES 11, 12

2 SEMESTERS • 2 CREDITS

Dual Credit/AP Environmental Science is a course that provides students with the content established by the College Board. 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 natural and human-made environmental problems, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Qualifies as a quantitative reasoning course.

Prerequisites: Algebra I, Biology I or Chemistry I and Recommended: Earth and Space Science I and/or Earth and Space Science II/Geology

ADVANCED SCIENCE: SPECIAL TOPICS IN FORENSICS

GRADES 11, 12

2 SEMESTERS • 2 CREDITS

Forensic Science is the application of science (Chemistry, Physics, and Biology) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. It includes the investigation of fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. Students are taught the proper collection, preservation, and laboratory analysis of various samples. Emphasis will be on the scientific process through project-based units, which develop content mastery. Students will learn the history, legal aspects, and career options for forensic science. This course will give you a chance to live as some of your favorite television detectives while mastering the concepts of scientific methodology. Step behind the yellow tape and bring the culprits to justice.

Prerequisites: Biology I, Chemistry I, ICP is adequate if a B or higher in both semesters

INTEGRATED CHEMISTRY-PHYSICS

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS

Integrated Chemistry/Physics introduces the fundamental concepts in chemistry and physics. Students who earned A's and B's in Algebra and other math courses and who plan on advancing in other science courses are recommended to take Chemistry I and Physics I. Laboratory work will be emphasized to enhance material taught through lecture and class work. Topics will be divided between basic concepts of Physics (Semester 1) and Chemistry (Semester 2) including, but not limited to, the structure of matter, chemical reactions, forces, motion, and the interaction between energy and matter. This is an excellent choice for the student who does not wish to take two semesters of chemistry or physics or who desires extra practice before taking those classes. It can serve as a good introductory course for exploring further options in related science fields. Qualifies as a quantitative reasoning course.

Prerequisite: Algebra I

PHYSICS I

GRADES 11, 12

2 SEMESTERS • 2 CREDITS

This is a college-preparatory course on Newtonian Mechanics, focusing on the study of mechanics, heat, sound, light, electricity, and nuclear energy. The emphasis is on matter-energy relationships. There is a substantial amount of analytical learning in this class. An aptitude for mathematics is essential. Qualifies as a quantitative reasoning course.

Prerequisites: Geometry and Algebra II

Recommended: AP Precalculus

AP PHYSICS C

Grade 11, 12

2 SEMESTERS • 2 CREDITS

Dual Credit/AP Physics C is a year-long calculus-based course in Mechanics. It will cover topics typically presented in a first year college Physics course. Concepts and problem-solving techniques are introduced through a combination of lectures, demonstrations, lab work, question-answer sessions, and teacher-generated worksheets with the text acting as a back-up resource. Students should be capable of performing basic differentiation and integration functions typically covered in a calculus course. This course follows College Board entrance examination guidelines for Advanced Placement Physics. Qualifies as a quantitative reasoning course.

Prerequisites: Must be concurrently enrolled in AP Calculus AB OR have taken Physics I, having earned an A or B.

ASTRONOMY

GRADES 11, 12

2 SEMESTERS • 2 CREDITS

Astronomy is for the student wanting to learn more about outer space and the physical laws that help us understand our place in the universe. While exploring each new view of space, you will understand why astronomers expect to be astonished. Topics will include the stars, the constellations, the Solar System, comets and asteroids, astronomical phenomenon, the history of astronomy, and the origin of the universe. You will learn how to identify constellations, and stars through labs held in the planetarium. Basic algebraic, geometric principles, problem solving, and good reading skills will help you understand the how and why of the universe.

Recommended: Concurrent Algebra II or higher

FORENSICS

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS

Forensic Science is the application of science (chemistry, physics, and biology) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. It includes the investigation of fingerprinting, fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. Students are taught the proper collection, preservation, and laboratory analysis of various samples. Emphasis will be on the scientific process through project-based units, which develop content mastery. Students will learn the history, legal aspects, and career options for forensic science. This course will give you a chance to live as some of your favorite television detectives while mastering the concepts of scientific methodology. Step behind the yellow tape and bring the culprits to justice.

Prerequisites: Biology I, Chemistry I, ICP is adequate if a B or higher in both semesters

MARINE BIOLOGY & OCEANOGRAPHY (Available Fall 2027)

GRADES 11, 12

2 SEMESTERS • 2 CREDITS

Marine Biology and Oceanography are deeply interconnected fields, so this class will weave together key components from both. Students will learn about marine life in the ocean, as well as the physical attributes of the ocean itself.

Recommended: Concurrent Algebra II or higher

CONCEPTUAL ASTRONOMY

GRADES 10, 11, 12

1 SEMESTERS • 1 CREDIT

This one semester Conceptual Astronomy course removes some (not all!) of the mathematics that some students find difficult and focuses on conceptual topics in Astronomy. It will expand on the topics discussed in Earth and Space science, including stars and constellations, planetary science, stellar life cycles (from nebula to black hole), history of astronomy, and cosmology. You will learn how to identify constellations and stars through labs held in the new planetarium, which we will be using early and often! You will even have the opportunity to learn how to use it yourself! Basic algebraic and geometric principles, problem solving and good reading skills will help you understand the currently accepted "what" and "how" of the universe.

Recommended: Earth/Space Science, Algebra I, Geometry or enrollment in Geometry.

BIOLOGY II/ZOOLOGY

GRADES 10, 11, 12

1 SEMESTERS • 1 CREDIT

This course provides students with an opportunity to study the invertebrate world of arthropods and the vertebrate world of fish, amphibians, reptiles and birds. This course allows for laboratory study involving both groups to compare similarities and differences. Ecological studies of these two groups and the adaptations of animals are also keyed on during this semester. Study areas include development, genetics and population dynamics. A comparative insect collection and dissection of a fish and an amphibian are included in this course.

