



HIGH SCHOOL COURSE DESCRIPTION GUIDE



2023-2024

COURSE DESCRIPTION GUIDE

HAMMOND CENTRAL HS

5926 Calumet Avenue
Hammond, IN 46320
219-933-2442

HAMMOND CENTRAL HIGH SCHOOL ADMINISTRATION

Dameca Harrison, Principal
Jennifer Rycerz, Assistant Principal
David Borsits, Assistant Principal
Edward Garcia, Assistant Principal
Chris Moore - Athletic Director

HAMMOND CENTRAL COUNSELING DEPARTMENT

Michele Arnold - Lead Counselor
Kristin Bernardi
Holly DeVine
Elena Green
Denise Polen
Jamie Schassburger
Lori Stasinski

MORTON SENIOR HS

6915 Grand Ave
Hammond, IN 46323
219-989-7316

MORTON HIGH SCHOOL ADMINISTRATION

Jerame Hicks, Principal
William Danko, Assistant Principal
James Pintor, Assistant Principal
Brian Page, Assistant Principal
Christine Wheeler, Assistant Principal
Sean Kinsey - Athletic Director

Morton High School Counseling Department

Monique Boyd
Amy Dudzik
Olivia Ligon
Brigid Lukas
Samuel Payan
Sarah Pessmeg
Erin Reardon
Romelle Walton

BOARD OF SCHOOL TRUSTEES

Carlotta Blake-King
Manuel Candelaria Jr.
Lisa Miller
Cindy Murphy
Kelly Spencer

TABLE OF CONTENTS

PAGE 1	SCHOOL/BOARD OF TRUSTEES INFORMATION		PAGE 60-66	AREA CAREER NLPS
PAGE 3-6	INDIANA GRADUATION PATHWAYS		PAGE 67-85	CTE PATHWAYS
PAGE 7	DUAL CREDIT		PAGE 86-95	HAPA - CIVIC ARTS PATHWAYS
PAGE 8	GOVERNOR'S WORK ETHIC CERTIFICATE		PAGE 96	GENERAL ELECTIVE OFFERINGS
PAGE 9-10	INDIANA COLLEGE CORE		PAGE 97	EARLY COLLEGE
PAGE 11-12	HIGH SCHOOL FOUR YEAR PLAN		PAGE 98	JROTC PATHWAY
PAGE 13	WEIGHTED COURSES		PAGE 99-118	WHY CTE?
PAGE 14	LATIN HONORS		PAGE 119-120	IVY TECH
PAGE 15	NCAA COURSES		PAGE 121-127	EXTRA CURRICULAR HAMMOND CENTRAL HS
PAGE 16-59	COURSE DESCRIPTIONS		PAGE 128-129	EXTRA CURRICULAR MORTON HS



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INDIANA GRADUATION PATHWAYS

Overview

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
- Industry Recognized Certification
- Federally Recognized Apprenticeship
- CTE Concentrator
- AP/IB/Dual Credit/Cambridge International/CLEP
- Locally Created Pathway

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

Questions: DOEGradpathways@doe.in.gov



DIPLOMA DESIGNATIONS

Core 40, Academic Honors, Technical Honors, & General



EMPLOYABILITY SKILLS

Project-Based Learning, Service-Based Learning, & Work-Based Learning



POSTSECONDARY-READY COMPETENCIES

9 Options Included Above!

INDIANA GRADUATION PATHWAYS



CREDITS

Earn credits toward a diploma designation.

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



EMPLOYABILITY SKILLS

Learn & Demonstrate Employability Skills

- **Project-Based Learning:** Allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question.
- **Service-Based Learning:** Integrates academic study with service experience, reflects larger social, economic, and societal issues, and collaborative efforts between students, schools, and community partners.
- **Work-Based Learning:** Activities that occur in a workplace while developing the student's skills, knowledge, and readiness for work.
- **Work Products for a student's experience can include:**

Videos	Five Year Goal Plan
Papers	Reflection of Experience
Resume	Letter of Recommendation
Dual Credit	Letter of Employment
Certifications	Verification
Portfolio	Post-secondary Related
Projects	Experiences
Slideshows	Skills List
Presentation	



POSTSECONDARY READY

COMPETENCY

Meet one of the following:

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



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CAMINOS DE GRADUACIÓN DE INDIANA

Resumen

Con Caminos de Graduación, los estudiantes pueden individualizar sus requisitos de graduación para alinearse con su objetivo postsecundario de inscripción, empleo o alistamiento que conduce al servicio. Ya no todos los estudiantes deben encajar en el mismo molde académico, sino que pueden elegir las opciones de escuela secundaria que mejor satisfagan sus metas y aspiraciones postsecundarias.

Comenzando con la clase de graduación de 2023, los estudiantes de secundaria de Indiana deben cumplir con los tres requisitos de graduación siguientes:

1. Obtener los créditos necesarios para un Diploma de Escuela Secundaria;
2. Aprender y demostrar habilidades de empleabilidad; Y
3. Demostrar Competencias Postsecundarias.

Opciones de Competencia Postsecundaria

- Diploma de Honores
- SAT
- ACT
- ASVAB
- Certificación Reconocida por la Industria
- Aprendizaje Reconocido Federalmente
- CTE Concentrator (Concentrador de Educación Profesional-Técnica)
- AP/IB/Crédito dual/Cambridge Internacional/ CLEP
- Caminos Creados Localmente

Para obtener más información visite: <https://www.in.gov/doe/students/graduation-pathways/>

Preguntas: DOEGradpathways@doe.in.gov



DENOMINACION DE DIPLOMA

Core 40, Honores Académicos,
Honores Técnicos y Generales



HABILIDADES DE EMPLEABILIDAD

Aprendizaje basado en proyectos,
aprendizaje basado en servicios y
aprendizaje basado en el trabajo



COMPETENCIAS POSTSECUNDARIAS

9 Opciones Incluidas Arriba!

CAMINOS DE GRADUACIÓN DE INDIANA



CREDITOS

Obtenga créditos para una elección de diploma

- **Core 40**
 - Mínimo 40 créditos
- **Honores académicos**
 - Mínimo 47 créditos
- **Honores técnicos**
 - Mínimo 47 créditos
- **General**
 - Mínimo 40 créditos
 - Se requiere una consulta de exclusión voluntaria de Core 40



HABILIDADES PARA EL EMPLEO

Aprender y Demostrar habilidades de el Empleo

- **Aprendizaje basado en proyectos:** permite a los estudiantes adquirir conocimientos y habilidades trabajando durante un periodo prolongado de tiempo para investigar y responder a una pregunta auténtica, interesante y compleja.
- **Aprendizaje basado en el servicio:** integra el estudio académico con la experiencia de servicio, refleja problemas sociales, económicos y sociales más amplios, y los esfuerzos de colaboración entre estudiantes, escuelas y socios comunitarios
- **Aprendizaje basado en el trabajo:** Actividades que ocurren en un lugar de trabajo mientras se desarrollan las habilidades, el conocimiento y la preparación para el trabajo del estudiante.

- **Productos de trabajo para la experiencia de un estudiante incluye:**

Videos	Plan de metas de 5 años
Papel	Reflejo de Experiencia Carta de Recomendación
El curriculum	Carta de Empleo
Credito Doble	Verificación
Certificaciones	Experiencias Relacionadas
Portfolio Proyectos	Postsecundarias
Presentacion de dispositivos	Lista de Habilidades
Presentacion	



Competencia Postsecundaria

Cumplir con uno de los siguientes:

- **Diploma de Honores Académico o Técnico**
- **SAT:** Lectura/Escritura = 480 y Matemáticas = 530
- **ACT:** Inglés = 18, Lectura = 22, Matemáticas = 22, Ciencias = 23 (Dos de cada cuatro necesarios con al menos 1 en inglés / lectura y 1 en matemáticas / ciencias)
- **ASVAB:** Puntuación mínima de 31
- **Certificación reconocida por la industria:** debe estar en la lista aprobada de vías de graduación de DWD
- **Aprendizaje:** debe ser reconocido federalmente
- **CTE Concentrador:**
Clase de 2023-2024- C promedio o superior en al menos 2 cursos avanzados de HS en una Clase de CTE Pathway aprobada por el estado de 2025 y más allá de C promedio o superior en Cursos de concentrador NLPs requeridos en una vía CTE aprobada por el estado (Principios, Concentrador A y Concentrador B)
- **AP / IB / Dual Credit / Cambridge International / CLEP:** C promedio o superior en 3 cursos (1 de los 3 cursos debe estar en un área de contenido básico o los 3 deben ser parte de un camino CTE)
- **Ruta creada localmente:** Aprobada por SBOE

Dual Credit

In Indiana, 'dual credit' is the term given to courses in which high school students have the opportunity to earn both high school and college credits in the same course. Dual credit courses are taught by high school faculty, college faculty, or adjunct college faculty either at the high school, at the college or university, or sometimes through online courses or distance education. At a minimum, all college Core Transfer Library (CTL) courses will meet the general education or free elective requirements of undergraduate degree programs and a significant majority of CTL courses will generally count as one-to-one equivalents to courses taught at the receiving campus. Many CTL courses will also count for specific course requirements in degree programs.

Dual Credit refers to courses in which high school students can earn both high school and college credits while enrolled in Morton HS and Hammond Central HS. Courses are taught by credentialed high school faculty and offer students the ability to take classes in the comfort of their high school with teachers that they know. These courses are pre-approved for transfer between all Indiana public college and university campuses and six independent colleges and universities if adequate grades are earned. Learn more about Indiana Core Transfer Library at <https://transferin.net>

The following courses take place through Hammond Area Career Center

Automotive Service	Dental Careers	Industrial Electrical
Construction Trades	Digital Design	Maintenance
Carpentry	Early Childhood Education	Information Technology
Cosmetology	Education Professions	Operations
Criminal Justice	Healthcare Specialist	Radio & Television
Culinary Arts	CNA/EMS	Welding Technology



Background

Under the approval of the Governor's Workforce Cabinet, the Indiana Department of Workforce Development awards the community and employer-recognized Governor's Work Ethic Certificate (GWEC) to be earned by high school seniors, recognizing the invaluable currency of "employability skills." The program is structured to connect employers to their local school district through a College and Career Readiness Advisory Council, (comprised entirely of local educators and employers) establishing a fundamental, collaborative partnership for this program and continued alignment between the business community and our education system.

Current Status/Metrics

- Over **800** Indiana employers across every major industry support the GWEC program
- In program year 2019-20, **180 schools** statewide participated in the GWEC program, with a potential reach of over **30,000 high school seniors**.
- DWD issued **3,102 certificates to Class of 2019 students**; illustrating the rigor of this program, sending a strong signal to the employer community, and increasing student marketability in pursuing college or a career.

Standards

All student participants must demonstrate a minimum proficiency in the following 9 competencies to earn the GWEC:

- Possess a **cumulative GPA of 2.0 or higher** and meet all graduation requirements
- **Attendance rate of 98% or higher**
- **One or fewer** discipline referrals during the eligible school year
- Minimum of **6 hours of school or community service** during the eligible school year
- Perseverance and problem-solving
- Service to others, possess a positive attitude, and strong communication skills
- Ability to be a self-starter and critical thinker
- Reliability, responsibility, and teamwork
- Organization skills, importance of punctuality, and self-management



2018 Governor's Work Ethic Certificate students from Maconaquah, Peru and North Miami High Schools, along with DWD Commissioner Fred Payne, Rep. Bill Friend, and Jim Yates, Chairman of the Miami Co Econ. Dev. Association

Work Ethic Certificate

All students must demonstrate a minimum proficiency in the following nine (9) competencies to earn the GWEC:

1. Possess a cumulative GPA of 2.0 or higher and meet all graduation requirements
2. Attendance rate of 98% or higher
3. One or fewer discipline referrals during the eligible school year
4. Minimum of 6 hours of school or community service during the eligible school year
5. Perseverance and problem-solving
6. Service to others possesses a positive attitude, and strong communication skills
7. Ability to be a self-starter and critical thinker
8. Reliability, responsibility, and teamwork
9. Organization skills, the importance of punctuality and self-management

Indiana College Core

The Indiana College Core is a Technical Certificate (College Credential) that can be earned by taking dual credit and traditional classes with Ivy Tech through Hammond Central and Morton High Schools.

The Indiana College Core consists of 30 semester hours of credit in general education classes such as Math, Science, History, English, etc., the completion of which at one public institution (Ivy Tech) means it can transfer as a block and count as satisfying the Indiana College Core equivalent at the receiving public Indiana institution.

Public Indiana institutions include IU (all sites), Purdue (all sites), Ball State, IUPUI, University of Southern Indiana, and Indiana State University.

This 30-credit hour block of courses is equal to a full year of college coursework, meaning any student that completes the Indiana College Core can cut roughly a year-off of college if they earn the Indiana College Core. The Indiana College Core is also half (30 credits) of the credits needed to earn an Associate Degree in Liberal Arts or General Studies (60 credit degrees) at Ivy Tech.

The requirements needing to be satisfied to be awarded the Indiana College Core at Ivy Tech are: 30 Credit Hours must be earned from classes offered on the Indiana College Core.

Students must earn at minimum 3 credit hours in each of the 6 categories on the Indiana College Core (Written Communication, Speaking and Listening, Quantitative Reasoning, Scientific Ways of Knowing, Social and Behavioral Ways of Knowing, and Humanistic and Artistic Ways of Knowing). The maximum credit hours for each of the 6 categories allowed is 12 credit hours (ie., even if a student earns 15 credit hours in the Scientific Ways of Knowing category, only 12 of those credit hours will count towards the 30 credits needed to earn the Indiana College Core).

At minimum, 15 of the 30 credit hours needed to earn the Indiana College Core must come from Ivy Tech dual credit courses or traditional classes to meet Ivy Tech residency requirements.

Students must earn, at minimum, a 2.0 GPA in their dual credit classes that are part of the Indiana College Core in order to be awarded the Indiana College Core.



SAVE MONEY!

TALK TO YOUR COUNSELOR ABOUT YOUR TRANSFER

OPPORTUNITIES WHEN EARNING THE INDIANA COLLEGE CORE



INDIANA COLLEGE CORE

The **Indiana College Core** is a block of 30 credit hours of general education college-level coursework that transfers seamlessly among all Indiana public colleges and universities.

Students who earn the **Indiana College Core** are likely to succeed.

About 
94%

of high school students who earned the **Indiana College Core** went on to attend college.


70%
of **Indiana College Core** earners

met benchmarks for early success in college. Students demonstrating early college success:

- 1) do not require remediation in math or English before beginning college level work;
- 2) complete all courses they attempt in their first year of college; and
- 3) persist to their second year of college.

More high school students are earning the **Indiana College Core**.



The number of high school students earning the **Indiana College Core** (established in 2012) has grown from 11 in the graduating class of 2013 to 1,638 in the class of 2019.

The **Indiana College Core** offers significant cost savings for students and families.

Students can earn the **Indiana College Core** through dual credit in high school for thousands less than earning the same credits at a two- or four-year institution.

<\$750
INDIANA COLLEGE CORE THROUGH DUAL CREDIT

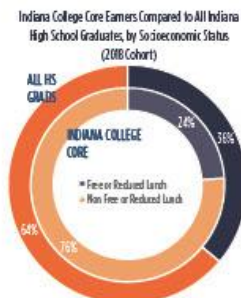
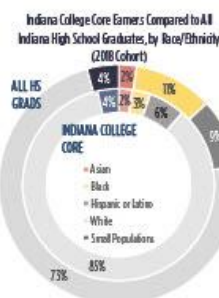
\$4,200-\$5,700
TWO-YEAR INSTITUTIONS

\$7,200-\$10,500
FOUR-YEAR INSTITUTIONS

More students earn the **Indiana College Core**, but gaps remain.

Students who earn the **Indiana College Core** are more likely to be White and come from higher-income households.

Only **1 in 5** Indiana high schools currently offer* the **Indiana College Core**.



* This means at least one student of the school earned the **Indiana College Core**.

TransferIN.net/collegecore

HIGH SCHOOL FOUR-YEAR PLAN

How do you plan to complete the List?

THE FUTURE IS YOURS...•

Plan today!

Early College Courses _____ Career & Technical Ed (Vocational) Path way _____

Diploma Type: Core 40 _____ Core 40 with Academic Honors _____
 General _____ Core 40 with Technical Honors _____

Interested in: Military? _____ Sports in college? _____

Career Interests: _____

Goals/Vision: _____

College or Vocational Top Choices: _____

9th grade			Credti
9th Grade			
CourseTHle	Semester 1	Semester 2	Credits
English 9			
Math:			
Biology I			
PE or ROTC 9			
Speech			
Intro Design Process/Design Fundamentals			
Elective :			
Elective:			
			Total Credits:

10th Grade			Credit
10th Grade			
CourseTHle	Semester 1	Semester 2	Credits
English 10			
Ma th:			
ICP or Chemistry			
World History			
Elec tive:			
Elective :			
Elective:			
Elective :			
			Total Credits:

11th Grade			Credit
11th Grade			
Course Title	Semester 1	Semester 2	Credits
English 11			
Math:			
Core 40 Science :			
US History			
Elective :			
Elective:			
Elective:			
Elective:			
		Total Credits:	

12th Grade			Credit
12th Grade			
Course Title	Semester 1	Semester 2	Credits
English 12			
US Government			
Economics			
Math or QR:			
Elective:			
Elective:			
Elective:			
Elective :			
Elective:			
		Total Credits:	

Credits Earned During 9th Grade	Credits Earned During 10th Grade	Credits Earned During 11th Grade	Credits Earned During 12th Grade	Total Credits Earned

INFORMATION REGARDING WEIGHTED COURSES: 2023-2024

Hammond Central High School and Morton High School offer classes at an advanced level in several disciplines. These courses are available to all students who have taken the recommended prerequisites and meet the grade recommendations. Dual Credit, Honors and AP courses will receive one weighted point per class.

GPA POINTS FOR WEIGHTED COURSES

A = 5.0

B = 4.0

C = 3.0

D = 2.0

F = 0.0

GUIDELINES FOR IMPLEMENTING THE INDIANA CERTIFICATE OF BILITERACY

The Indiana Certificate of Multilingual Proficiency is an award made by a participating school corporation, charter school or accredited nonpublic high school designating on a student's transcript that the student has attained a high level of proficiency, sufficient for meaningful use in college and a career, in one or more languages in addition to English. Multilingual proficiency refers to having a functional level of proficiency in each language: the level of proficiency is not necessarily identical for both languages. The Certificate serves to certify the attainment of proficiency in multiple languages by students for employers and universities. It is a statement of accomplishment that helps to signal evidence of a student's readiness for career and/or college, and for engagement as a global citizen. The focus is on achieving the level of proficiency required for English and the level of proficiency required for one or more other languages.

The Indiana Certificate of Multilingual Proficiency is created to:

- strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community
- recognize the value of world language and native language instruction in public schools and encourage students to study a world language
- prepare students with the skills required as a graduate of the 21 st century
- certify the attainment of multilingual proficiency
- provide postsecondary educational institutions with an additional method to recognize applicants for admission
- provide state, national and international employers with a method of identifying individuals with language and multilingual proficiency skills

The Indiana Certificate of Multilingual Proficiency Guidelines derive from the National Guidelines for

Implementing the Seal of Biliteracy drafted by the American Council on the Teaching of Foreign Languages (ACTFL), the National Association of Bilingual Education (NABE), the National Council of

State Supervisors for Languages (NCSSFL), and TESOL International Association.

LATIN HONORS

The new Latin Honors system will mirror graduation ceremonies similar to most colleges / universities, **while maintaining the valedictorian and salutatorian designations for current senior classes of 2023, 2024, 2025.** Beginning with the Class of 2023, to earn a Latin Honor designation, students must have a cumulative GPA (calculated at the completion of the first semester of the senior year) of:

1. Summa Cum Laude (with highest praise) for achieving a cumulative GPA of 4.0 or higher
2. Magna Cum Laude (with great praise) for achieving a cumulative GPA from 3.8 to 3.99
3. Cum Laude (with praise) for achieving a cumulative GPA of 3.5 to 3.79

While the “*Top 20*” graduates have been celebrated in recent graduation ceremonies, we recognized that there were additional students who have earned academic success that are not celebrated because of what ranking they have in their graduating class. SCH’s transition to Latin Honors will seek to achieve the following:

- Recognizes and incentivizes high performance for a greater percentage of deserving students
- Encourages the pursuit of a wide range of classes and interests, such as career and technical education (CTE), visual and performing arts, and other “non-weighted” classes
- Aligns with colleges and universities and is understood by college admissions offices

INFORMATION ON NCAA COURSES: 2023-2024

Student athletes interested in playing sports at the collegiate level must meet eligibility standards in order to be academically eligible. Students must meet academic and amateurism standards set by the NCAA membership to compete in Division I or II. You can learn more about each division's standards at ncaa.org. At Division III schools, students must meet the admission standards set by the school for all incoming students and amateurism standards set by the NCAA membership.

Not all high school classes count as NCAA core courses. Only classes in English, math (Algebra 1 or higher), natural or physical science, social science, foreign language, comparative religion or philosophy may be approved as NCAA core courses. Remedial classes and classes completed through credit-by-exam are not considered NCAA core courses.

Classes that are NCAA core courses include:

- English: English 1-4, American Literature, creative writing
- Math: Algebra 1-3, Geometry, statistics
- Natural or physical science: biology, chemistry, physics
- Social science: American History, civics, government
- Additional: comparative religion, Spanish 1-4

Classes that are not NCAA core courses include:

- Classes in non-core areas, fine arts or vocations such as driver education, typing, art, music, physical education or welding.
- Personal skill classes such as personal finance or consumer education.
- Classes taught below grade level, at a slower pace or with less rigor or depth. These classes are often titled basic, essential, fundamental or foundational.
- Classes that are not academic in nature such as film appreciation, video editing or greenhouse management.

If you take a high school class such as Algebra 1 or Spanish 1 before you start ninth grade, the class may count for your 16 core courses if it is on your high school's list of approved core courses and is shown on your high school transcript with a grade and a credit.



COURSE DESCRIPTIONS

Business

4562 Principles of Business Management

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

- Recommended Grade(s): 9, 10, 11
 - Required Prerequisites: none
 - Recommended Prerequisites: Digital Applications and Responsibility
 - Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
 - Counts as a directed elective or elective for all diplomas
- Business Administration

7143 Management Fundamentals

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

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Business Management
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

4524 Accounting Fundamentals

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

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Business Management
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective all diplomas
- Principles course is not required until the 2024-2025 school year because this course is included in Perkins V pathways.
- Formerly Introduction to Accounting

7144 Business Office Communications

The Business Office Communications course emphasizes the analysis of communication to direct the choice of oral and written methods and techniques. It includes practice in writing a variety of messages used to communicate in business and industry with an emphasis on the potential impact of the message on the receiver as a basis for planning and delivering effective business communications. Through projects and the development of messages students will develop their knowledge and skills for the use of Microsoft Word and Microsoft PowerPoint.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Business Operations and Technology
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

7201 Business Management Capstone

The Business Management Capstone is designed to provide any student with the Business Management skills necessary to run their own business or to serve in upper level management.

Students will explore Management Theory, Accounting, and Business Law. The Business Management Capstone can be used with any career pathway except Business Administration.

Completion of the course may allow students the opportunity to earn a CT or TC through ITCC.

- Recommended Grade(s): 11, 12
- Required Prerequisites: Any CTE Business Concentrator Sequence except Business Administration
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas
- Recommended Capstone course for Entrepreneurship, Insurance, and Marketing Programs of Study

Art

4006 Advanced Three-Dimensional Art

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to Three- Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

4004 Advanced Two-Dimensional Art

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

4024 Art History AP

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

4040 Ceramics

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L), Introduction to
- **Three- Dimensional**
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

4060 Drawing

Drawing is a course based on the Indiana Academic Standards for Visual Art. Students in drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing and use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

4002 Introduction to Three-Dimensional Art

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4000 Introduction to Two-Dimensional Art

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4064 Painting

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Two-Dimensional Art (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4834 Design Fundamentals

Design Fundamentals 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 in the area of communication technology. Student learning experiences encompass art history, art criticism, aesthetics, and production, which lead to the creation of portfolio-quality works. Students reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art in areas of communication; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills.

- Recommended Grade(s): 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Communications
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

Music

4142 Dance Choreography: Ballet, Modern, Jazz, or Ethnic-Folk

Dance Choreography is based on the Indiana Academic Standards for Dance. Learning activities in choreography are sequential and systematic and allow students to exhibit self-expression. A wide variety of materials and experiences are used in order to provide students with the knowledge, skills, and appreciation of the multi-styled and multicultural dance expressions. Choreographic activities provide students opportunities to participate in roles as a soloist, a choreographer or leader, and in a subject role. Students also explore a wide variety of choreographic philosophies as well as administrative and media skills necessary for the promotion and documentation of works to be performed. Students experience and learn to use appropriate terminology to describe, analyze, interpret, and critique dance compositions by professional individuals or companies.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- A non-licensed dance instructor may be contracted to provide instruction with a licensed Fine Arts teacher serving as the teacher of record
- Laboratory course

4140 Dance History and Appreciation

Dance History and Appreciation is based on the Indiana Standards for Dance. This course develops students' knowledge and appreciation of a multicultural and multi-styled dance heritage. Students study the literature, music, media, and movement associated with a variety of dance genres including Modern, Ballet, Jazz, Tap, and Ethnic-Folk. Students explore how these forms aid in the preservation and perpetuation of movement communication as an art form. Activities and experiences are designed to develop students' ability to recognize the historical perspective of dance evolution and styles of dance; study the development of dance and the impact of historical periods and dance's relationship to other art forms; identify prominent dancers, dance companies, and social groups which have influenced dance; and study dance interactions with society. Students are given opportunities to experience live and recorded dance performances by professional individuals, companies, or social groups that demonstrate cultural and historical perspectives of dance.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- A non-licensed dance instructor may be contracted to provide instruction with a licensed Fine Arts teacher serving as the teacher of record.

4146 Dance Performance: Ballet, Modern, Jazz, or Ethnic-Folk

Dance Performance is based on the Indiana Academic Standards for Dance. Sequential and systematic learning experiences are provided in the specific genre offered, whether it is Ballet, Modern, Jazz, or Ethnic-Folk. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the genre, including individual and group instruction in performance repertoire and skills. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. The performance class provides opportunities for students to experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. Students describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre.

They also become aware of the career opportunities in dance.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- A non-licensed dance instructor may be contracted to provide instruction with a licensed Fine Arts teacher serving as the teacher of record
- Laboratory course

4188 Advanced Chorus

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Beginning and Intermediate Chorus
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4170 Advanced Concert Band

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Beginning and Intermediate Concert Band
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4174 Advanced Orchestra

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Beginning and Intermediate Orchestra
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4182 Beginning Chorus

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4160 Beginning Concert Band

Beginning Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains.

Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4166 Beginning Orchestra

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4180 Choral Chamber Ensemble

Choral Chamber Ensemble is based on the Indiana Academic Standards for High School Choral Music. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre.

Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: One year or two semesters of Beginning Chorus
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4202 Electronic Music

Electronic Music is based on the Indiana Academic Standards for High School Music Technology. Students taking this course are provided with a wide variety of activities and experiences to develop skills in using electronic media and current technology to perform, create, and respond to music.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4162 Instrumental Ensemble

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: One year or two semesters of Beginning Concert Band
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4186 Intermediate Chorus

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none

- Recommended Prerequisites: Beginning Chorus
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4168 Intermediate Concert Band

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Beginning Concert Band
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4170 Advanced Concert Band

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Beginning and Intermediate Concert Band
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4172 Intermediate Orchestra

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Beginning Orchestra
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4164 Jazz Ensemble

Jazz Ensemble is based on the Indiana Academic Standards for High School Instrumental Music. Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of instrumental jazz. Instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. A limited amount of time outside of the school day may be scheduled for rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom. Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: One year or two semesters of Beginning Concert Band
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

- Counts as a directed elective or elective for all diplomas
- Fulfills requirement for 1 of 2 Fine Arts credits for the Core 40 with Academic Honors Diploma if students are enrolled in another band or orchestra course
- Laboratory course

4174 Advanced Orchestra

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Beginning and Intermediate Orchestra
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4200 Applied Music

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course I

4202 Electronic Music

Electronic Music is based on the Indiana Academic Standards for High School Music Technology. Students taking this course are provided with a wide variety of activities and experiences to develop skills in using electronic media and current technology to perform, create, and respond to music.

Recommended Grade: 9, 10, 11, 12

- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4206 Music History and Appreciation

Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester. The nature of this course allows for two successive semesters of instruction at an advanced level provided that defined proficiencies and standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

4208 Music Theory and Composition

Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts.

Students develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester. The nature of this course allows for two successive semesters of instruction at an advanced level provided that defined proficiencies and standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

4204 Piano and Electronic Keyboard

Piano and Electronic Keyboard is based on the Indiana Academic Standards for High School Music Technology and Instrumental Music. Students taking this course are offered keyboard classes 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; study the elements of music as exemplified in a variety of styles; and make interpretive decisions.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

4200 Applied Music

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

- Recommended Grade: 9,10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for
- successive semesters of instruction at an advanced level provided that defined
- proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory course

4184 Vocal Jazz

Vocal Jazz is based on the Indiana Academic Standards for High School Choral Music. Students in this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of vocal jazz. Instruction includes the study of the history and formative and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: One year or two semesters of Beginning Chorus
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

Theater

4250 Advanced Acting

Advanced Acting is based on the Indiana Academic Standards for Theater. Students enrolled in Advanced Acting research, create, and perform characters through script analysis, observation, collaboration and rehearsal. These activities should incorporate elements of theater history, culture, analysis, response, creative process and integrated studies. Additionally, students explore career opportunities in the theater by attending plays, meeting actors and discussing their work, and becoming theater patrons in their community.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Theater Arts
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

4252 Advanced Technical Theater

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Technical Theater I and II (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

4240 Advanced Theater Arts

Advanced Theater Arts is based on the Indiana Academic Standards for Theater. Students enrolled in Advanced Theater Arts read and analyze plays and apply criteria to make informed judgments. They draw on events and experiences to create scripted monologues and scenes, create scenic designs for existing plays, and build characters through observation, improvisation and script analysis. These activities should incorporate elements of theater history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore careers in theater arts and begin to develop a portfolio of their work. They also attend and critique theater productions and identify ways to support the theater in their community.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Theater Arts I and II (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

0518 Musical Theater

Musical Theater is based on the Indiana Academic Standards for Theater. Students in this course study the history of musical theater and its place in today's society. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. This class may be taught collaboratively among music, theater, dance, and visual arts faculty. These activities should incorporate elements of theater history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theater, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theater patrons in their community.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

4244 Technical Theater

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.

- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

4242 Theater Arts

Theater Arts is based on the Indiana Academic Standards for Theater. Students enrolled in Theater Arts read and analyze plays, create scripts and theater pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theater history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theater, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theater patrons in their community.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

4246 Theater Arts History

Theater Arts History is based on the Indiana Academic Standards for Theater. Students enrolled in Theater Arts History read and discuss significant plays from various periods and explore the interrelationship between theater and history. These activities should incorporate elements of culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theater, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theater patrons in their community.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

4254 Theater Arts Special Topic

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Theater Arts
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

4248 Theater Production

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas

0518 Musical Theater

Musical Theater is based on the Indiana Academic Standards for Theater. Students in this course study the history of musical theater and its place in today's society. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. This class may be taught collaboratively among music, theater, dance, and visual arts faculty. These activities should incorporate elements of theater history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theater, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theater patrons in their community.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma +
- Laboratory Course

4252 Advanced Technical Theater

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

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Technical Theater I and II (L)
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized. ● Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

4250 Advanced Acting

Advanced Acting is based on the Indiana Academic Standards for Theater. Students enrolled in Advanced Acting research, create, and perform characters through script analysis, observation, collaboration and rehearsal. These activities should incorporate elements of theater history, culture, analysis, response, creative process and integrated studies. Additionally, students explore career opportunities in the theater by attending plays, meeting actors and discussing their work, and becoming theater patrons in their community.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Theater Arts
- Credits: 1 semester course, 1 credit per semester. The nature of this course allows for successive semesters of instruction at an advanced level provided that defined proficiencies and content standards are utilized.
- Counts as a directed elective or elective for all diplomas ● Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma
- Laboratory Course

Radio and TV

7306 Audio and Video Production Essentials

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.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Broadcasting
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

7307 Mass Media Production

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.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Broadcasting; Audio and Video Production Essentials
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

7308 Radio & TV Broadcasting Capstone

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.

- Recommended Grade(s): 11, 12
- Required Prerequisites: Principles of Broadcasting; Audio and Video Production Essentials; Mass Media Production
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1-3 credits per semester, 6 credits maximum
- Counts as a Directed Elective or Elective for all diplomas

English Language Arts

1002 English 9

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

- Recommended Grade: 9
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

1004 English 10

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

- Recommended Grade: 10, 11
- Required Prerequisites: none

1006 English 11

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

- Recommended Grade: 11
- Required Prerequisites: none
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

1008 English 12

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

- Recommended Grade: 12
- Required Prerequisites: none
- Recommended Prerequisites: English 9, English 10, and English 11 or teacher recommendation
- Credits: 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

1012 English as a New Language

English as a New Language, an integrated English course based on the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication for English learners (ELs) 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.

Recommended Grade: Recommended Grade: 9, 10, 11, and 12. The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.

- Required Prerequisites: none
- Recommended Prerequisites: English proficiency placement test results
- English/Language Arts credit (1012): If ENL course work addresses Indiana's Academic Standards for English/Language Arts and is based on general ELA curriculum and student's Individualized Learning Plan, up to 8 credits accrued can be counted as the required English/ Language Arts credits for all diplomas.
- Fulfills an English Language Arts requirement for all diplomas
- World Language credit (2188): If ENL course work addresses Indiana's Academic Standards for World Languages and is taken concurrently with another
- English/Language Arts course, up to 8 credits accrued may count as World Language credits for all diplomas.
- ancient and modern languages (Latin, Greek, Germanic, and Romance Languages). Students analyze meanings of

English words by examining roots, prefixes, and suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: 4 credits in English Language Arts
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas
- NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.

1062 Grammar

Grammar, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the English language system. Students examine and apply the conventions of oral and written expression that include syntax, usage, punctuation, and spelling. Students learn grammatical terminology, study grammar in the context of reading and writing, and apply grammatical concepts in writing and speaking.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas
- NOTE: Students are strongly encouraged to combine this course with a literature or composition course that they take before, concurrently, or after the course.

1080 Journalism

Journalism, a course based on the Indiana Academic Standards for English/Language Arts and the Indiana High School Journalism Standards, is a study of news elements, journalism history, First Amendment law, ethics, fact, and opinion, copy editing, news, and features as they apply to print and digital media products. It includes a comparison study of journalistic writing to other types of English writing with practical application of news, features, editorials, reviews, columns, and digital media writing forms. For the second credit: Students continue to develop journalistic writing skills in addition to studying graphic design, advertising, public relations, photojournalism and emerging media development and design. By the end of the semester, students write, shoot, and design stories for print and digital media products.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester. Second credit may be subtitled Advanced to allow for a successive semester of instruction at an advanced level.
- English/Language Arts credit (1080): Journalism course work addresses the Indiana Academic Standards for English/Language Arts, the credits accrued can be counted as part of the eight
- (8) required English/Language Arts credits for all diplomas.
- counts as an elective for all diplomas
- NOTE: This is not a student publications course. The designated school newspaper or yearbook course is Student Media (1086).

1032 Ethnic Literature

Ethnic Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of literature focusing on specific multicultural issues produced by writers representing various ethnic cultures. Students examine works exploring ethnic experiences and ideas as well as the contributions of authors to multicultural themes. Students analyze the expressions of cultural identities within ethnic literature and how problems or issues of interest to a given group interconnect with national issues and history. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

1034 Film Literature

Film Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. Courses can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within the curriculum.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

1076 Speech

Speech, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multimedia presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

1090 Composition

Composition, a course based on the Indiana Academic Standards for English/Language Arts, is a study and application of the rhetorical writing strategies of narration, description, exposition, and persuasion. Using the writing process, students demonstrate a command of vocabulary, English language conventions, research and organizational skills, an awareness of the audience, the purpose for writing, and style. Students read classic and contemporary literature or articles and use appropriate works as models for writing. Students write a variety of types of compositions with a focus on fictional narratives, reflective compositions, academic essays, and responses to literature. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

1092 Creative Writing

Creative Writing, a course based on the Indiana Academic Standards for English/Language Arts, 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. Course can be offered in conjunction with a literature course, or schools may embed Indiana Academic Standards for English/Language Arts reading standards within curriculum.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: English 9, English 10, or teacher recommendation
- Credits: 1 semester course, 1 credit per semester
- Fulfills an English/Language Arts requirement for all diplomas

1080 Journalism

Journalism, a course based on the Indiana Academic Standards for English/Language Arts and the Indiana High School Journalism Standards, is a study of news elements, journalism history, First Amendment law, ethics, fact, and opinion, copy editing, news, and features as they apply to print and digital media products. It includes a comparison study of journalistic writing to other types of English writing with practical application of news, features, editorials, reviews, columns, and digital media writing forms. For the second credit: Students continue to develop journalistic writing skills in addition to studying graphic design, advertising, public relations, photojournalism and emerging media development and design. By the end of the semester, students write, shoot, and design stories for print and digital media products.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester. Second credit may be subtitled Advanced to allow for a successive semester of instruction at an advanced level.
- English/Language Arts credit (1080): Journalism course work addresses the Indiana Academic Standards for English/Language Arts, the credits accrued can be counted as part of the eight (8) required English/Language Arts credits for all diplomas.
- Counts as an elective for all diplomas
- NOTE: This is not a student publications course. The designated school newspaper or yearbook course is Student Media (1086).

1078 Advanced Speech and Communication

Advanced Speech and Communication, a course based on the Indiana Academic Standards for English/Language Arts and emphasizing the High School Speech and Communication Standards, is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multimedia presentations, including speeches to inform, to motivate, to entertain, and to persuade through the use of impromptu, extemporaneous, memorized, or manuscript delivery.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Speech or teacher recommendation
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Fulfills an English/Language Arts requirement for all diploma

Science, Technology, Engineering, and Mathematics (STEM)

Biomedical

5218 Principles of Biomedical Sciences

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

- Recommended Grade(s): 9
- Required Prerequisites: Biology I or concurrent enrollment in Biology I is required
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Fulfills a science requirement for all diplomas
- Counts as a directed elective or elective for all diplomas

5276 Anatomy and Physiology

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, 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.

Recommended Grade: 11, 12

- Required Prerequisites: none
- Recommended Prerequisites: Biology
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- Fulfills a science course requirement for all diplomas

5217 Medical Interventions

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. Lessons will cover the history of organ transplants and gene therapy with additional readings from current scientific literature addressing cutting edge developments. This course aligns with the PLTW Medical Interventions curriculum. Use of the PLTW Curriculum may require additional training and membership in the PLTW network.

- Recommended Grade(s): 11
- Required Prerequisites: Principles of Biomedical Sciences
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- Fulfills a science requirement for all diploma types

Information Technology Computer Science

7183 Principles of Computing

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

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: Introduction to Computer Science; Completed or Co-Enrolled in Algebra I
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- Counts as a quantitative reasoning course
- Counts as a science credit

7351 Topics in Computer Science

Topics in Computer Science is designed for students to investigate emerging disciplines within the field of computer science. Students will use foundational knowledge from 7183 Principles of Computing to study the areas of data science, artificial intelligence, app/game development, and security. Students will utilize knowledge related to these areas and programming skills to develop solutions to authentic problems.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Computing
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- Counts as a quantitative reasoning course
- Counts as a science credit

7352 Computer Science

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.

- Recommended Grade(s): 11, 12
- Required Prerequisites: Principles of Computing
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- Counts as a science credit
- Counts as a quantitative reasoning course
- The AP Computer Science A curriculum may be used to complete the competencies required for this course.

7353 Computer Science Capstone

Computer Science Capstone provides a working understanding of the fundamentals of procedural and object-oriented program development using structured, modular concepts and modern object-oriented programming languages. Reviews control structures, functions, data types, variables, arrays, and data file access methods. The course is a second level computer science course introducing object oriented computer programming, using a language such as Java or C++. Object-oriented concepts studied include classes, objects, inheritance, polymorphism, operator overloading, exception handling, recursion, abstract data types, streams and file I/O. Students will explore programming concepts such as software reuse, data abstraction and event-driven programming.

- Recommended Grade(s): 12
- Required Prerequisites: Principles of Computing; Topics in Computer Science; Computer Science
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1-3 credit per semester, 6 credits maximum
- Counts as a directed elective or elective for all diplomas

4803 Introduction to Computer Science

Introduction to Computer Science allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

- Recommended Grade(s): 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

Advanced Manufacturing

4796 Introduction to Advanced Manufacturing and Logistics

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, MSDS's, chart and graph reading and MSSC concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors.

- Recommended Grade(s): 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

5538 Digital Electronics

Digital Electronics is a course of study in applied digital logic that encompasses the design and application of electronic circuits and devices found in video games, watches, calculators, digital cameras, and thousands of other devices. Instruction includes the application of engineering and scientific principles as well as the use of Boolean algebra to solve design problems. Using computer software that reflects current industry standards, activities should provide opportunities for students to design, construct, test, and analyze simple and complex digital circuitry software that will be used to develop and evaluate the product design. This course engages students in critical thinking and problem-solving skills, time management and teamwork skills. This course aligns with the PLTW Digital Electronics curriculum. Use of the PLTW curriculum may require additional training and membership in the PLTW network.

- Recommended Grade(s): 11, 12
- Required Prerequisites: Introduction to Engineering Design (-or- Principles of Engineering Technology)
- Recommended Prerequisites: Electronic Fundamentals
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- Counts as a quantitative reasoning course

5644 Principles of Engineering

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. This course aligns with the PLTW Principles of Engineering curriculum. Use of the PLTW curriculum may require additional training and membership in the PLTW network.

- Recommended Grade(s): 10, 11
- Required Prerequisites: Introduction to Engineering Design
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- Fulfills a science course requirement for all diplomas

4508 Technical/Business Communication

Technical/Business Communications provides students with the communication and problem-solving skills to function effectively in the workplace. Areas of study include written/oral/visual communication, listening, informational reading, Internet research/analysis, and electronic communication. Concepts addressed will include adapting communication to the situation, purpose, and audience. Students produce documents related to employee handbooks, instructional manuals, employment communication, organizational communication, business reports, and social/professional situations using word processing, presentation, multimedia, and desktop publishing software.

- Recommended Grade(s): 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Digital Applications and Responsibility
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

4794 Introduction to Design Processes

Introduction to Design Processes is a course that specializes in modern design and engineering processes with a focus on creative problem solving in developing, testing, communicating, and presenting post-evaluation of products. Students use the design process to analyze research, develop ideas, and produce product solutions. This process gives a framework through which they design, manufacture, test, and present their ideas. Students will demonstrate and utilize design principles and elements for visual presentation. Designing aspects will also cover aesthetics, ergonomics, the environment, safety, and production. The design process is a core-learning tool for many courses enabling the student to solve problems in a systematic, logical and creative manner. Students develop a good understanding of the way the process helps them think creatively and develop aesthetic ideas. The design process encourages the students to engage in higher level thinking to create solutions for many types of problems.

- Recommended Grade(s): 9, 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

4802 Introduction to Engineering Design

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. This course aligns with the PLTW Introduction to Engineering Design curriculum. Use of the PLTW curriculum may require additional training and membership in the PLTW network.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- NOTE: Schools that have agreed to be part of the Project Lead the Way network must follow all training and data collection requirements.

CTE Fundamentals

4540 Personal Financial Responsibility

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, savings, and investing; understand banking, budgeting, record-keeping and 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.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 credit per semester, 1 credit maximum
- Counts as a quantitative reasoning course
- Counts as a directed elective or elective for all diplomas

5340 Advanced Nutrition and Wellness

Advanced Nutrition and Wellness is a course which provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. Advanced Nutrition and Wellness is an especially appropriate course for students interested in careers in the medical field, athletic training and dietetics. This course builds on the foundation established in Nutrition and Wellness, which is a required prerequisite. This is a project-based course; utilizing higher-order thinking, communication, leadership and management processes. 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. This course is the second in a sequence of courses that provide a foundation for continuing and post-secondary education in all career areas related to nutrition, food, and wellness.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Nutrition and Wellness
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum

5366 Human Development and Wellness

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 human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; 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. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of these topics. Authentic applications through service learning are encouraged.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: Credits: 1 or 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- Qualifies as one of the FACS courses a student can take to waive the Health & Wellness graduation requirement. To qualify for the Health and Wellness waiver, a student must take three of the approved courses. For more information, see 511 IAC 6-7.1-4(c)(6).

Hospitality and Human Services

7176 Principles of Human Services

Principles of Human Services explores the history of human services, career opportunities, and the role of the human service worker. Focuses on target populations and community agencies designed to meet the needs of various populations. The course includes a required job shadowing project in a Human Services setting (a suggested four-hour minimum to meet Ivy Tech requirements). This course will also encourage cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

- Recommended Grade(s): 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas

7177 Relationships and Emotions

Relationship & Emotions examines the key elements of healthy relationships. Explores the main problems that damage relationships. Presents research findings on successful and unsuccessful relationships, and emotional connections. Explores the impact of one's emotional and relationship history on current and future romantic relationships. Presents practical, scientific-based skills for improving relationships. Additionally, this course offers practical and useful information for people who have experienced loss. Students have the opportunity to evaluate their own experiences and attitudes toward loss and grief.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Human Services
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits max
- Counts as a directed elective or elective for all diplomas

7174 Understanding Diversity

Understanding Diversity encourages cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

- Recommended Grade(s): 10, 11, 12
- Required Prerequisites: Principles of Human Services
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diploma

7241 Human Services Capstone

This course provides opportunities to increase effectiveness in helping people. Examines the helping process in terms of skills, helping stages, and issues involved in a helping relationship. This course also introduces and develops basic interviewing skills. Includes assessment strategies and treatment planning. This course provides basic information about the problems of alcohol and other drug abuse. Explores symptoms and effects of abuse and dependence on individuals, families, and society. Additionally, this course studies group dynamics, issues and behavior. Includes group functioning and leadership, guidelines on working effectively with a co-leader, and practical ways of evaluating the group processes. It provides an overview of legal and ethical aspects in the field of human services with implications for the human service worker. Includes topics such as confidentiality, rights of clients, client records, equal protection for staff and clients, and discrimination. The Human Service Ethical Code and related codes are covered with an overview of ethical dimensions of practice.