Recommended: Biology I

BIOLOGY II/HUMAN GENETICS

GRADES 10, 11, 12

1 SEMESTERS • 1 CREDIT

Genetics is a one-semester course designed for the student that is interested in the subject of heredity without becoming involved in a comprehensive biology course. The course includes an in-depth study of Mendelian, modern, medical, and applied genetics. Special attention is paid to human inheritance, genetic disorders, genetic engineering, the molecular structure of chromosomes and the effects of heredity on evolution. The ability to think in an abstract and analytical manner is suggested for a student considering this course. Laboratory exercises will aid in illustrating the curriculum and concepts.

Recommended: Biology I

SOCIAL STUDIES

All Core 40, AHD and THD diploma students must earn six social studies credits. Two credits of either Geography & History or World History and Civilization, two credits in US History, one credit in US Government and one credit in Economics. Standard diploma students must have two U.S History credits and one Economics credit and may choose their last social studies credit from any of the remaining social studies classes. College bound students are encouraged to take additional elective courses in the social studies area. Students in the Class of 2029 and beyond will follow the updated social studies requirements under Indiana's new diploma framework.

ECONOMICS

GRADES 11, 12

1 SEMESTER • 1 CREDIT

This course is designed to help students analyze the economic reasoning used by consumers, producers, savers, investors, workers, voters, and government agencies when making decisions. Topics of abstract study include: scarcity and economic reasoning, supply and demand, money and banking, economic stabilization, and trade. Qualifies as a quantitative reasoning course (subject to change per IDOE).

GEOGRAPHY & HISTORY OF THE WORLD

GRADES 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

Geography & History of the World is designed to enable students to use the geographic “way of looking at the world” to deepen their understanding of major global themes that have manifested themselves over time, for example, the origin and spread of world religions; exploration, conquest, and imperialism; urbanization; and innovations and revolutions. In Geography and History of the World, specific geographic and historical skills and concepts of historical geography are used to explore these global themes primarily but not exclusively for the period beginning in 1000 CE. The skills are grouped into five sets, each representing a fundamental step in a comprehensive investigative/inquiry procedure. They are: forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing. The historical geography concepts used to explore the global themes in Geography and History of the World include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction. By using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. Geography and History of the World is designed to nurture perceptive and responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and help prepare Indiana students for employment in the 21st Century.

INDIANA STUDIES

Recommended Grade Level: 9, 10

1 semester 1 credit

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and students will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

Counts as an Elective for all diplomas

PSYCHOLOGY

GRADES 10, 11, 12

1 SEMESTER • 1 CREDIT

This college preparatory course covers a wide range of interesting and important topics and prepares students for AP Psychology. The class covers all six approaches to studying our mental processes and behavior. Emphasis is placed on gradually introducing students to college-level education. Students will consistently be engaged in fun and interesting hands-on activities that bring classroom material to life, such as: creating scientific questionnaires and administering them, examining and analyzing their dreams, taking various personality and intelligence tests, and participating in role-playing activities. Students will also examine various theories on memory, intelligence, and information processing. Emphasis is placed on the cognitive, social, emotional, and moral development of human beings from birth until death. Gender differences and relationships are covered here, as well. This class takes a close look at the formation of our personalities and the impact that anxiety, stress, and conflict have on our daily lives. Mental illness, along with potential treatment options for many psychological disorders, is also a focal point. Students planning to take AP Psychology should strongly consider taking this course and be prepared for a very fun, but also challenging, 18-week experience.

ETHNIC STUDIES

1 SEMESTER • 1 CREDIT

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

ADVANCED PLACEMENT PSYCHOLOGY

GRADES 11, 12

2 SEMESTERS • 2 CREDITS

This is a two-semester course that expands on the material covered in Psychology by further analyzing the systematic and scientific study of the behavior and mental processes of human beings. It will be comparable to an introductory college course by exposing students to college-level research, reading, writing, and testing. Students will have the opportunity to receive college credit in this course if they pass the AP exam at the end of the school year, which they will be prepared for because of their participation in a balanced and rigorous curriculum. Students will be engaged in interesting hands-on activities that make classroom material applicable to their own lives. Students will learn various behavior modification techniques and participate in a personal behavior change process. Students will examine various theories on memory, intelligence, and information processing. Emphasis will be placed on the cognitive, social, emotional, and moral development of human beings from birth until death. Students will also learn about drug classification and abuse. This course will examine the formation of our personalities and the impact that anxiety, stress, and conflict have on our daily lives. Social psychology and group processes will be used to analyze human socialization and topics like aggression, helping, conformity, obedience, and deviant behavior. Mental illness, along with potential treatment options for psychological disorders listed in the DSM- TR, will be a focal point of research and study. This will be a very rigorous, but extremely rewarding, college-level experience for those who enroll.

Prerequisite: Successful completion of Psychology OR successful completion of another AP course prior to enrolling in AP Psychology

SOCIOLOGY

GRADES 11, 12

1 SEMESTER • 1 CREDIT

Sociology studies the nature of culture, cultural differences, and cultural universals. Students will examine the ways that different groups, major social institutions, and structures within society affect individuals. The class will address the origins of the field of sociology, its developments, and the impact of technology on its development. Students will conduct scientific inquiry using a variety of research methods and will evaluate the implications of social problems for society. Discussion is highly emphasized.

UNITED STATES GOVERNMENT

GRADES 12

1 SEMESTER • 1 CREDIT

This course provides a framework for understanding the purpose, principles, and practices of democracy in the United States. Students will understand the nature of citizenship, politics, and government as it relates to the individual and society as a whole. As a result, students will be able to explain the roles of citizens for active participation in government. Students will analyze how the Constitution provides the guidelines for all actions of our federal government and how it protects the rights of citizens. Political issues will be examined at the federal, state, and local levels.