- Recommended Grade(s): 11, 12
- Required Prerequisites: Relationships & Emotions; Understanding Diversity
- Recommended Prerequisites: none
- Credits: 2 semester course, 2 semester required, 1-3 credits per semester, 6 credits max
- Counts as a Directed Elective or Elective for all diplomas

Health and Physical Education

Physical Education I, Physical Education II, and Elective Physical Education are based on Indiana's Academic Standards for Physical Education. These courses identify what a student should know and be able to do as a result of a quality physical education program. Physical literacy is defined by SHAPE America as "the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person." The goal of a physically educated student and physically literate student is to maintain appropriate levels of cardio- respiratory endurance, muscular strength and endurance, flexibility, and body composition, knowledge skills, and confidence necessary for a lifetime of healthful physical activity. Through a variety of instructional strategies, students practice skills that demonstrate physical literacy. This includes demonstrating competency in a variety of motor skills and movement patterns; applying knowledge of concepts, principles, strategies and tactics related to movement and performance; demonstrating the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness; exhibiting responsible personal and social behavior that respects self and others; and recognizing the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Physical Education courses are designated as laboratory courses and, as such, 25 percent of course time must be spent in activity. Adapted physical education must be offered, as needed, in the least-restrictive environment and must be based upon an individual assessment.

Flexibility in Physical Education March 2013

In 2009, the State Board of Education made several rule changes, including the definition of credit, the intent was to allow schools more flexibility in working with students and engaging them in challenging content. **Students using the credit flexibility option must still meet the academic standards of the courses Physical Education I and II.**

For physical education, the teacher could develop an independent learning course that would encompass standards met through participation in marching band, athletics, as well as other extracurricular experiences. The PE teacher must still grant the credit. Keep in mind that course descriptions for PE I and II state that the course should 'provide students with opportunities to actively participate in at least four of the following: team sports; dual sport activities, individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance' so opportunities to gain experience in multiple areas would need to be provided. If credit for participation in one sport is granted for PE I, the same sport activity could not be used for PE II. However, it could be used for Elective PE which provides for more in-depth study in one or more areas, and the refinement of skills that promote lifetime fitness. The waiver related to the definition of credit is "immediately available to Indiana schools with no need to submit an application or waiver request". This is the flexibility that allows schools to award credit based on meeting the standards. Local school boards may adopt credit flexibility policies but are not required to do so. If the board adopts a credit flexibility policy, the school needs to develop guidelines, establish the process, and identify ways to communicate the options to parents and students. The actual curriculum and how to measure if standards are being adequately met is a local decision just as the curriculum is locally determined. However, credit must be granted by a licensed physical education teacher. They would be the teacher of record responsible for ensuring that PE standards were addressed and for assessment. The coach/band director would implement the course requirements identified by the PE teacher, collect documentation and recommend to the PE teacher a grade and credit be awarded.

3542 Physical Education I (L)

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge, and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: Grade 8 Physical Education
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills part of the Physical Education requirement for all diplomas
- Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least restrictive environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

3544 Physical Education II (L)

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in four of the following areas that were not included in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: Physical Education I
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills part of the Physical Education requirement for all diplomas
- Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.
- Adapted physical education must be offered, as needed, in the least-restrictive environment and must be based upon an individual assessment.
- As a designated laboratory course, 25% of course time must be spent in activity.

3560 Elective Physical Education

Elective Physical Education, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Physical Education I and II
- Credits: 1 credit per semester, maximum of 8 credits
- Counts as an elective requirement for all diplomas
- The nature of this course allows for successive semesters of instruction provided defined proficiencies and content standards are utilized.

3508 Current Health Issues

Current Health Issues, an elective course that can be aligned to Indiana's Academic Standards for Health and Wellness, focuses on specific health issues and/or emerging trends in health and wellness, but not limited to: personal health and wellness; non-communicable and communicable diseases; nutrition; mental and emotional health; tobacco prevention; alcohol and other drug prevention; human development and family health; health care and/or medical treatments; and national and/or international health issues. This course provides students with the knowledge and skills of health and wellness core concepts, analysis of influences, access to information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Health and Wellness course
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Counts as an elective requirement for all diplomas

3506 Health and Wellness Education

Health and Wellness, a course based on Indiana's Academic Standards for Health and Wellness and provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support healthy 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.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: 8th grade health education
- Credits: 1 semester course, 1 credit per semester, 1 credit maximum
- Fulfills the Health and Wellness requirement for all diploma types

Multidisciplinary

0516 Junior Reserve Officer Training Corps (JR ROTC)

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.

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester,

0509 Jobs for America's Graduates

Jobs for America's Graduates (JAG) is a state-based, national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. JAG's mission is to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities or to enroll in a postsecondary institution that leads to a rewarding career. JAG students receive adult mentoring while in school and one year of follow-up counseling after graduation. The JAG program is funded through grants provided by the Indiana Department of Workforce Development.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credits per semester, 4 credits maximum
- Counts as an elective for all diplomas up to 8 semesters, 8 credits maximum.
- Counts as an elective for all diplomas

0500 Basic Skills Development

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 credit per semester up to 8 semesters, 8 credits maximum
- Counts as an elective for all diplomas

0532 College-Entrance Preparation

College-Entrance Preparation utilizes individual student score reports from the PSAT or other formative assessments to prepare students for college readiness assessments such as Indiana's Graduation Qualifying Exam, the SAT. Based on individual student score reports, students should receive targeted instruction to strengthen their foundations in critical reading, writing, and mathematics. Being "college ready" means being prepared for any post-secondary education or training experience, including readiness for study at two-year and four-year institutions leading to a post-secondary credential (i.e., a certificate, license, Associate's or bachelor's degree). A college-ready student has the necessary English and mathematics skills to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

- Recommended Grade: Grade 11
- Required Prerequisites: English 9 and English 10 (or their equivalent), Algebra I and Geometry or Integrated Mathematics I and Integrated Mathematics II
- Recommended Prerequisites: Algebra II or Analytical Algebra II (or concurrent enrollment in Algebra II)
- Credits: 1 semester course, 1 credit per semester, 4 credits maximum
- Counts as an elective credit for all diplomas.
- The nature of this course allows for successive semesters of instruction provided progressively advanced proficiencies and content standards are utilized.

0532 College-Entrance Preparation

College-Entrance Preparation utilizes individual student score reports from the PSAT or other formative assessments to prepare students for college readiness assessments such as Indiana's Graduation Qualifying Exam, the SAT. Based on individual student score reports, students should receive targeted instruction to strengthen their foundations in critical reading, writing, and mathematics. Being "college ready" means being prepared for any post-secondary education or training experience, including readiness for study at two-year and four-year institutions leading to a post-secondary credential (i.e., a certificate, license, Associate's or bachelor's degree). A college-ready student has the necessary English and mathematics skills to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

- Recommended Grade: Grade 11
- Required Prerequisites: English 9 and English 10 (or their equivalent), Algebra I and Geometry or
- Integrated Mathematics I and Integrated Mathematics II

- Recommended Prerequisites: Algebra II or Analytical Algebra II (or concurrent enrollment in Algebra II)
- Credits: 1 semester course, 1 credit per semester, 4 credits maximum
- Counts as an elective credit for all diplomas.
- The nature of this course allows for successive semesters of instruction provided progressively advanced proficiencies and content standards are utilized.

0512 Environmental Studies

Environmental Studies provides students opportunities to utilize several disciplines in examining ecosystems from a variety of human viewpoints. This course fosters an awareness of aesthetics in urban and rural areas and the ecological, economic, social, and political interdependence of environmental factors. It introduces students to the knowledge, attitudes, commitments, and skills needed to make decisions and to choose personal actions that will contribute to intelligent resource management. This course also provides students with the skills needed to investigate the ecological effects regarding the uses of: (1) energy, (2) water, (3) air, (4) soils, (5) minerals, (6) wildlife, and (7) other natural resources. Field trips and community investigations provide examples of practical applications of resource management. Topics include: (1) identifying and monitoring the disposal of hazardous wastes, (2) acid rain, (3) land- use practices ranging from wilderness areas to areas under multiple-use management, (4) water and solid waste treatment, (5) transportation systems, (6) human population demands on the land, and (7) the impact of these factors on the quality of life and the culture of the area.

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 credit per semester up to 2 credits
- Counts as a directed elective or elective for all diplomas

0514 Humanities

A course in humanities provides for the study of content drawn from history, philosophy, literature, languages, and the arts. This course also includes an in-depth study of specific disciplines in these and related subject areas that could include: (1) linguistics; (2) archeology; (3) jurisprudence; (4) the history, theory, and criticism of the arts; (5) the history and philosophy of science; (6) ethics; (7) comparative religions; and (8) other aspects of the social sciences which relate to understanding life and the world. The emphasis of the course work is on developing an understanding of the content of the course and how to apply it to the human environment.

Particular attention is given to the relevance of these applications regarding the current conditions of life.

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 credit per semester up to 2 credits
- Counts as a directed elective or elective for all diplomas
- This course may qualify for Academic Honors Diploma credit if it meets the standards for specific language arts, social studies, or fine arts courses and is taught by teachers licensed in the specific subject areas.

0520 Peer Tutoring

Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12), through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development of and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as an elective for all diploma

0539 Service Based Learning (SBL)

Service-based learning integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility (and other employability skills), and strengthen communities. SBL can be classified by three core indicators:

● Integrating academic study with service experience; 132 Indiana Department of Education High School Course Titles and Descriptions: 2023-2024 ● Reflecting larger social, economic, and societal issues; and ● Collaborative efforts between students, schools, and community partners

- This course code should be used to denote completion of the Graduation Pathways Employability Skills experience.
- Recommended Grade: 9-12
- Required Prerequisites: None
- Recommended Prerequisites: Preparing for College & Careers
- Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the service-based learning experience validates the SBL work product.
- Qualifies as the employability skills requirement for all diplomas.

0543 Work Based Learning Level 1: Basic WBL Experience (WBL Lvl 1)

Work-based learning (WBL) is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. Work-based learning experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals. WBL includes activities that can occur in workplaces or school-based enterprises and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. It supports entry or advancement in a career field and can serve as the culminating course or event in a student's chosen career pathway. Through WBL, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in real world settings. Governor's Work Ethic Certificate or Career Exploration Internship- time dedicated to WBL experiences during the school day (e.g., student schedule allows ½ day off campus to experience world of work) ● Paid or non-paid experience ● Must have at least 5 hours per week dedicated to employability skill development through a Career Exploration Internship ● Post-secondary credential is not embedded in pathway; WBL experience only

This course code should be used to denote completion of the Graduation Pathways Employability Skills experience.

- Recommended Grade: 9-12
- Required Prerequisites: None
- Recommended Prerequisites: Preparing for College & Careers
- Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the work-based learning experience validates the WBL work product.
- Qualifies as the employability skills requirement for all diplomas.

0544 Work Based Learning Level 2: WBL Capstone (WBL Lvl 2)

Work-based learning (WBL) is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. Work-based learning experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals. WBL includes activities that can occur in workplaces or school-based enterprises and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. It supports entry or advancement in a career field and can serve as the culminating course or event in a student's chosen career pathway. Through WBL, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in real world settings.

- WBL Capstones for Academic & CTE Pathways
- Previous completion or current enrollment in one advanced dual credit course
- Paid or non-paid experience
- Hours for Completion - minimum 75 hours
- Post-secondary credential embedded in pathway
- Academic Pathway: Indiana College Core
- CTE Pathway: Industry-Recognized Certification or Credential
- This course code should be used to denote completion of the Graduation Pathways Employability Skills experience.
- Recommended Grade: 9-12
- Required Prerequisites: None
- Recommended Prerequisites: Preparing for College & Careers
- Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the work-based learning experience validates the WBL work product.
- Qualifies as the employability skills requirement for all diplomas.

0545 Work Based Learning Level 3: Pre-Apprenticeship (WBL Lvl 3)

Work-based learning (WBL) is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. Work-based learning experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals. WBL includes activities that can occur in workplaces or school-based enterprises and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. It supports entry or advancement in a career field and can serve as the culminating course or event in a student's chosen career pathway. Through WBL, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in real world settings.

- Pre-Apprenticeship: This level provides students with the potential to earn a CTE Concentrator with an embedded 3E Experience
- This pre-apprenticeship provides one year of the required credits needed in Level 4 and will be applied to Level 4 completion
- Sequence of Courses: CTE Concentrator and/or Indiana College Core embedded
- Paid or non-paid experience
- Hours for Completion - 650 hours over the 11th and 12th grade years
- Post-secondary CTE certificate or dual credit credential earned upon completion
- This course code should be used to denote completion of the Graduation Pathways Employability Skills experience.
- Recommended Grade: 9-12
- Required Prerequisites: None
- Recommended Prerequisites: Preparing for College & Careers
- Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the work-based learning experience validates the WBL work product.
- Qualifies as the employability skills requirement for all diplomas.

0546 Work Based Learning Level 4: Federal Registered Apprenticeship/Modern Youth Apprenticeship (WBL Lvl 4)

Work-based learning (WBL) is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. Work-based learning experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals. WBL includes activities that can occur in workplaces or school-based enterprises and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. It supports entry or advancement in a career field and can serve as the culminating course or event in a student's chosen career pathway. Through WBL, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in real world settings.

- Paid WBL experience
- Hours for Completion - approximately 2,000 hours
- 2-3-year duration
- Post-secondary CTE certificate or dual credit credential earned upon completion
- This course code should be used to denote completion of the Graduation Pathways Employability Skills experience.
- Recommended Grade: 9-12
- Required Prerequisites: None
- Recommended Prerequisites: Preparing for College & Careers
- Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the work-based learning experience validates the WBL work product.
- Qualifies as the employability skills requirement for all diplomas.

0547 Project Based Learning (PBL)

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, problem, or challenge. The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make their project work public by explaining, displaying and/or presenting it to people beyond the classroom. This course code should be used to denote completion of the Graduation Pathways Employability Skills experience.

- Recommended Grade: 9-12
- Required Prerequisites: None
- Recommended Prerequisites: Preparing for College & Careers
- Credits: 0 credits, the experience may stretch over multiple semesters & should not be marked as passing until the designated person responsible for approving the project-based learning experience validates the PBL work product.
- Qualifies as the employability skills requirement for all diplomas.

0509 Jobs for America's Graduates

Jobs for America's Graduates (JAG) is a state-based, national non-profit organization dedicated to preventing dropouts among young people who are most at-risk. JAG's mission is to keep young people in school through graduation and provide work-based learning experiences that will lead to career advancement opportunities or to enroll in a postsecondary institution that leads to a rewarding career. JAG students receive adult mentoring while in school and one year of follow-up counseling after graduation. The JAG program is funded through grants provided by the Indiana Department of Workforce Development.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credits per semester, 4 credits maximum
- Counts as an elective for all diplomas

0516 Junior Reserve Officer Training Corps

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.

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, up to 8 semesters, 8 credits maximum.
- Counts as an elective for all diplomas

Mathematics

2520 Algebra I

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 semester course, 1 credit per semester
- Fulfills a Mathematics course requirement for all diplomas
- Fulfills the Algebra I/Integrated Mathematics I requirement for all diplomas
- Students pursuing Core 40, Core 40 with Academics Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9

2522 Algebra II

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra I
- 2 semester course, 1 credit per semester
- Fulfills a Mathematics course requirement for all diplomas
- Fulfills the Algebra II/Integrated Mathematics III requirement for all diplomas

2595 PRIME Math (New for approved schools in 2020-2021)

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. In order to offer this course, the instructor must have received training by SREB or IDOE. Additionally, the school and the instructor must commit to teaching the PRIME math curriculum with fidelity.

- Recommended Grade: 12
- Required Prerequisites: Algebra II or Analytical Algebra II or Integrated Mathematics III
- Recommended Prerequisites: none
- 2 semester course, 1 credit per semester
- Fulfills a Mathematics course requirement for all diplomas

2532 Geometry

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Seven critical areas comprise the Geometry course: Logic and Proofs; Points, Lines, Angles, and Planes; Triangles; Quadrilaterals and Other Polygons; Circles; Transformations; and Three-dimensional Solids. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra I
- 2 semester course, 1 credit per semester
- Fulfills a Mathematics course requirement for all diplomas
- Fulfills the Geometry/Integrated Mathematics II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diploma

2518 Integrated Mathematics I Lab

Integrated Mathematics I Lab is a mathematics support course for Integrated Mathematics I. Integrated Mathematics I Lab is taken while students are concurrently enrolled in Integrated Mathematics I. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The six critical areas of Integrated Mathematics I Lab align with the critical areas of Integrated Mathematics I: Relationships between Quantities; Linear and Exponential Relationships; Reasoning with Equations; Descriptive Statistics; Congruence, Proof, and Constructions; and Connecting Algebra and Geometry through Coordinates. However, whereas Integrated Mathematics I contains exclusively grade-level content, Integrated Mathematics I Lab combines standards from high school courses with foundational standards from the middle grades.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 semester course, 1 credit per semester
- Fulfills a Mathematics course requirement for the General Diploma only or as an elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Integrated Mathematics I Lab is designed as a support course for Integrated Mathematics. As such, a student taking Integrated Mathematics I Lab must also be enrolled in Integrated Mathematics I during the same academic year.

2564 Pre-Calculus: Algebra A

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra II and Geometry or Integrated Mathematics III
- 1 semester course, 1 credit per semester
- Fulfills a Mathematics course requirement for all diplomas

2566 Pre-Calculus: Trigonometry B

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra II and Geometry or Integrated Mathematics III
- 1 semester course, 1 credit per semester
- Fulfills a Mathematics course requirement for all diplomas

2550 Quantitative Reasoning

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. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics course is designed to align with college-level quantitative reasoning courses for dual secondary/college credit. 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.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra II or Integrated Mathematics III or Analytical Algebra II
- 1 or 2 semester course, 1 credit per semester. Due to the level of rigor, it is recommended that this course be offered as a 2 semester, 2 credit course.
- Fulfills a Mathematics course requirement for all diplomas

Science

In April 2019 Pursuant to HEA 1426, the State Board adopted revised rules regarding science requirements for the Core 40 curriculum model. In order to earn a Core 40 diploma designation, students are still required to have (1) two credits of Biology I, (2) two credits of Chemistry I or Physics I or Integrated Chemistry-Physics, and (3) two credits of any other Core 40 science course. Acting on recommendations from a committee of content area experts representing both secondary and postsecondary institutions, the Indiana State Board of Education approved expanding the list of courses that students may take to satisfy the science requirement. In addition to the approved courses listed in this section, courses listed on the “Core 40 Science Requirement Recommendations” can be used to satisfy the third science requirement. Indiana Academic Standards for science are currently under review and will be updated for full implementation in the 2023-24 school year.

5276 Anatomy and Physiology

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, 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.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Biology
- Credits: 1 to 2 semester course, 1 credit per semester, 2 credits maximum
- Counts as a directed elective or elective for all diplomas
- Fulfills a science course requirement for all diplomas

3024 Biology I

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. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

- Recommended Grade: 10
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills the Biology requirement for all diplomas

3026 Biology II

Biology II is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Biology II examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.

- Recommended Grade: 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: Biology I
- Credits: 2 semester course, 1 credit per semester
- Counts as an Elective for all diplomas
- Fulfills a science course requirement for all diplomas

3064 Chemistry I

Chemistry I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Chemistry topics. Disciplinary Core Ideas for this course include Matter and its Interactions and Energy. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra II (can be taken concurrently)
- Credits: 2 semester course, 1 credit per semester
- Fulfills a science (physical) course requirements

3066 Chemistry II

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Chemistry I & Algebra II
- Credits: 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills a science course requirement for all diplomas
- Qualifies as a quantitative reasoning course

3044 Earth and Space Science I

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. Disciplinary Core Ideas for this course include Earth's Place in the Universe, Earth's Systems, and Human Interaction with Earth's Systems. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills a science course requirement for all diplomas

3010 Environmental Science

Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course integrate Science and Engineering Practices and Crosscutting Concepts to conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science acquire the essential tools for understanding the complexities of national and global environmental systems.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Two credits science coursework
- Credits: 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills a science (life) course requirement for all diplomas

3108 Integrated Chemistry-Physics

Integrated Chemistry and Physics incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three-dimensional understanding of Chemistry and Physics topics. Disciplinary Core Ideas for this course include Matter and its Interactions, Forces, Energy, and Waves and their Applications in Technologies for Information Transfer. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

- Recommended Grade: 9
- Required Prerequisites: none
- Recommended Prerequisites: Algebra I (may be taken concurrently with this course)
- Credits: 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills a science (physical) course requirement for all diplomas
- Qualifies as a Quantitative Reasoning course

3084 Physics I

Physics I incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three dimensional understanding of Physics topics. Disciplinary Core Ideas for this course include Forces and Interactions, Energy, Wave Properties, and Electromagnetic Radiation. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

- Recommended Grade: 9, 10, 11
- Required Prerequisites: none
- Recommended Prerequisites: Algebra I or Algebra II
- Credits: 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills a science (physical) course requirement for all diplomas
- Qualifies as a Quantitative Reasoning course

3086 Physics II

Physics II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Physics II investigate physical phenomena and the theoretical models that are useful in understanding the interacting systems of the macro- and microcosms. Students extensively explore the unifying themes of physics, including such topics and applications of physics as: energy and momentum in two dimensions; temperature and thermal energy transfer; fluids; electricity; simple and complex circuits; magnetism; electromagnetic induction; geometric optics; particle and wave nature of light; modern physics. Use of laboratory activities aimed at investigating physics questions and problems concerning personal needs and community issues related to physics are embedded within the course.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Physics I, Pre-calculus/Trigonometry (can be taken concurrently)
- Credits: 2 semester course, 1 credit per semester
- Fulfills a science (physical) course requirement for all diplomas
- Qualifies as a Quantitative Reasoning course
- Counts as an elective for all diplomas

3092 Advanced Science, Special Topics

Advanced Science, Special Topics is any science course that is grounded in extended laboratory, field, and literature investigations in one or more specialized science disciplines, such as anatomy/physiology, astronomy, biochemistry, botany, ecology, electromagnetism, genetics, geology, nuclear physics, organic chemistry, etc. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student's course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, may be offered for successive semesters
- Fulfills a science requirement for all diplomas

3092 Advanced Science, Special Topics (L) Zoology

Advanced Science, Special Topics is any science course that is grounded in extended laboratory, field, and literature investigations in one or more specialized science disciplines, such as anatomy/physiology, astronomy, biochemistry, botany, ecology, electromagnetism, genetics, geology, nuclear physics, organic chemistry, etc. Students enrolled in this course engage in an in-depth study of the application of science concepts, principles, and unifying themes that are unique to that particular science discipline and that address specific technological, environmental or health-related issues. Under the direction of a science advisor, students enrolled in this course will complete an end-of-course project and presentation, such as a scientific research paper or science fair project, integrating knowledge, skills, and concepts from the student's course of study. Individual projects are preferred, but group projects may be appropriate if each student in the group has specific and unique responsibilities.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester, may be offered for successive semesters
- Fulfills a science requirement for all diplomas

3108 Integrated Chemistry-Physics

Integrated Chemistry and Physics incorporates high school Disciplinary Core Ideas, Science and Engineering Practices, and Crosscutting Concepts to help students gain a three-dimensional understanding of Chemistry and Physics topics. Disciplinary Core Ideas for this course include Matter and its Interactions, Forces, Energy, and Waves and their Applications in Technologies for Information Transfer. Instruction focuses on the observation of phenomena to develop an understanding of how scientific knowledge is acquired.

- Recommended Grade: 9
- Required Prerequisites: none
- Recommended Prerequisites: Algebra I (may be taken concurrently with this course)
- Credits: 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills a science (physical) course requirement for all diplomas
- Qualifies as a Quantitative Reasoning course

Social Studies

1508 Citizenship and Civics (CIVICS)

Citizenship and Civics is an overview of citizenship roles and responsibilities designed to help students become independent thinkers and conscientious citizens. This course deals with political trends and behavior which citizens consider to be relevant to the most pressing issues of the day. The course provides students with experiences that will develop attitudes of citizenship within a democratic society. Topics include: (1) the policymaking process, (2) public participation in policymaking, (3) citizenship rights and responsibilities in a changing society, and (4) the relationship between modern society and government. Study of the local government should be a component of this course.

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills social studies requirement for General Diploma.

1512 Current Problems, Issues, and Events

Current Problems, Issues, and Events gives students the opportunity to apply investigative and inquiry techniques to the study of significant problems or issues. Students develop competence in (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected will have contemporary historical significance and will be studied from the viewpoint of the social science disciplines. Community service programs and internships within the community may be included.

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester. Course may be repeated for credit if the content of the course changes.
- Counts as an elective for all diplomas
- Fulfills social studies requirement for General Diploma.

1514 Economics (ECON)

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas
- Fulfills a Social Studies requirement for the General Diploma only
- Qualifies as a quantitative reasoning course

1516 Ethnic Studies (ETH STUDIES)

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

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit
- Counts as an elective for all diplomas
- Must be offered at least once per school year

1518 Indiana Studies

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included, and 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.

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma
- Must be offered at least once per school year

1532 Psychology

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

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma

1534 Sociology

Sociology allows students to study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, cultures, and in social settings and groups. Students describe the development of sociology as a social science and identify methods of research. Through research methods such as scientific inquiry students examine society, group behavior, and social structures. The influence of culture on group behavior is addressed through institutions such as the family, religion, education, economics, community organizations, government, and political and social groups. The impact of social groups and institutions on group and individual behavior and the changing nature of society will be examined. Influences on group behavior and social problems are included in the course. Students also analyze the role of individuals in the community and social problems in today's world.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills course requirement for General Diploma

1540 United States Government

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

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 semester course, 1 credit per semester
- Fulfills Government requirement for all diplomas
- Students are required to take the naturalization test for citizenship per SEA 132 (New 2019- 2020).
- SEA 398 (Spring 2020) states that schools will be required to issue the naturalization test, report results, and post test data results starting in November 2022.

1542 United States History

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

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Fulfills the US History requirement for all diplomas

1548 World History and Civilization

World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world.

They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills, and substance, in the teaching and learning of history.

- Recommended Grade: none
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas
- Fulfills the Geography History of the World/World History and Civilization graduation requirement for all diplomas

World Languages

2156 American Sign Language 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, and discusses cultural features of the deaf community. Emphasis is placed on development of receptive and expressive language skills. 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.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

2158 American Sign Language II

American Sign Language II is a course that continues the focus on frequently used signs through a functional-notational 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.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: American Sign Language I
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

2162 American Sign Language III

American Sign Language III is a course that continues to focus on the students' non-verbal communication skills at advanced levels of competency. American Sign Language is used exclusively in the class as students communicate using more complex structures of the language on a variety of topics, moving from concrete to more abstract concepts. This course provides opportunities for students to learn to express themselves in advanced situations, using more sophisticated vocabulary and structure; apply advanced grammatical features, such as descriptors, classifier use and various numbering systems; and develop the ability to discuss topics related to historical and contemporary events and issues within the deaf community. Students will also build on narrative skills and learn to relay information they've read or heard through explanation of more complex ideas. This course further emphasizes the development of spontaneous language responsive behaviors through activities designed for this purpose.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: American Sign Language I and II
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

2164 American Sign Language IV

American Sign Language IV is a course based on Indiana Academic Standards for World Languages. This course continues to focus on the students' non-verbal communication skills at advanced levels of competency. American Sign Language is used exclusively in the class as students communicate using more complex structures of the language on a variety of topics, moving from concrete to more abstract concepts.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: American Sign Language I, II, and III
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

2188 English as a New Language

English as a New Language, an integrated English course based on the WIDA English Language Development (ELD) Standards, is the study of language, literature, composition and oral communication for English learners (ELs) 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.

- Recommended Grade: Recommended Grade Level: 9, 10, 11, and 12. The intent of the ENL course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12.
- Required Prerequisites: none
- Recommended Prerequisites: English proficiency placement test results
- Credit: World Language credit (2188): If ENL course work addresses Indiana's Academic Standards for World Languages and is taken concurrently with another English/Language Arts course, up to 8 credits accrued may count as World Language credits for all diplomas.
- English/Language Arts credit (1012): If ENL course work addresses Indiana's Academic Standards for English/Language Arts and is based on general ELA curriculum and student's Individualized Learning Plan, up to 8 credits accrued can be counted as the required English/ Language Arts credits for all diplomas

2120 Spanish I

Spanish I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

2122 Spanish II

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: Spanish I
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

2124 Spanish III

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: Spanish I and II
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

2126 Spanish IV

Spanish IV, a course based on Indiana's Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in 195 Indiana Department of Education High School Course Titles and Descriptions: 2023-2024 familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Spanish-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Spanish language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Spanish speakers.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: Spanish I, II, and III
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

2000 Chinese I

Chinese I, a course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning Chinese language learning, and to various aspects of Chinese-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing characters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products and perspectives of Chinese-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further

emphasizes making connections across content areas and the application of understanding Chinese language and culture outside of the classroom.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

2002 Chinese II

Chinese II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Chinese language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and recognizing words and characters through stroke order and stroke count. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives of Chinese-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Chinese language and culture outside of the classroom.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: Chinese I
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

2004 Chinese III

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: Chinese I and II
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas

- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

2006 Chinese IV

Chinese IV, a course based on Indiana's Academic Standards for World Languages, provides a context for integration of the continued development of language skills and cultural understanding with other content areas and the community beyond the classroom. The skill sets that apply to the exchange of written and oral information are expanded through emphasis on practicing speaking and listening strategies that facilitate communication, such as the use of circumlocution, guessing meaning in familiar and unfamiliar contexts, and using elements of word formation to expand vocabulary and derive meaning. Additionally, students will continue to develop understanding of Chinese-speaking culture through explaining factors that influence the practices, products, and perspectives of the target culture; reflecting on cultural practices of the target culture; and comparing systems of the target culture and the student's own culture. This course further emphasizes making connections across content areas through the design of activities and materials that integrate the target language and culture with concepts and skills from other content areas. The use and influence of the Chinese language and culture in the community beyond the classroom is explored through the identification and evaluation of resources intended for native Chinese speakers.

- Recommended Grade: 10, 11, 12
- Required Prerequisites: Chinese I, II and III
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a World Language requirement for the Core 40 with Academic Honors Diploma

Advanced Placement (AP) & Dual Credit

4025 AP Art History

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

2562 AP Calculus AB

AP Calculus AB is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

- Recommended Grade: 11, 12
- Required Prerequisites: Pre-Calculus: Algebra
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a mathematics course for all diplomas
- Qualifies as a quantitative reasoning course

3060 AP Chemistry

AP Chemistry is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gasses, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

- Recommended Grade: 12
- Required Prerequisites: none
- Recommended Prerequisites: Chemistry I, Algebra II, Pre-Calculus Algebra /
- Pre-Calculus Trigonometry
- Credits: 2 semester course, 1 credit per semester. Max 2 credits
- Counts as a science course for all diplomas
- Qualifies as a quantitative reasoning course

3012 AP Environmental Science

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

- Recommended Grade: 12
- Required Prerequisites: none
- Recommended Prerequisites: Biology I and Chemistry I
- Credits: 2 semester course, 1 credit per semester. Max 2 credits
- Counts as a science course for all diplomas
- Qualifies as a quantitative reasoning course
- Laboratory course

1056 AP English Language and Composition

AP English Language and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. There is no prescribed sequence of study.