ADVANCED PLACEMENT GOVERNMENT AND POLITICS: UNITED STATES

GRADE 12

1 SEMESTER • 1 CREDIT (Dual Credit Opportunity)

This college-level course provides an analytical perspective on government and politics in the United States. The course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Class projects, group and individual presentations, class discussions, debate, document-based questions, and other writing activities are among the assessment tools that will be utilized to gauge student progress. This course places a high degree of emphasis on the student's self-motivation, study skills, and ability to self-direct his or her own learning experience. This course will prepare interested students to take the College Board's advanced placement exam with the possibility of earning college credit.

UNITED STATES HISTORY

GRADE 11

2 SEMESTERS • 2 CREDITS

This course is designed to provide students with an understanding of key events, people, and groups that greatly impacted and influenced our nation's past, with a focus on the late 19th, 20th, and early 21st centuries. Students will develop and utilize several skills including historical thinking and questioning that calls for the use of chronological thinking, comprehension,

analysis, interpretation, and research methods. Special attention is also delegated to surveying the diversity in America, both in terms of population and opinion. All material is presented in a way that students may apply their understanding toward solving societal problems and becoming active citizens in the future.

ADVANCED PLACEMENT UNITED STATES HISTORY

GRADES 10, 11

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity)

Advanced Placement United States History is a two-semester course covering the development of the United States from early exploration and colonization to the present. Compared to a regular United States History course, the Advanced Placement course will be more demanding. Reading and homework assignments have the potential to be extensive. Students will be expected to perform at the college level with success particularly in the areas of writing, reading for analysis, synthesis of ideas, and test taking. The course will study the historical, political, economic, and social factors that served as developmental building blocks for the United States. Success in this course will rely heavily on the ability to think critically, which will be assessed through class projects, group and individual presentations, class discussions, debates, document-based question essays, and other writing activities. In addition, this course places a high degree of emphasis on the student's self-motivation, study skills, and the ability to self-direct his/her own learning. Success in writing in English classes should influence enrollment in this course.

This course will prepare interested students to take the College Board's advanced placement exam with the possibility of earning introductory level college credit.

Recommended: Any sophomore taking this course should have successfully completed English 9 Honors during their freshman year. It is also recommended that any sophomore or junior taking this course carry a GPA of 8.25 or higher.

WORLD HISTORY & CIVILIZATION

GRADES 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

This two-semester course is more than a series of dramatic events; it is the story of the human community, how people lived on a daily basis, how they shared ideas, how they ruled and were ruled, and how they fought. Western Civilization includes big subjects like economics, politics, and social change, but it also is the story of dreams fulfilled or unfulfilled, personal creativity, and philosophical and religious inspiration. Students are expected to practice skills and processes of historical thinking, comprehension, analysis and interpretation, research, issue-analysis, and decision making. They are expected to compare and contrast events and developments in Western Civilization. Finally, students are expected to apply content knowledge to the practice of thinking and inquiry skills and processes.

SPECIAL SERVICES

LEARNING STRATEGIES

GRADES 9, 10

1 or 2 SEMESTERS • 1 or 2 CREDITS

Learning Strategies is a multidisciplinary course for students on diploma track which provides students continuing opportunities to develop basic skills and self-advocacy including (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note-taking, (7) study and organizational skills, (8) problem-solving and (9) test taking strategies that are essential for high school course work achievement (10) life skills. Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and student 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. Up to four (4) credits may be earned.

Recommended Prerequisite: Recommendation from teacher of record to enroll in class or a case conference decision.

RESOURCE

GRADES 9, 10, 11, 12

1 or 2 SEMESTERS • NON-CREDIT BEARING COURSE

Resource study hall is only open to students with an Individual Education Plan (IEP). The purpose of the resource study hall is to provide students with an opportunity to get extra assistance on academic assignments, work on organizational and study skills, or work toward additional individual goals.

Recommended Prerequisite: Recommendation from teacher of record to enroll in class or a case conference decision.

CERTIFICATE OF COMPLETION or ALTERNATE DIPLOMA COURSES :

The Course of Study for the Certificate of Completion or the Alternate Diploma is a framework for aligning curriculum to grade level standards while meeting the individual goals and transition needs stated in the student's Individual Education Plan (IEP). The complete Course of Study for the Certificate of Completion (CoC) can be found here:

<https://www.doe.in.gov/student-services/student-assistance/coc>

Similar to the high school diploma, students are expected to earn a minimum of 40 credits/applied units throughout their secondary school career. It is expected that these requirements are met through enrollment in a combination of general education courses for credit, modified general education courses in which non-credit applied units are earned and/or special education courses in which non-credit applied units are earned.

APPLIED PREPARING FOR COLLEGE AND CAREERS

GRADES 9, 10, 11, 12

1 SEMESTER • 1 UNIT PER YEAR

Applied 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.

APPLIED INTERPERSONAL RELATIONSHIPS

GRADES 9, 10, 11, 12

1 SEMESTER • 1 UNIT PER YEAR

Applied Interpersonal Relationships is an introductory course that is relevant for students interested in careers that involve interacting with people and for everyday life relationships. This course addresses knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, self-determination, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project- or community-based approach is recommended in order to apply these topics of interpersonal relationships. This course provides a foundation for all careers and everyday life relationships that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, the general public, family and friends.

APPLIED ALGEBRA I

GRADES 9, 10, 11, 12

2 SEMESTERS PER YEAR • 2 UNITS PER YEAR MAXIMUM

This course provides students with additional time to build the foundations necessary for high school math courses and work on specific, individualized math skills, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas align with the critical areas of Math: Number Sense; Computation; Data Analysis; Geometry and Measurement; and Algebraic Thinking.

APPLIED BUSINESS MATH

GRADES 9, 10, 11, 12

2 SEMESTERS PER YEAR • 2 UNITS PER YEAR

A solid understanding of application of money management skills, navigating industry specific technology and apps, establishing and managing budgets, and maintaining inventory for products and other necessary skills that provides the foundation for students interested in careers in business related fields and everyday life. The content includes basic mathematical operations related to accounting, banking and finance, marketing, management, and retail. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

APPLIED ENGLISH 9/10

GRADES 9, 10

2 SEMESTERS PER YEAR • 2 UNITS PER YEAR

Applied English 9/10 is an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver ability-appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information.