- Recommended Grade: 11, 12 (College Board does not designate when this course should be offered).
- Required Prerequisites: none
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation
- Students should be able to read and comprehend college-level texts and apply the conventions of standard written English in their writing.
- Credits: 2 semester course, 1 credit per semester. Max 2 credits
- Fulfills an English/language arts requirement for grades 11 or 12

1058 AP English Literature and Composition

AP English Literature and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: English 9 and English 10 or teacher recommendation
- Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.
- Credits: 2 semester course, 1 credit per semester. Max 2 credits ● Fulfills an English/language arts requirement for grades 11 or 12 for all diplomas

1558 AP Psychology

AP Psychology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Topics include: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and Social Psychology.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.
- Credits: 1 to 2 semester course, 1 credit per semester
- Counts as an elective for all diplomas

2132 AP Spanish Language and Culture

AP Spanish Language and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Spanish Language and Culture. The course prepares students to be successful on the AP Spanish Language and Culture exam. The course is not intended to be used as a dual credit course. The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

- Recommended Grade: 11, 12
- Required Prerequisites: Spanish I, II, and II
- Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a world language requirement for the Core 40 with Academic Honors Diploma

4048 AP Drawing

AP Drawing is a course established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Studio Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow 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. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses. The portfolio will have two sections: sustained investigation and selected works.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Advanced laboratory visual arts courses
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills the fine arts requirement for the Core 40 with Academic Honors Diploma

1560 AP United States Government and Politics

AP United States Government and Politics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behavior. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they complete a political science research or applied civics project.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Students should be able to read a college level textbook and write grammatically correct sentences.
- Credits: 1 to 2 semester course, 1 credit per semester. Max 2 credits
- Fulfills the government requirement for all diplomas

1562 AP United States History

AP United States History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times

- and places.
- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: none
- Students should be able to read and comprehend college-level texts and apply the conventions of Standard Written English in their writing.
- Credits: 2 semester course, 1 credit per semester
- Fulfills the US history requirement for all diplomas

2544 Advanced Mathematics, College Credit

Advanced Mathematics, College Credit is a title covering (1) any advanced mathematics course (beyond Algebra II) that is offered for credit by an accredited post-secondary institution and is not a course offered in the Indiana State Approved Course Titles and Descriptions.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra II or Integrated Mathematics III
- Credits: 1 semester course, 1 credit per semester. May be offered for successive semesters
- Counts as a Mathematics course for all diplomas
- Actual course title and university name may be appended to the end of the course title on the student transcript.
- Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school.
- Courses that use this title are most often those taught through the post-secondary campus, taught either online or in traditional settings or a combination; and taught by higher education faculty.
- Qualifies as a quantitative reasoning course.

2564 Pre-Calculus: Algebra (DC) and Honors

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra II and Geometry or Integrated Mathematics III
- 1 semester course, 1 credit per semester
- Fulfills a Mathematics course requirement for all diplomas

4025 AP Art History

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

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none ● Recommended Prerequisites: none
- Credits: 2 semester course, 1 credit per semester
- Counts as a directed elective or elective for all diplomas
- Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

2527 Calculus AP

Calculus expands a student's knowledge of topics like functions, graphs, limits, derivatives, and integrals. Additionally, students will review algebra and functions, modeling, trigonometry, etc. Calculus is made up of five strands: Limits and Continuity; Differentiation; Applications of Derivatives; Integrals; and Applications of Integrals. 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.

- Recommended Grade: 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Pre-Calculus: Algebra and Pre-Calculus: Trigonometry
- 2 semester course, 1 credit per semester
- Fulfills a Mathematics course requirement for all diplomas

2544 Advanced Mathematics, College Credit

Advanced Mathematics, College Credit is a title covering (1) any advanced mathematics course (beyond Algebra II) that is offered for credit by an accredited post-secondary institution and is not a course offered in the Indiana State Approved Course Titles and Descriptions.

- Recommended Grade: 9, 10, 11, 12
- Required Prerequisites: none
- Recommended Prerequisites: Algebra II or Integrated Mathematics III Credits: 1 semester course, 1 credit per semester. May be offered for successive semesters
- Counts as a Mathematics course for all diplomas
- Actual course title and university name may be appended to the end of the course title on the student transcript.
- Courses that use this title are those that do not meet specific high school standards for a corresponding high school course, as they are standards beyond what is taught in the high school.
- Courses that use this title are most often those taught through the post-secondary campus, taught either online or in traditional settings or a combination; and taught by higher education faculty.
- Qualifies as a quantitative reasoning course

2023-2024 AREA CAREER CENTER NLPS

All Area Career Center programs are adopting the Next Level Programs of Study (NLPS). Students will be enrolled in the Principles, CTE Concentrator A and CTE Concentrator B courses throughout the year, with the exception of Health Science Education, and Welding. Upon completion of the **one year** program (except Health Science Education and Welding), students will be considered CTE Concentrators fulfilling the third requirement of the graduation pathways.

CRIMINAL JUSTICE	
DESCRIPTION	NLPS COURSES
<p>This course will study the history, role, development, philosophy, and Constitutional aspects of the United States Criminal Justice system. The course will also explore the interrelationship, functions, and responsibilities of law enforcement, the courts, and correctional system. An introduction to the phenomena of crime and delinquency, crime typology, and victimology, as well as the role of law enforcement in the prevention and control of deviant behavior. The content will consist of the theoretical perspectives in criminology. Students will be exposed to profiling techniques and gain experience in identifying motivating factors of criminal behavior.</p>	<p style="text-align: center;">Principles of Criminal Justice</p> <p style="text-align: center;">Law Enforcement Fundamentals</p> <p style="text-align: center;">Corrections and Cultural Awareness</p>
<p>Dual Credits</p>	<p style="text-align: center;">LAW100 - Survey of Criminal Justice LAW145 - Ethics & Professionalism in Criminal Justice LAW101 - Basic Police Operations LAW150 - Criminal Minds & Deviant Behavior Vincennes University</p>
<p>CERTIFICATIONS</p>	<p style="text-align: center;">Emergency Telecommunicator Certification CPR</p>

AUTOMOTIVE SERVICES	
DESCRIPTION	NLPS COURSES
<p>Students receive an overview of the operating and general maintenance systems of the modern automobiles including maintenance and light repair. Students will be introduced to the safety and operations of equipment and tools used in the automotive industry. the program includes in-depth study of vehicle electrical systems; theory, diagnosis and repair methods for brake systems; and theory, service and repair of steering and suspension systems.</p>	<p style="text-align: center;">Principles of Automotive Services Brake Systems Steering & Suspension</p>
<p>CERTIFICATIONS</p>	<p style="text-align: center;">Automotive Service Excellence Student Certification OSHA 10</p>

CONSTRUCTION TRADES	
DESCRIPTION	NLPS COURSES
Students start with the basic skills needed in the construction trade including the types and uses of common hand/power tools and the terminology associated with drawings and safety. Students will move into studying the procedures and hands-on practice of laying out and construction floor systems, wall systems, ceiling joist and roof framing. Students finish up with interior and exterior finishing techniques such as: roofing applications, exterior finishing, drywall installations, doors, ceiling, trim and cabinet installations.	<p>Principles of Construction Trades</p> <p>Const Trades: General Carpentry</p> <p>Const Trades: Framing & Finishing</p>
Dual Credits	<p>BCT1100 - Introduction to Construction Technology</p> <p>BCT1101 - Introduction to Framing & finishing Part 1</p> <p>Ivy Tech Community College</p>
CERTIFICATIONS	<p>Carpenter Level One Apprentice Certification</p> <p>OSHA-10</p>

COSMETOLOGY	
DESCRIPTION	NLPS COURSES
Utilizing the Area Career Center School of Beauty and internships, students develop skills and theories in performing tasks in preparation for an Indiana Licensed Cosmetologist. Students attend the ACC for four hours each day while documenting the completion of 375 studio hours. Students study and develop the following skills: <ul style="list-style-type: none"> * Professionalism in cosmetology & Salong Mgmt. * Sanitation, Bacteriology & Sterilization * Anatomy & Physiology & Chemistry * Properties & Disorders of the Nail & Skin * Electricity & Light Therapy * Shampoo & Massage * Design Decision * Haircutting & Styling * Chemical Texturing/Relaxing * Hair Coloring * Nail Care 	<p>Principles of Barbering & Cosmetology</p> <p>Barbering & Cosmetology Fundamentals</p> <p>Advanced Cosmetology</p>
Dual Credits	<p>COSM100 - Cosmetology I</p> <p>COSM150 - Cosmetology II</p> <p>Vincennes University</p>
CERTIFICATIONS	<p>Indian State Licensed Cosmetologist (after 2nd year)</p>

DENTAL CAREERS	
DESCRIPTION	NLPS COURSES
Students focus and prepare for careers in the dental field with an emphasis on dental assisting. Students will study head, neck, oral anatomy, and oral hygiene... The role of dental assistant moves students towards the study and hands-on practice (in the operatory) of chairside assisting, office procedures/equipment and their correct use. Students are expected to complete hours in a dental office preparing them for immediate employment upon graduation.	Principles of Dental Careers Dental Careers Fundamentals Advanced Dental Careers
CERTIFICATIONS	NELDA - Infection Control CPR

CULINARY ART	
DESCRIPTION	NLPS COURSES
Students will learn about the hospitality industry starting with basic food theory/skills, food safety and sanitation. A focus on nutrition will allow students to learn the characteristics, functions and food sources of the major nutrient groups and how to maximize nutrient retention. Finally, students study about, and create different soups, stocks, sauces and baked items. Students in this program will also have the opportunity to work at the ACC Cafe, utilizing state of the art equipment.	Principles of Culinary & Hospitality Nutrition Culinary Arts
Dual Credits	HOSP101 - Sanitation and Safety HOSP102 - Basic Food Theory and Skills HOSP103 - Soup, Stock, Sauces HOSP104 - Nutrition HOSP105 - Intro to Baking HOSP108 - Human Relations Management
CERTIFICATIONS	SERV Safe Food Handler Prostart

INFORMATION TECHNOLOGY OPERATIONS	
DESCRIPTION	NLPS COURSES
<p>This course will begin by exploring trends of computing and the necessary skills to implement information systems. Students will then learn and apply knowledge required to assemble components, install, configure and maintain devices/software. Finally, students are introduced to the principles and concepts of computer networking and the field of Cyber Security/Information Assurance - the technology used, and techniques involved in creating a secure computer networking environment.</p>	<p>Principles of Computing</p> <p>Information Technology Fundamentals</p> <p>Networking & Cybersecurity Operations</p>
<p>Dual Credits</p>	<p>SDEV120 - Computer Logic</p> <p>INFM109 - Informatics Fundamentals</p> <p>ITSP132 - IT Support Essentials I</p> <p>ITSP134 - IT Support Essentials II</p> <p>ITSP136 - Workforce Prep - CompTIA A+</p> <p>NET1104 - Introduction to Networking</p> <p>CSIA105 - Intro to Cyber Security</p> <p>Ivy Tech Community College</p>
<p>CERTIFICATIONS</p>	<p>CompTIA A+</p>

DIGITAL DESIGN	
DESCRIPTION	NLPS COURSES
<p>Utilizing Mac's and Adobe (InDesign, Illustrator, Photoshop) design products, students will study design theory (Principles and Elements) advancing towards the creation of a wide array of graphic and visual communication projects. The program includes the hands-on training and use of different digital technologies and operations: large format printers; screen printing; large multi-function digital printing presses; vinyl cutting & heat press; embroidering machines</p>	<p>Principles of Digital Design</p> <p>Graphic Design & Layout</p> <p>Digital Design Graphics</p>
<p>DUAL CREDITS</p>	<p>DESN155 - Computer Page Layout</p> <p>DESN120 - Computer Illustration</p> <p>DESN140 - Computer Imaging</p> <p>Vincennes University</p>

EARLY CHILDHOOD EDUCATION	
DESCRIPTION	NLPS COURSES
<p>This course provides students with an in-depth study and preparation of skills and strategies necessary to successfully qualify for the Child Development Associate credential. Students prepare and practice delivering developmentally appropriate lesson plans and activities. This program requires students to participate in an internship in an early childhood center. Completion of 480 hours (after two years) is required for certification.</p>	<p>Principles of Early Childhood Education</p> <p>Early Childhood Education Curriculum</p> <p>Early Childhood Guidance</p>
CERTIFICATION	<p>Child Development Associate (after 2nd Year)</p> <p>CPR</p>

ELECTRICAL ENGINEERING MAINTENANCE TECHNICIAN	
DESCRIPTION	NLPS COURSES
<p>Students study manufacturing processes and practices with a focus on electrical principles - motor and motor controls and industrial wiring. Electrical studies will include the National Electric Code and its application in designing and installing electrical circuits, selecting wiring materials and devices, and choosing wiring methods.</p>	<p>Principles of Advanced Manufacturing</p> <p>Advanced Manufacturing Technology</p> <p>Industrial Electrical Fundamentals</p>
Dual Credits	<p>CIMT100 - Electronics for Automation</p> <p>CIMT100L - Electronics for Automation Lab</p> <p>CIMT150 - Electronic & Electrical Applications for Manufacturing</p> <p>CIMT150L - Electronic & Electrical Applications for Manufacturing Lab</p> <p>Vincennes University</p>
CERTIFICATIONS	<p>OSHA-10</p>

HEALTH SCIENCES	
DESCRIPTION	NLPS COURSES
<p>This program provides students with the necessary knowledge of the healthcare and body systems. Students will focus specifically on medical terminology (prefixes, suffixes with word roots) and anatomy and physiology. Throughout the course students will learn body systems and organs, common diseases, and identify procedures, treatments and diagnostic tests.</p>	<p>Principles of Healthcare</p> <p>Medical Terminology</p> <p>Technical Skills Attainment</p>
Dual Credits	<p>HLHS100 - Introduction to Health Careers</p> <p>HLHS101 - Medical Terminology</p> <p>HLHS102 - Essentials of Anatomy & Physiology</p> <p>HLHS104 - CPR/Basic Life Support</p> <p>Ivy Tech Community College</p>
CERTIFICATIONS	<p>NCHSE</p> <p>CPR</p>

IT SOFTWARE	
DESCRIPTION	NLPS COURSES
<p>This course will begin by exploring trends of computing and the necessary skills to implement information systems. Students will then learn to design Webpages and use Computer Logic to create, design, and deploy more applied activities by using Flowcharts, Data, and Programming Languages. Software development introduces students to concepts and practices of programming languages and software development. Concepts will be applied using real-world projects like mobile app development, using Raspberry Pi's to program and interact with robots, and more.</p>	<p>Principles of Computing</p> <p>Website and Database Development</p> <p>Software Development</p>
DUAL CREDITS	<p>SDEV120 - Computer Logic</p> <p>SDEV153 - Website Development</p> <p>SDEV140 - Introduction to Software Development</p> <p>Ivy Tech Community College</p>

WELDING TECHNOLOGY	
DESCRIPTION	NLPS COURSES
<p>Program provides theory, classroom preparation and laboratory experiences following the OSHA standards and guidelines endorsed by the AWS. Students will practice plasma arc cutting, basic welding, and shielded metal arc welding. Laboratory welds will be performed in basic weld joints with a variety of electrodes and positions. Emphasis is placed on developing skills necessary for students to obtain their AWS card.</p>	<p>Principles of Welding</p> <p>Shielded Metal Arc Welding</p> <p>Technical Skills Attainment</p>
Dual Credits	<p>WELD100 - Welding Fundamentals WELD108 - Shielded Metal Arc Welding WELD206 - Shielded Metal Arc Welding II Ivy Tech Community College</p>
CERTIFICATIONS	American Welding Society Certification Card