APPLIED ENGLISH 11/12

GRADES 9, 10, 11, 12

2 SEMESTERS PER YEAR • 2 UNITS PER YEAR

Applied English 11/12, an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare, and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive,

expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts, and tables. Students write and deliver grade-appropriate multimedia presentations and access online information.

APPLIED HEALTH

GRADES 10, 11, 12

1 SEMESTER PER YEAR • 1 UNIT PER YEAR

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-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

APPLIED ADVANCED HEALTH

GRADES 10, 11, 12

1 SEMESTER • 1 UNIT PER YEAR

Applied Advanced Health Education, an elective course that is aligned to Indiana's Academic Standards for Health & Wellness, provides knowledge and skills to help students adopt and maintain healthy behaviors. Through a variety of instructional strategies, students practice applying 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.

APPLIED PHYSICAL EDUCATION I & II

GRADES 9, 10, 11, 12

2 SEMESTER • 2 UNITS PER YEAR

Applied Physical Education I uses a structured physical education program to help students build skills, knowledge, and confidence for lifelong physical activity and fitness. Students actively participate in a variety of activities, which may include team sports, individual and dual sports, outdoor activities, self-defense, aquatics, gymnastics, and dance.

APPLIED GEOGRAPHY & HISTORY OF THE WORLD

GRADES 9, 10

2 SEMESTERS • 2 UNITS

Applied Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions.

APPLIED GOVERNMENT & APPLIED ECONOMICS

GRADES 11, 12

2 SEMESTERS PER YEAR • 2 UNITS PER YEAR

Applied 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.

APPLIED EARTH & SPACE SCIENCE

GRADES 9, 10, 11, 12

2 SEMESTERS PER YEAR • 2 UNITS PER YEAR

Applied Earth and Space Science incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Earth and Space Science topics.

APPLIED BIOLOGY

GRADES 9, 10, 11, 12

2 SEMESTERS PER YEAR • 2 UNITS PER YEAR

Applied Biology I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Biology topics. Disciplinary Core Ideas for this course include From Molecules to Organisms, Ecosystems, Heredity and Biological Evolution.

APPLIED CAREER INFORMATION EXPLORATION

GRADES 9, 10

2 SEMESTERS PER YEAR • 2 UNITS PER YEAR

Applied Career Information and Exploration provides students with opportunities to learn about themselves including interests, strengths and needed supports while exploring various traditional and nontraditional occupations and careers. Students develop skills in: (1) employability, (2) understanding the economic process, and (3) career decision making and planning.

APPLIED BASIC SKILLS DEVELOPMENT

GRADES 11, 12

2 SEMESTERS PER YEAR • 2 UNITS PER YEAR

Applied Basic Skills Development is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills, (9) employability skills, which are essential for high school achievement and post-secondary outcomes.

APPLIED COOPERATIVE EDUCATION

GRADES 11, 12

2 SEMESTERS PER YEAR • 6 UNITS MAXIMUM

Applied Cooperative Education is an approach to employment training that spans all CTE program areas through school-based instruction and on the job training. Time allocations are a minimum of fifteen hours per week of on-the-job training and approximately five hours per week of school-based instruction, focused on employability skills development.

STEM

INTRODUCTION TO ENGINEERING DESIGN

GRADES 9, 10, 11, 12

2 SEMESTERS REQUIRED • 2 CREDITS (Dual Credit Opportunity)

Introduction to Engineering Design is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students begin with completing structured activities and move to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented.

Recommended Prerequisite: Completion of Algebra I

PRINCIPLES OF ENGINEERING

GRADES 10, 11, 12

2 SEMESTERS REQUIRED • 2 CREDITS (Dual Credit Opportunity)

Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems. Schools may use the PLTW curriculum to meet the standards for this course.

Qualifies as a quantitative reasoning course.

Recommended Prerequisite: Completion of Algebra I or teacher recommendation

Prerequisite: Introduction to Engineering Design

CIVIL ENGINEERING AND ARCHITECTURE

GRADES 11, 12

2 SEMESTERS REQUIRED • 2 CREDITS (Dual Credit Opportunity- Ivy Tech DESN 105)

Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resources, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design.

Qualifies as a quantitative reasoning course.

Recommended Prerequisite: It is highly recommended that students have taken Principles of Engineering. Students that have taken CAD classes and/or Architecture classes may take this class with teacher permission.

COMPUTER INTEGRATED MANUFACTURING

GRADES 11, 12

2 SEMESTERS REQUIRED • 2 CREDITS

Computer Integrated Manufacturing is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction of Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes.

ENGINEERING DESIGN AND DEVELOPMENT

GRADE 12

2 SEMESTERS REQUIRED • 2 CREDITS

Engineering Design and Development is an engineering research course in which students work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide the team to reach a solution to the problem. The team and/or individual(s) communicates their solution to a panel of stakeholders at the conclusion of the course. As the capstone course in the Engineering Pathway, EDD engages students in critical thinking, problem-solving, management, and teamwork skills.

Prerequisite: Intro to Engineering Design, Principles of Engineering and one pre-engineering specialty course

PRINCIPLES OF COMPUTING

GRADES 11, 12

2 SEMESTERS REQUIRED • 2 CREDITS (Dual Credit Opportunity)

Computer Integrated Manufacturing is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction of Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes.

TOPICS IN COMPUTER SCIENCE

GRADES 11, 12

2 SEMESTERS REQUIRED • 2 CREDITS (Dual Credit Opportunity)

Topics in Computer Science allows students to explore emerging areas of computer science using skills developed in Principles of Computing. Students will investigate topics such as data science, artificial intelligence, app and game development, and cybersecurity. Using programming and problem-solving skills, students will design and develop solutions to real-world and authentic problems, gaining deeper understanding of how computer science is applied across multiple fields.

COMPUTER SCIENCE

GRADES 11, 12

2 SEMESTERS REQUIRED • 2 CREDITS (Dual Credit Opportunity)

Computer Science introduces the fundamental concepts of procedural programming. Topics include data types, control structures, functions, arrays, files, and the mechanics of running, testing, and debugging. The course also offers an introduction to the historical and social context of computing and an overview of computer science as a discipline.

COMPUTER SCIENCE CAPSTONE

GRADES 11, 12

2 SEMESTERS REQUIRED • 2 CREDITS (Dual Credit Opportunity)

Computer Science Capstone is an advanced course focused on procedural and object-oriented programming. Students design and manage programs using structured, modular techniques and modern programming languages such as Java, Python, and C#. The course covers key concepts including classes and objects, inheritance, polymorphism, exception handling, recursion, file input/output, and data structures. Students strengthen core programming skills while applying problem-solving and software design practices to create industry-standard programs using current development tools. This course prepares students for postsecondary computer science study and technology-related careers.

TECHNOLOGY

INTRODUCTION TO CONSTRUCTION

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS

Introduction to Construction is a course that will offer hands-on activities and real-world experiences related to the skills essential in residential, commercial, and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of

hand and power tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical & dry walling, as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects, are managed during construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction, and construction careers. Students can develop the characteristics employers seek as well as skills that will help them in future endeavors.

INTRODUCTION TO ADVANCED MANUFACTURING & LOGISTICS

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS

Introduction to Advanced Manufacturing and Logistics focuses on manufacturing systems with an introduction to advanced manufacturing and logistics and their relationship to society, individuals, and the environment. Students apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students investigate the properties of engineered materials. Students study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. After gaining a working knowledge of these materials, students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, and chart and graph reading. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students can develop the characteristics employers seek as well as skills that will help them in future endeavors.

INTRODUCTION TO TRANSPORTATION

GRADES 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

Introduction to Transportation is an introductory course designed to help students become familiar with fundamental principles in modes of land, sea, air, and space transportation, including basic mechanical skills and processes involved in transportation of people, cargo, and goods. Students will gain and apply knowledge and skills in the safe application, design, production, and assessment of products, services, and system as it relates to the transportation industries. Content of this course includes the study of how transportation impacts individuals, society, and the environment. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant transportation related activities, problems, and settings.

PRECISION MACHINING

PRINCIPLES OF PRECISION MACHINING

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity) • Class 1 of 3 for the half-day program at the LC

Principles of Precision Machining will provide students with a basic understanding of the processes used to produce industrial goods. Classroom instruction and labs will focus on shop safety, measurement, layout, blueprint reading, shop math, metallurgy, basic hand tools, milling, turning, grinding, and sawing operations. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Measurement, Materials, & Safety certification that may be required for college dual credit.

PRECISION MACHINING FUNDAMENTALS

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity) • Class 2 of 3 for the half-day program at the LC

Precision Machining Fundamentals will build a foundation in conventional milling and turning. Students will be instructed in the classroom on topics of shop safety, theory, industrial terminology, and calculations. Lab work will consist of the setup and operation of vertical and/or horizontal milling machines and engine lathes. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Milling I certification that may be required for college dual credit.

ADVANCED PRECISION MACHINING

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity) • Class 3 of 3 for the half-day program at the LC

Advanced Precision Machining will build upon the Turning and Milling processes learned in Precision Machining Fundamentals and will build a foundation in abrasive process machines. Students will be instructed in the classroom on topics of shop safety, theory, industrial terminology, and calculations associated with abrasives. Lab work will consist of the setup and operation of bench grinders and surface grinders. Additionally, students will be introduced to Computerized Numeric Controlled (CNC) setup, operations and programming. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Grinding I certification that may be required for college dual credit.

PRECISION MACHINING CAPSTONE

GRADES 11, 12

2 SEMESTERS • 6 CREDITS (Dual Credit Opportunity) • Half-day program at the LC

Advanced Precision Machining will build upon the Turning and Milling processes learned in Precision Machining Fundamentals and will build a foundation in abrasive process machines. Students will be instructed in the classroom on topics of shop safety, theory, industrial terminology, and calculations associated with abrasives. Lab work will consist of the setup and operation of bench grinders and surface grinders. Additionally, students will be introduced to Computerized Numeric Controlled (CNC) setup, operations and programming. This course prepares the student for the optional National Institute for Metalworking Skills (NIMS) Grinding I certification that may be required for college dual credit.

AUTOMOTIVE TECHNOLOGY

PRINCIPLES OF AUTOMOTIVE SERVICES

GRADES 11, 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity) • Class 1 of 3 for the half-day program at the LC

This course gives students an overview of the operating and general maintenance systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the automotive industry. Students will study the maintenance and light repair of automotive systems. Also, this course gives students an overview of the electrical operating systems of the modern automobile. Students will be introduced to the safety and operation of equipment and tools used in the electrical diagnosis and repair in the automotive electrical industry. Students will study the fundamentals of electricity and automotive electronics.

BRAKE SYSTEMS

GRADES 11, 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity) • Class 2 of 3 for the half-day program at the LC

This course gives students an in-depth study of vehicle electrical systems. Students will study the fundamentals of electricity and automotive electronics in various automotive systems. Additionally, it teaches theory, service and repair of automotive braking systems. This course provides an overview of various mechanical brake systems used on today's automobiles. This course will emphasize professional diagnosis and repair methods for brake systems.

STEERING AND SUSPENSIONS

GRADES 11, 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity) • Class 3 of 3 for the half-day program at the LC

This course takes an in-depth look at engine performance, including concepts in the diagnosis and repair of ignition, fuel, emission and related computer networks. This course presents engine theory and operation and studies the various engine designs utilized today. This course also takes an in-depth look at engine performance, including advanced concepts in the diagnosis and repair of ignition, fuel, emission and related computer networks. This course presents engine theory and operation and studies the various engine designs utilized today. Hybrid/Alternative fuel technology will also be introduced.