RADIO & TELEVISION	
DESCRIPTION	NLPS COURSES
<p>Program provides an in-depth study and skills needed for audio and video production for radio, television, and digital technologies. Students will utilize the state-of-the-art video and audio equipment and Mac's with digital media for creating and editing high quality productions.</p>	<p>Principles of Broadcasting</p> <p>Audio & Video Production Essentials</p> <p>Mass Media Production</p>
DUAL CREDITS	<p>BCST102 - A/V Production BCST120 - Audio Production BCST140 - Video Production I Vincennes University</p>

CTE PATHWAYS

AUTOMOTIVE SERVICES			
9 th Grade	10 th Grade	11 th Grade	12 th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits)	4540 Personal Financial Resp. (1 sem.- 1 credit) Student must take a math course or quantitative reasoning course each year in high school / Elective (1 sem)
3024 Biology / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology / 3064 Chemistry I/Physics I (2 credits)	3010 Environmental Science (2 credits - any core 40 science course)	
	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 Physical Education (2 credits)			
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish (2 credits) or Elective / Directed Elective	World Language: 2002 Chinese II / 2158 ASL II / 2122 Spanish II (2 credits) or Elective / Directed Elective	* 7213 Principles of Automotive Services	*Pathway can be taken in 11th or 12th grade
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health & Wellness Waiver & 5394 Prep CC	7205 Brake Systems	Possible 7215 Automotive Services Capstone OR 0530 Career Exploration Internship
1076 Speech 1 semester (1 credit)/ Elective 1 semester	4508 Technical Business (2 credits)	7212 Steering and Suspensions	

CONSTRUCTION TRADES

9th Grade	10th Grade	11th Grade	12th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high school	4540 Personal Financial Resp. (1 sem - 1 credit) Student must take a math course or quantitative reasoning course each year in high school Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I / 3064 Chemistry I / Physics I (2 credits)	3010 Environmental Science (2 credits – any core 40 science course)	
3542 Physical Education (2 credits)	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish (2 credits) or Elective / Directed Elective	World Language: 2002 Chinese II / 2158 ASL II / 2122 Spanish II (2 credits) or Elective / Directed Elective	* 7130 Principles of Construction Trades	*Pathway can be taken in 11th or 12th grade
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health & Wellness Waiver & 5394 Prep CC	7123 Construction Trades: General Carpentry	Possible 7242 Construction Trades Capstone OR 0530 Career Exploration Internship
1076 Speech 1 semester (1 credit) / Elective 1 semester	4508 Technical Business (2 credits)	7122 Construction Trades: Framing and Finishing	

COSMETOLOGY

9 th Grade	10 th Grade	11 th Grade	12 th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high school	4540 Personal Financial Resp. (1 sem. - 1 credit) Student must take a math course or quantitative reasoning course each year in high school Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I / 3064 Chemistry I / Physics I (2 credits)	3010 Environmental Science (2 credits- any core 40 science course)	
3542 Physical Education (2 credits)	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish (2 credits) or Elective / Directed Elective	World Language: 2002 Chinese II / 2158 ASL II / 2122 Spanish II (2 credits) or Elective / Directed Elective	* 7330 Principles of Barbering and Cosmetology	* Pathway can be taken in 11th or 12th grade
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) / 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health & Wellness Waiver & 5394 Prep CC	7331 Barbering and Cosmetology Fundamentals	Possible 7334 Cosmetology Capstone OR 0530 Career Exploration Internship
1076 Speech 1 semester (1 credit) / Elective 1 semester	4508 Technical Business (2 credits)	7332 Advanced Cosmetology	

CRIMINAL JUSTICE

9th Grade	10th Grade	11th Grade	12th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits)/ 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Students must take a math course or quantitative reasoning course each year in high school	4540 Personal Financial Resp. (1 sem - 1 credit) Students must take a math course or quantitative reasoning course each year in high school Elective (1 sem)
3024 Biology I (2 credits)/ 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I/ 3064 Chemistry I/Physics I (2 credits)	3010 Environmental Science (2 credits - any core 40 science course)	
	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 Physical Education (2 credits)			
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish (2 credits) or Elective / Directed Elective	World Language: 2002 Chinese II / 2158 ASL II / 2122 Spanish II (2 credits) or Elective / Directed Elective	* 7193 Principles of Criminal Justice	* Pathway can be taken in 11th or 12th grade
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health & Wellness Waiver & 5394 prep CC	7191 Law Enforcement Fundamentals	Possible 7231 Criminal Justice OR 0530 Career Exploration Internship
1076 Speech 1 semester (1 credit)/ Elective 1 semester	4508 Technical Business (2 credits)	7188 Corrections and Cultural Awareness	

CULINARY ARTS

9th Grade	10th Grade	11th Grade	12th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high school	4540 Personal Financial Resp. (1 sem. 1 credit) Student must take a math course or quantitative reasoning course each year in high school Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology / 3064 Chemistry / Physics I (2 credits)	3010 Environmental Science (2 credits - any core 40 science course)	
3542 Physical Education (2 credits)	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish (2 credits) or Elective / Directed Elective	World Language: 2002 Chinese II / 2158 ASL II / 2122 Spanish II (2 credits) or Elective / Directed Elective	* 7173 Principles of Culinary and Hospitality	* Pathway can be taken in 11th or 12th grade
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health & Wellness waiver & 5394 prep CC	7171 Nutrition	Possible 7233 Culinary Capstone OR 0530 Career Exploration Internship
1076 Speech 1 semester (1 credit) / Elective 1 semester	4508 Technical Business (2 credits)	7169 Culinary Arts	

DENTAL CAREERS

9 th Grade	10 th Grade	11 th Grade	12 th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high school	4540 Personal Financial Resp. (1 sem- 1 credit) Student must take a math course or quantitative reasoning course each year in high school Elective (1 Sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits)/ 3108 ICP (2 credits)	3024 Biology / 3064 Chemistry/Physics I (2 credits)	3010 Environmental Science (2 credits - any core 40 science course)	
	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 Physical Education (2 credits)			
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish (2 credits) or Elective / Directed Elective	World Language: 2002 Chinese II / 2158 ASL II / 2122 Spanish II (2 credits) or Elective / Directed Elective	* 7315 Principles of Dental Careers	* Pathway can be taken in 11th or 12th grade
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both course to qualify for the Health & Wellness Waiver & 5394 Prep CC	7316 Dental Careers Fundamentals	Possible 7318 Dental Capstone OR 0530 Career Exploration Internship
1076 Speech 1 semester (1 credit)/ Elective 1 semester	4508 Technical Business (2 credits)	7317 Advanced Dental Careers	

DIGITAL DESIGN

9th Grade	10th Grade	11th Grade	12th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Students must take a math or quantitative reasoning course each year in high school	4540 Personal Financial Resp. (1 sem - 1 credit) Student must take a math or quantitative reasoning course year year in high school Elective (1 sem)
3024 Biology I (2 credits)/ 3064 Chemistry I (2 credits)/ 3108 ICP (2 credits)	3024 Biology / 3064 Chemistry/ Physics I (2 credits)	3010 Environmental Science (2 credits - any core 40 science course)	
	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 Physical Education (2 credits)			
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish (2 credits) or Elective / Directed Elective	World Language: 2002 Chinese II / 2158 ASL II / 2122 Spanish II (2 credits) or Elective / Directed Elective	* 7140 Principles of Digital Design	* Pathway can be taken in 11th or 12th grade
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health & Wellness Waiver 7 5394 Prep CC	5550 Graphic Design and Layout	Possible 7246 Digital Design Capstone OR 0530 Career Exploration Internship
1076 Speech 1 semester (1 credit) / Elective 1 semester	4508 Technical Business (2 credits)	7141 Digital Design Graphics	

EARLY CHILDHOOD EDUCATION

9 th Grade	10 th Grade	11 th Grade	12 th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high school	4540 Personal Financial Resp. (1 sem - 1 credit) Student must take a math course or quantitative reasoning course each year in high school Elective (1 Sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I / 3064 Chemistry I/Physics I (2 credits)	3010 Environmental Science (2 credits - any core 40 science course)	
	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 Physical Education (2 credits)			
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish (2 credits) or Elective / Directed Elective	World Language: 2002 Chinese II / 2158 ASL II / 2122 Spanish II (2 credits) or Elective / Directed Elective	* 7160 Principles of Early Childhood Education	* Pathway can be taken in 11th or 12th grade
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health & Wellness Waiver & 5394 Prep CC	7158 Early Childhood Education Curriculum	Possible 7259 Early Childhood Education Capstone OR 0530 Career Exploration Internship
1076 Speech 1 semester (1 credit)/ Elective 1 semester	4508 Technical Business (2 credits)	7159 Early Childhood Guidance	

EDUCATION PROFESSIONS

9th Grade	10th Grade	11th Grade	12th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high school	4540 Personal Financial Resp. (1 sem - 1 credit) Student must take a math course or quantitative reasoning course each year in high school Elective (1 Sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I / 3064 Chemistry I/Physics I (2 credits)	3010 Environmental Science (2 credits - any core 40 science course)	
3542 Physical Education (2 credits)	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish (2 credits) or Elective / Directed Elective	World Language: 2002 Chinese II / 2158 ASL II / 2122 Spanish II (2 credits) or Elective / Directed Elective	7161 Principles of Teaching	Possible 7267 Education Professions Capstone OR 0530 Career Exploration Internship
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health & Wellness Waiver & 5394 Prep CC	7157 Child and Adolescent Development	
1076 Speech 1 semester (1 credit)/ Elective 1 semester	4508 Technical Business (2 credits)	7162 Teaching and Learning	

HEALTH CAREERS

9 th Grade	10 th Grade	11 th Grade	12 th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits)/ 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high school	4540 Personal Financial Resp. (1 sem - 1 credit) Student must take a math or quantitative reasoning course each year in high school Elective (1 sem)
3024 Biology I (2 credits)/ 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I/ 3064 Chemistry I/Physics I (2 credits)		
	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 Physical Education (2 credits)			
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish (2 credits) or Elective / Directed Elective	World Language: 2002 Chinese II / 2158 ASL II / 2122 Spanish II (2 credits) or Elective / Directed Elective	7168 Principles of Healthcare	7255 Healthcare Specialist Capstone (4 cr.)
45794 Intro Design Process (1 credits) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health & Wellness Waiver & 5394 Prep CC	5274 Medical Terminology(maybe?)	
1076 Speech 1 semester (1 credit)/ Elective 1 semester	4508 Technical Business (2 credits)	7156 Technical Skills Development (5276DC Anatomy and Physiology)	7165 Emergency Medical Tech / 7166 Healthcare Specialist CNA

INDUSTRIAL ELECTRICAL MAINTENANCE

9 th Grade	10 th Grade	11 th Grade	12 th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits)/ 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high school	4540 Personal Financial Resp. (1 sem 1 credit) Student must take a math course or quantitative reasoning course each year in high school Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry (2 credits) / 3108 ICP (2 credits)	3024 Biology I (2 credits) / 3064 Chemistry (2 credits)	3010 Environmental Science (2 credits - any core 40 science course)	
	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 Physical Education (2 credits)			
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish (2 credits) or Elective / Directed Elective	World Language: 2002 Chinese II / 2158 ASL II / 2122 Spanish II (2 credits) or Elective / Directed Elective	* 7108 Principles of Advanced Manufacturing	* Pathway can be taken in 11th or 12th grade
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health & Wellness Waiver & 5394 Prep CC	7103 Advanced Manufacturing Technology	Possible 7260 Industrial Electrical Capstone OR 0530 Career Exploration Internship
1076 Speech 1 semester (1 credit) / Elective 1 semester	4508 Technical Business (2 credits)	7102 Industrial Electrical Fundamentals	

INFORMATION TECHNOLOGY OPERATIONS

9th Grade	10th Grade	11th Grade	12th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high school	4540 Personal Financial Resp. (1 sem 1 Credit) Student must take a math course or quantitative reasoning course each year in high school Elective (1sem)
3024 Biology I (2 credits) / 3064 Chemistry (2 credits) / 3108 ICP (2 credits)	3024 Biology I (2 credits) / 3064 Chemistry/ Physics (2 credits)		
	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 Physical Education (2 credits)			
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish (2 credits) or Elective / Directed Elective	World Language: 2002 Chinese II / 2158 ASL II / 2122 Spanish II (2 credits) or Elective / Directed Elective	* 7183 Principles of Computing	* Pathway can be taken in 11th or 12th grade
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health & Wellness Waiver & 5394 Prep CC	7180 Information Technology Fundamentals	Possible 7249 Cybersecurity Operations Capstone OR 0530 Career Exploration Internship
1076 Speech 1 semester (1 credit)/ Elective 1 semester	4508 Technical Business (2 credits)	7181 Networking and Cybersecurity Fundamentals	

RADIO AND TELEVISION

9 th Grade	10 th Grade	11 th Grade	12 th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high School	4540 Personal Financial Resp. (1 sem 1 credit) Student must take a math course or quantitative reasoning course each year in high School Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I (2 credits) / 3064 Chemistry I (2 credits)	3010 Environmental Science (2 credits any core 40 science course)	
	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 Physical Education (2 credits)			
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish (2 credits) or Elective / Directed Elective	World Language: 2002 Chinese II / 2158 ASL II / 2122 Spanish II (2 credits) or Elective / Directed Elective	* 7139 Principles of Broadcasting	* Pathway can be taken 11th or 12th grade
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health and Wellness Waiver & 5394 Prep CC	7306 Audio and Visual Production Essentials	Possible 7308 Radio and TV Broadcasting Capstone OR 0530 Career Exploration Internship
1076 Speech 1 semester (1 credit)/ Elective 1 semester	4508 Technical Business (2 credits)	7307 Mass Media	

WELDING TECHNOLOGY

9 th Grade	10 th Grade	11 th Grade	12 th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high School	4540 Personal Financial Resp. (1 sem 1 credit) Student must take a math course or quantitative reasoning course each year in high School Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I (2 credits) / 3064 Chemistry I (2 credits)	3010 Environmental Science (2 credits any core 40 science course)	
3542 Physical Education (2 credits)	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish (2 credits) or Elective / Directed Elective	World Language: 2002 Chinese II / 2158 ASL II / 2122 Spanish II (2 credits) or Elective / Directed Elective	7110 Principles of Welding Technology	7226 Welding Technology Capstone (4 cr.)
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health and Wellness Waiver & 5394 Prep CC	7111 Shielded Metal Arc Welding	
1076 Speech 1 semester (1 credit) / Elective 1 semester	4508 Technical Business (2 credits)	7156 Technical Skills Development	7101 Gas Welding Processes

BIOMEDICAL SCIENCES

9th Grade	10th Grade	11th Grade	12th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high School	4540 Personal Financial Resp. (1 sem 1 credit) Student must take a math course or quantitative reasoning course each year in high School Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	1548 World History and Civilization (2 credits)	Elective	Elective
		1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 Physical Education (2 credits)			
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish (2 credits) or Elective / Directed Elective	5218 Principles of Biomedical Science	5276 Anatomy and Physiology	5217 Medical Interventions
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health and Wellness Waiver & 5394 Prep CC	OPTION FOR SENIOR CAPSTONE @ ACC 5217 Medical Interventions	IF CONC. A & B COMPLETE 7255 Healthcare Specialist Capstone (4 cr.)
1076 Speech 1 semester (1 credit)/ Elective 1 semester	4508 Technical Business (2 credits)		7165 Emergency Medical Tech / 7166 Healthcare Specialist CNA