AUTOMOTIVE SERVICE CAPSTONE

GRADES 12

2 SEMESTERS • 6 CREDITS (Dual Credit Opportunity) • Half-day program at the LC

This course further explores important skills and competencies within the Automotive Service Technology Pathway. Topics such as Steering & Suspension, Engine Repair, Climate Control, and Driveline Service. Additionally, Co-Op and Internship opportunities will be available for students.

WELDING TECHNOLOGY

PRINCIPLES OF WELDING TECHNOLOGY

GRADE 11, 12

2 SEMESTERS REQUIRED • 2 CREDITS (Dual Credit Opportunity) • Class 1 of 3 for the half-day program at the LC

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 always placed on safety. 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.

SHIELDED METAL ARC WELDING

GRADE 11, 12

2 SEMESTERS REQUIRED • 2 CREDITS (Dual Credit Opportunity) • Class 2 of 3 for the half-day program at the LC

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.

GAS WELDING PROCESSES

GRADE 11, 12

2 SEMESTERS REQUIRED • 2 CREDITS (Dual Credit Opportunity) • Class 3 of 3 for the half-day program at the LC

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.

WELDING TECHNOLOGY CAPSTONE

GRADE 12

2 SEMESTERS REQUIRED • 6 CREDITS (Dual Credit Opportunity) • Half-day program at the LC

The Welding Technology Capstone course builds upon the knowledge and skills developed in Welding Fundamentals, Shielded Metal Arc Welding, and Gas Metal Arc Welding by developing advanced welding skills in Gas Tungsten Arc Welding (TIG), and Fabrication. As a capstone course, students should have the opportunity to apply their knowledge and use skills through an intensive work-based learning experience.

CONSTRUCTION TRADES

PRINCIPLES CONSTRUCTION TRADES

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity) • Class 1 of 3 for the half-day program at the LC

Principles of Construction Trades prepares students with the basic skills needed to continue in a construction trade field. Topics will include an introduction to the types and uses for common hand and power tools, learn the types and basic terminology associated with construction drawings, and basic safety. Additionally, students will study the roles of individuals and companies within the construction industry and reinforce mathematical and communication skills necessary to be successful in the construction field.

CONSTRUCTION TRADES: GENERAL CARPENTRY

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity) • Class 2 of 3 for the half-day program at the LC

Construction Trades: General Carpentry builds upon the skills learned in the Principles of Construction Trades and examines the basics of framing. This includes studying the procedures for laying out and constructing floor systems, wall systems, ceiling joist and roof framing, and basic stair layout. Additionally, students will be introduced to building envelope systems. *Required Prerequisites: Principles of Construction Trades*

CONSTRUCTION TRADES: FRAMING & FINISHING

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS (Dual Credit Opportunity) • Class 3 of 3 for the half-day program at the LC

Construction Trades: Framing and Finishing prepares students with advanced framing skills along with interior and exterior finishing techniques. Topics include roofing applications, thermal and moisture protection, exterior finishing, cold-formed steel framing, drywall installation and finishing, doors and door hardware, suspended ceilings, window, door, floor, and ceiling trim, and cabinet installation.

CONSTRUCTION TRADES CAPSTONE

GRADES 11, 12

2 SEMESTERS • 6 CREDITS (Dual Credit Opportunity) • Half-day program at the LC

The Construction Trades Capstone course covers the basics of electricity and working with concrete. Electrical topics include the National Electric Code, electrical safety, electrical circuits, basic electrical construction drawings, and residential electrical services. Students may also gain an understanding of concrete properties, foundations, slab-on-grades, and vertical and horizontal formwork.

IT OPERATIONS

PRINCIPLES OF COMPUTING

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS • Class 1 of 3 for the half-day program at HNHS

Principles of Computing is a year-long course that introduces students to computer science and computational thinking through hands-on learning and collaboration. The course is designed for students who are new to computer science as well as those who want to continue building their skills. The course also explores how computers are used in real-world settings. Topics include computer systems, operating systems, databases, cybersecurity, cloud technology, algorithms, logic

development, and flowcharting. Students will use basic programming skills to develop scripts that solve real problems.

INFORMATION TECHNOLOGY FUNDAMENTALS

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS • Class 1 of 3 for the half-day program at HNHS

Information Technology Fundamentals introduces students to the skills needed for an entry-level career in information technology. Students learn how to assemble computer components, install and maintain hardware and software, and support end users in a professional setting. The course also covers the basics of networking, cybersecurity, troubleshooting, and documentation of technical issues. Students will practice customer support skills and explore concepts such as virtualization, desktop imaging, and system deployment. This course is designed to prepare students for the CompTIA A+ certification exam.

NETWORKING AND CYBERSECURITY OPERATIONS

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS • Class 1 of 3 for the half-day program at HNHS

Advanced Information Technology builds on foundational IT skills and introduces students to computer networking and cybersecurity concepts. Students learn how small computer networks operate, including the role and function of routers and switches, and practice configuring these devices for basic use. The course also focuses on troubleshooting common network issues. Students will explore the field of cybersecurity and information assurance, learning key terms, best practices, and the responsibilities of both technical and management-level security roles. Topics include network security, authentication methods, common cyber threats, and strategies used to protect organizations.

IT SUPPORT CAPSTONE

GRADE 12

2 SEMESTERS • 2 CREDITS • Half-day program at HNHS

Information Technology Capstone is a project-based course where students apply programming, networking, and cybersecurity skills to real-world technology challenges, preparing them for college, certifications, and IT careers.

WORK BASED LEARNING

CAREER EXPLORATION INTERNSHIP

GRADE 12

1 SEMESTER • 2 CREDITS

The Career Exploration Internship course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interests. Unlike the work-based learning capstone course in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

COOPERATIVE EDUCATION

GRADE 12

2 SEMESTERS • 1-3 CREDITS PER SEMESTER

Cooperative Education is an approach to employment training that spans all career and technical education program areas through school-based instruction and on the job training. Time allocations are a minimum of fifteen hours per week of on-the-job training and approximately five hours per week of school-based instruction, focused on employability skills development. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed.

Prerequisite: Application, Interview teacher recommendations and approval of the co-op instructor.

WORK BASED LEARNING CAPSTONE

GRADE 12

1-2 SEMESTERS • 1-3 CREDITS PER SEMESTER

Work Based Learning Capstone is a stand-alone course that prepares students for college and career. Work-Based Learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. Work Based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace

mentor/supervisor to guide the student's work-based experiences and assist in evaluating achievement and performance. Related instruction shall be organized and planned around the activities associated with the student's individual job and career objectives in a pathway and shall be taught during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies. A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Related classroom instruction is also required.

Prerequisite: Application, Interview teacher recommendations and approval of the WBL instructor.

WORLD LANGUAGES

The National Association of College Admissions Counselors (NACAC) recommends that students take 2-3 years of world languages as preparation for four-year colleges.

AMERICAN SIGN LANGUAGE I

GRADES 9, 10, 11, 12

2 SEMESTERS 2 CREDITS

(ASL I) American Sign Language I is a course that introduces students to American Sign Language (ASL) and the deaf community. The course focuses on frequently used signs through a functional-notional approach, (a way of structuring a syllabus around "notions," real-life situations in which people communicate), and discusses cultural features of the deaf community. Through this course, students are given the opportunity to develop visual acuity; follow brief verbal instructions; understand short statements, questions, and dialogues; develop short descriptions with guidance; begin to understand the current GLOSSING system used to write ASL; and examine other methods developed to write ASL, including Sign Writing. Students also learn to recognize the difference between the pathological and psychological definitions of deafness, recognize the widespread use of ASL throughout the United States, and develop an understanding of the relationship between languages and cultures as a whole. Completing 3 levels of ASL with a C or above will meet the World Language requirement for the Core 40 with Academic Honors diploma. The course counts as a directed elective or elective for all diplomas.

AMERICAN SIGN LANGUAGE II

GRADES 10, 11, 12

2 SEMESTERS 2 CREDITS

(ASL II) American Sign Language II is a course that continues the focus on frequently used signs through a functional notional approach and the discussion of the cultural features of the deaf community. Emphasis is placed on further development of receptive and expressive communication skills in American Sign Language (ASL). Through this course, students are given the opportunity to watch and understand short stories, dialogues and poetry in ASL; continue to develop visual discrimination skills; begin to understand various dialects of ASL by interacting with ASL users within the deaf community; begin to use classifiers appropriately; continue the mastery of the current GLOSSING system used in texts to write ASL; and begin to write in GLOSS their own simple dialogues, poetry and translations. Students will also learn to examine some of the political issues associated with the deaf community, and will further develop an understanding of the relationship between languages and cultures as a whole. Completing 3 levels of ASL with a C or above will meet the World Language requirement for the Core 40 with Academic Honors diploma. The course counts as a directed elective or elective for all diplomas.

Required Prerequisites: passed American Sign Language I with a C or above

AMERICAN SIGN LANGUAGE III

GRADES 10, 11, 12

2 SEMESTERS 2 CREDITS

(ASL III) Students broaden their foundation of American Sign Language (ASL) within cultural contexts as they improve understanding of ASL through storytelling and real-world situations. Students continue to improve ASL receptive and expressive skills through practicing different real-world dialogues and by expanding knowledge of ASL vocabulary and structures. Students discover connections with other subjects (geography/politics, fine arts, and math/science). They also examine ASL and Deaf cultures and their social practices (technology, human rights, audism & events) and connections between language and English-speaking cultures. Students explore the unique and interesting perspectives, practices, and products of the culture and develop awareness of different worldviews. Students work regularly in pairs or groups to transfer or negotiate meaning in situations where one person has information that the other needs. This will be accomplished in sign language. The class will expand language-learning strategies to maintain a life-long interest in world languages and multiple cultures at home and around the world. In class, this is referred to as Community Building: all of us will sign each day in class.

Required Prerequisites: passed American Sign Language II with a C or above

SPANISH I

GRADES 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

Learning Spanish allows students to better understand and appreciate the cultures of the Spanish-speaking world. Level I students acquire appropriate vocabulary and structures using the TPRS, Teaching Proficiency through Reading and Storytelling method. Students will learn vocabulary such as body parts, family members, and classroom objects. Level I students will be able to discuss different aspects of the culture including holidays, music, and food. Level I students will read short novellas dealing with different cultural issues. Students will write original short stories using acquired vocabulary.

SPANISH II

GRADES 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

Learning Spanish allows students to better understand and appreciate Spanish speaking cultures around the world. Level II students will acquire appropriate vocabulary and structures using the TPRS, Teaching Proficiency through Reading and Storytelling method. Students will learn vocabulary about personal routines and restaurants. Level II students will be able to ask questions and comment on a variety of topics. Students will read novellas dealing with different cultural issues. Students will be able to discuss different aspects of the culture including foods, holidays, music, and traditions. Students will be able to write letters and original stories on a variety of topics in Spanish.

Prerequisite: passed Spanish I or by teacher recommendation

SPANISH III

GRADES 10, 11, 12

2 SEMESTERS • 2 CREDITS

In level III students continue to learn about the Spanish-speaking world. Students will be able to describe different aspects of the culture including traditions, foods, art, gestures, holidays and music. With the TPRS, Teaching Proficiency through Reading and Storytelling method, students acquire more advanced vocabulary enabling them to converse, answer questions, give opinions and explain events in a variety of situations. Students will read short stories and comprehend a variety of authentic materials such as newspaper articles, novellas and letters. Students will be able to summarize and write letters on a variety of topics in Spanish.

Prerequisite: passed Spanish II or by teacher recommendation

SPANISH IV

GRADE 11, 12

2 SEMESTERS • 2 CREDITS

In level IV students continue to learn about the Spanish-speaking world. Students will experience culture through holiday celebrations, giving presentations and through reading authentic materials such as newspapers, magazines and letters. Students will read literature from Spanish-speaking countries. Students will acquire more advanced vocabulary through the TPRS, Teaching Proficiency through Reading and Storytelling method. Students will retell stories, paraphrase, respond to questions, express opinions and make judgments. Students will be able to write well-organized compositions, letters and summaries on a variety of topics.

Prerequisite: passed Spanish III or by teacher recommendation

ADVANCED PLACEMENT SPANISH LANGUAGE

GRADE 12

2 SEMESTERS • 2 CREDITS

Advanced Placement Spanish offers Spanish students the opportunity for greater achievement in Spanish as well as the occasion to earn college credit. Advanced Placement Spanish will require students to take their language skills to a higher level of proficiency through various more rigorous activities involving reading, writing, speaking, and comprehension. Students will participate in conversations about issues that concern their own culture and Spanish-speaking cultures. AP Spanish students will continue to acquire vocabulary and new structures as they read Spanish and Latin American literature. They will also be reading news articles and listening to conversations designed for a native speaker. Students will write letters and essays based on personal experiences and perspectives from foreign cultures. Students will also experience Spanish culture through songs, food and holiday celebrations. Students will have the opportunity to speak to native speakers visiting the school or within the community. AP students will be encouraged to take a college placement test or AP Spanish Language test in order to earn college credit. Students must take both semesters of this course.

Prerequisite: passed Spanish IV or by teacher recommendation

FOREIGN LANGUAGE OVERSEAS STUDY

GRADES 10, 11

SUMMER • 2 CREDITS

Overseas study offers students a taste of genuine foreign culture. Through the Indiana University Foreign Language Honors Program students spend 7 weeks of the summer in a foreign country taking classes and speaking in the target language. This is a program aimed at students who will have successfully completed Spanish III, French III or German III by the summer. Students take courses while abroad and visit various areas of the country. The highlight of the program is certainly the time each individual student spends with a family putting into practice what he or she has learned. Upon return students offer a presentation to other potential travelers about the highlights of the program. Students on the IU Honors program agree to take another year of language study at the high school. They also must pass a language test administered by the IU Honors

program and be accepted into the program.

Prerequisite: Spanish III, French III or German III, teacher recommendation and acceptance into the IU Honors Program

LANGUAGE FOR HERITAGE SPEAKERS I

GRADES 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

This is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the proficiency demonstrated in the application to the course. This course description is adapted from the Indiana Department of Education Course Titles and Descriptions.

Prerequisite: Placement based on application and teacher recommendation.

LANGUAGE FOR HERITAGE SPEAKERS II

GRADES 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

Language for Heritage Speakers II builds upon Language for Heritage Speakers I, and is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of the standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

ENGLISH AS A NEW LANGUAGE

ENGLISH LANGUAGE LEARNING

GRADES 9, 10, 11, 12

2 SEMESTERS • 2 CREDITS

This course, based on the *WIDA English Language Development (ELD) Standards*, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

Placement in ELL I will be based upon previous English study experience and current WIDA score.

ENGLISH LANGUAGE LEARNING II

GRADES 9, 10, 11, 12 2

SEMESTERS • 2 CREDITS

(ELL II) This course, based on the *WIDA English Language Development (ELD) Standards*, is the study of language, literature, composition and oral communication for Limited English Proficient (LEP) students so that they improve their proficiency in listening, speaking, reading, writing and comprehension of standard English. Students study English vocabulary used in fictional texts and content-area texts, speak and write English so that they can function within the regular school setting and an English-speaking society, and deliver oral presentations appropriate to their respective levels of English proficiency.

Placement in ELL I will be based upon previous English study experience and current WIDA score.

HUNTINGTON UNIVERSITY EARLY ENTRY

Huntington University and Huntington North High School have partnered up to give students the unique opportunity to earn college credits as a dual enrolled student on the HU Campus. Students must be on track, and it will be the determination of HU Registrar/Advisor for meeting pre-requisites. The registrar at HU and the guidance department at HNHS will collaborate to determine course availability and location.

Agriculture- Animals Pathway					
High School Course Code	High School Course Title	NLPS Sequence	College Course Code	College Course Title	College Credits
7238	Agribusiness Capstone	Capstone	AG 111 AG 231	Introduction to Agriculture Advanced Animal Science	3 4

Business- Accounting Pathway					
7252	Accounting Capstone	Capstone	AC 241 AC 242 BA 252	Principles of Accounting I Principles of Accounting II Business Organization & Management	3 3 3
Education					
7267	Education Professions Capstone	Capstone	SE 232	Education of the Exceptional Learner	3
Radio & Television/Digital Media Arts					
7308	Radio & Television Capstone	Capstone	DM 251	TV Sports Production	3

Huntington University Core Curriculum, available to HNHS students junior or senior year in block format.					
High School Course Code	High School Course Title	NLPS Sequence	College Course Code	College Course Title	College Credits
EN 121	Academic Writing & Research	Fall	EN 151	Perspectives on Literature	Spring
HS 115	Historical Perspectives on Culture & Civilization I	Fall	HS 116	Historical Perspectives on Culture & Civilization II	Spring
EB 211	Principles of Macroeconomics	Fall	PS 111	Public Policy	Spring
SO 111	Principles of Sociology	Fall or Spring	PY 111	Introduction to Psychology	Fall or Spring
MI 285	Understanding the Christian Faith	Fall or Spring	BI 111/L	Biology & Lab	Fall or Spring
SO 111	Principles of Sociology	Fall or Spring	PH 111/L	Physics & Lab	Fall or Spring
MA 151	Introduction to Probability & Statistics (Placement required)	Fall or Spring	BT 111	Biblical History & Literature	Fall or Spring
CO 215	Public Speaking	May Term	varies	Creative Studio Art Class (Art, Music, Theatre)	May Term
Light green shading indicates courses will be taken on Huntington University's campus during student's junior or senior year. Courses will be scheduled in a block format. Additional courses available based on student interest!					

Where Vikings find their ***True North***.