HAMMOND CENTRAL & MORTON – BUSINESS MANAGEMENT

9th Grade	10th Grade	11th Grade	12th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high School	4540 Personal Financial Resp. (1 sem 1 credit) Student must take a math course or quantitative reasoning course each year in high School Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I (2 credits) / 3064 Chemistry I (2 credits)	3010 Environmental Science (2 credits any core 40 science course)	
	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 Physical Education (2 credits)			
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish I (2 credits) or Elective / Directed Elective	4562 Principles of Business Management	INTERCHANGEABLY OR CONCURRENTLY 7143 Management Fundamentals (1 year) & 4524 Accounting Fundamentals (1 year)	
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health and Wellness Waiver & 5394 Prep CC		
1076 Speech 1 semester (1 credit)/ Elective 1 semester	4508 Technical Business (2 credits)		

COMPUTER SCIENCE

9 th Grade	10 th Grade	11 th Grade	12 th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high School	4540 Personal Financial Resp. (1 sem 1 credit) Student must take a math course or quantitative reasoning course each year in high School Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I (2 credits) / 3064 Chemistry I (2 credits)	3010 Environmental Science (2 credits any core 40 science course)	3010 Environmental Science (2 credits any core 40 science course)
		11542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 Physical Education (2 credits)			
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish (2 credits) or Elective / Directed Elective	7183 Principles of Computing *qualifies as quantitative reasoning	INTERCHANGEABLY OR CONCURRENTLY 7351 Topics in Computer Science (1 year) / 7352 Computer Science (1 year) *qualifies as quantitative reasoning	
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health and Wellness Waiver & 5394 Prep CC		
1076 Speech 1 semester (1 credit)/ Elective 1 semester	4508 Technical Business (2 credits)		

ENGINEERING

9 th Grade	10 th Grade	11 th Grade	12 th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high School	4540 Personal Financial Resp. (1 sem 1 credit) Student must take a math course or quantitative reasoning course each year in high School Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I (2 credits) / 3064 Chemistry I (2 credits)	3010 Environmental Science (2 credits any core 40 science course)	3010 Environmental Science (2 credits any core 40 science course)
		1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 Physical Education (2 credits)			
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish (2 credits) or Elective / Directed Elective	4802 Introduction to Engineering Design	INTERCHANGEABLY OR CONCURRENTLY 5644 Principles of Engineering (1 year) / 5538 Digital Electronics* (1 year) *qualifies as quantitative reasoning	
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health and Wellness Waiver & 5394 Prep CC		
1076 Speech 1 semester (1 credit)/ Elective 1 semester	4508 Technical Business (2 credits)		

HAMMOND CENTRAL & MORTON – HUMAN SERVICES

9th Grade	10th Grade	11th Grade	12th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high School	4540 Personal Financial Resp. (1 sem 1 credit) Student must take a math course or quantitative reasoning course each year in high School Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I (2 credits) / 3064 Chemistry I (2 credits)	3010 Environmental Science (2 credits any core 40 science course)	
3542 Physical Education (2 credits)	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish (2 credits) or Elective / Directed Elective	7176 Principles of Human Services	<p align="center">INTERCHANGEABLY OR CONCURRENTLY 7177 Relationships and Emotions (1 year) / 7174 Understanding Diversity (1 year)</p>	
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health and Wellness Waiver & 5394 Prep CC		
1076 Speech 1 semester (1 credit)/ Elective 1 semester	4508 Technical Business (2 credits)		

HAPA - CIVIC ARTS PATHWAYS

INSTRUMENTAL (General Band)			
9 th Grade	10 th Grade	11 th Grade	12 th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high School	4540 Personal Financial Resp. (1 sem 1 credit) Student must take a math course or quantitative reasoning course each year in high School Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I (2 credits) / 3064 Chemistry I (2 credits)	3010 Environmental Science (2 credits any core 40 science course)	
1076 Speech 1 semester (1 credit)/ Elective 1 semester	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 PE I 3544 PE II (1 year) OR 3544 Yoga/Pilates (1 credit)			
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish I (2 credits) or Elective / Directed Elective or 4562 Principles of Business Management or Elective/Directed Elective	4160 Beginning Concert Band	World Language: 2002 Chinese / 2158 ASL / 2122 Spanish II (2 credits) or Elective / Directed Elective or 4562 Principles of Business Management or Elective/Directed Elective	World Language: 2004 Chinese / 2162 ASL / 2124 Spanish III (2 credits) or Elective / Directed Elective or 4562 Principles of Business Management or Elective/Directed Elective
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit) * - serves as arts elective for HAPA	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health and Wellness Waiver & 5394 Prep CC	4168 Intermediate Concert Band	4170 Advanced Concert Band
	4508 Technical Business (2 credits)		Option for: 4254 Theater Arts Special Topic (Capstone/Internship) Or 4210 AP Music Theory

Instrumental (Orchestra) Offered only at HC

9th Grade	10th Grade	11th Grade	12th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high School	4540 Personal Financial Resp. (1 sem 1 credit) Student must take a math course or quantitative reasoning course each year in high School Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I (2 credits) / 3064 Chemistry I (2 credits)	3010 Environmental Science (2 credits any core 40 science course)	
1076 Speech 1 semester (1 credit)/ Elective 1 semester	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 PE I 3544 PE II (1 year) OR 3544 Yoga/Pilates (1 credit)			
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish I (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective	4166 Beginning Orchestra	World Language: 2002 Chinese / 2158 ASL / 2122 Spanish II (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective	World Language: 2004 Chinese / 2162 ASL / 2124 Spanish III (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit) * - serves as arts elective for HAPA	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health and Wellness Waiver & 5394 Prep CC	4172 Intermediate Orchestra	4174 Advanced Orchestra
	4508 Technical Business (2 credits)		4254 Theater Arts Special Topic (Capstone/Internship) Or 4210 AP Music Theory

Instrumental Ensemble (Rock Band)			
9 th Grade	10 th Grade	11 th Grade	12 th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high School	4540 Personal Financial Resp. (1 sem 1 credit) Student must take a math course or quantitative reasoning course each year in high School Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I (2 credits) / 3064 Chemistry I (2 credits)	3010 Environmental Science (2 credits any core 40 science course)	
1076 Speech 1 semester (1 credit)/ Elective 1 semester	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 PE I 3544 PE II (1 year) OR 3544 Yoga/Pilates (1 credit)	4160 Beginning Concert Band	4162 – Rock Band I (listed as RB Instrumental Ensemble)	4162 - Rock Band II (listed as RB Instrumental Ensemble)
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish I (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective		World Language: 2002 Chinese / 2158 ASL / 2122 Spanish II (2 credits) or 4562 Principles of Business Management or 4202 Electronic Music	World Language: 2004 Chinese / 2162 ASL / 2124 Spanish III (2 credits) or 4562 Principles of Business Management or 4202 Electronic Music
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health and Wellness Waiver & 5394 Prep CC		
	4508 Technical Business (2 credits)		4254 Theater Arts Special Topic (Capstone/Internship) Or 4210 AP Music Theory

Dance – * Adv courses offered at MHS

9th Grade	10th Grade	11th Grade	12th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high School	4540 Personal Financial Resp. (1 sem 1 credit) Student must take a math course or quantitative reasoning course each year in high School Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I (2 credits) / 3064 Chemistry I (2 credits)	3010 Environmental Science (2 credits any core 40 science course)	
1076 Speech 1 semester (1 credit)/ Elective 1 semester	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 PE I 3544 PE II (1 year) OR 3544 Yoga/Pilates (1 credit)			
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish I (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective	4146 Ballet I/Modern/Jazz I	World Language: 2002 Chinese / 2158 ASL / 2122 Spanish II (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective	World Language: 2004 Chinese / 2162 ASL / 2124 Spanish III (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)* - serves as arts elective for HAPA	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health and Wellness Waiver & 5394 Prep CC	4146 Jazz I & II	*4146 Modern II / 4142 Dance Choreography
	4508 Technical Business (2 credits)		4254 Theater Arts Special Topic (Capstone/Internship)

Vocal Arts

9 th Grade	10 th Grade	11 th Grade	12 th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high School	4540 Personal Financial Resp. (1 sem 1 credit) Student must take a math course or quantitative reasoning course each year in high School Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I (2 credits) / 3064 Chemistry I (2 credits)	3010 Environmental Science (2 credits any core 40 science course)	
	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 PE I 3544 PE II (1 year) OR 3544 Yoga/Pilates (1 credit)	4182 Beginning Chorus	4186 Intermediate Chorus	4188 Advanced Chorus
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish I (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective		World Language: 2002 Chinese / 2158 ASL / 2122 Spanish II (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective	World Language: 2004 Chinese / 2162 ASL / 2124 Spanish III (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit) * - serves as arts elective for HAPA	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health and Wellness Waiver & 5394 Prep CC		
1076 Speech 1 semester (1 credit)/ Elective 1 semester	4508 Technical Business (2 credits)	Elective	Option for: 4254 Theater Arts Special Topic (Capstone/Internship) Or 4210 AP Music Theory

Instrumental (Piano)			
9 th Grade	10 th Grade	11 th Grade	12 th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high School	4540 Personal Financial Resp. (1 sem 1 credit) Student must take a math course or quantitative reasoning course each year in high School Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I (2 credits) / 3064 Chemistry I (2 credits)	3010 Environmental Science (2 credits any core 40 science course)	
1076 Speech 1 semester (1 credit)/ Elective 1 semester	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 PE I 3544 PE II (1 year) OR 3544 Yoga/Pilates (1 credit)			
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish I (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective	4204 Piano and Electronic Keyboard I	World Language: 2002 Chinese / 2158 ASL / 2122 Spanish II (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective	World Language: 2004 Chinese / 2162 ASL / 2124 Spanish III (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit) * - serves as arts elective for HAPA	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health and Wellness Waiver & 5394 Prep CC	4204 Piano and Electronic Keyboard II	4204 Piano and Electronic Keyboard III
	4508 Technical Business (2 credits)		4254 Theater Arts Special Topic (Capstone/Internship) Or 4210 AP Music Theory

Instrumental (Guitar)

9th Grade	10th Grade	11th Grade	12th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high School	4540 Personal Financial Resp. (1 sem 1 credit) Student must take a math course or quantitative reasoning course each year in high School Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I (2 credits) / 3064 Chemistry I (2 credits)	3010 Environmental Science (2 credits any core 40 science course)	
1076 Speech 1 semester (1 credit)/ Elective 1 semester	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 PE I 3544 PE II (1 year) OR 3544 Yoga/Pilates (1 credit)			
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish I (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective	4200 Applied Music Guitar I	World Language: 2002 Chinese / 2158 ASL / 2122 Spanish II (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective	World Language: 2004 Chinese / 2162 ASL / 2124 Spanish III (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit)* - serves as arts elective for HAPA	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health and Wellness Waiver & 5394 Prep CC	4200 Applied Music Guitar II	4200 Applied Music Guitar III
	4508 Technical Business (2 credits)		4254 Theatre Arts Special Topic (Capstone/Internship) Or 4210 AP Music Theory

Technical Theater – Adv only at MHS

9 th Grade	10 th Grade	11 th Grade	12 th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high School	4540 Personal Financial Resp. (1 sem 1 credit) Student must take a math course or quantitative reasoning course each year in high School Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I (2 credits) / 3064 Chemistry I (2 credits)	3010 Environmental Science (2 credits any core 40 science course)	
1076 Speech 1 semester (1 credit)/ Elective 1 semester	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 PE I 3544 PE II (1 year) OR 3544 Yoga/Pilates (1 credit)			
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish I (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective	4244 Technical Theater I & II (coupled with Technical Theater foundations In ONE section)	World Language: 2002 Chinese / 2158 ASL / 2122 Spanish II (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective	World Language: 2004 Chinese / 2162 ASL / 2124 Spanish III (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit) * - serves as arts elective for HAPA	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health and Wellness Waiver & 5394 Prep CC	4252 Intermediate/Advanced Technical Theater	4254 Theater Arts Special Topic (Capstone/Internship)
	4508 Technical Business (2 credits)		4252 Intermediate/Advanced Technical Theater

Theater Arts (Drama)

9 th Grade	10 th Grade	11 th Grade	12 th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high School	4540 Personal Financial Resp. (1 sem 1 credit) Student must take a math course or quantitative reasoning course each year in high School Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I (2 credits) / 3064 Chemistry I (2 credits)	3010 Environmental Science (2 credits any core 40 science course)	
	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 PE I 3544 PE II (1 year) OR 3544 Yoga/Pilates (1 credit)	4508 Technical Business (2 credits)		World Language: 2004 Chinese / 2162 ASL / 2124 Spanish III (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish I (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective	4242 Theater Arts - Acting	World Language: 2002 Chinese / 2158 ASL / 2122 Spanish II (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective	
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit) * - serves as arts elective for HAPA	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health and Wellness Waiver & 5394 Prep CC	4240 Advanced Theater Arts	Option for: 4254 Theater Arts Special Topic (Capstone/Internship)
1076 Speech 1 semester (1 credit)/ Elective 1 semester			
			4250 Advanced Acting

Visual Arts			
9 th Grade	10 th Grade	11 th Grade	12 th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	1006 Eng. 11 / 1006H Eng. 11 / 2188 English as a New Language (2 credits)	1008 Eng. 12 / 1008DC Eng. 12 / 2188 English as a New Language (2 credits)
2520 Algebra I / 2532 Geometry (2 credits)	2522 Algebra II / 2532 Geometry (2 credits)	2522 Algebra II (2 credits) / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig (2 credits) Student must take a math course or quantitative reasoning course each year in high School	4540 Personal Financial Resp. (1 sem 1 credit) Student must take a math course or quantitative reasoning course each year in high School Elective (1 sem)
3024 Biology I (2 credits) / 3064 Chemistry I (2 credits) / 3108 ICP (2 credits)	3024 Biology I (2 credits) / 3064 Chemistry I (2 credits)	3010 Environmental Science (2 credits any core 40 science course)	
1076 Speech 1 semester (1 credit)/ Elective 1 semester	1548 World History and Civilization (2 credits)	1542 US History (2 credits)	1540 Government (1 credit) & 1514 Economics (1 credit)
3542 PE I 3544 PE II (1 year) OR 3544 Yoga/Pilates (1 credit)			World Language: 2004 Chinese / 2162 ASL / 2124 Spanish III (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish I (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective	4000 Introduction to Two Dimensional Art / 4002 Introduction to Three Dimensional Art	World Language: 2002 Chinese / 2158 ASL / 2122 Spanish II (2 credits) or 4562 Principles of Business Management or Elective/Directed Elective	
4794 Intro Design Process (1 credit) & 4834 Design Fundamentals (1 credit) * - serves as arts elective for HAPA	5366 Human Development & Wellness (1 credit) 5340 Adv. Nutrition and Wellness (1 credit) Must take both courses to qualify for the Health and Wellness Waiver & 5394 Prep CC	4004 Advanced 2D Art / 4006 Advanced 3D Art	4254 Theater Arts Special Topic (Capstone/Internship) Or AP Art History 4025 (HC only) or AP Studio Art 4048 (MHS only)
	4508 Technical Business (2 credits)		
			4060 Drawing / 4064 Painting or 4040 Ceramics (HC only)

General Elective Offerings

All Grade Levels as Appropriate – higher level arts courses may also be taken if pre-requisite has been met/students are transfers. Being in HAPA is NOT a requirement for higher level courses, but rather the sequence being followed.

	<p style="text-align: center;">4242 Theatre Arts Foundations 4210 AP Music Theory 4048 AP Studio Art 4166 Beg Orchestra</p>
One semester - no prerequisite	4000 Intro to 2D Art
Must have taken 2D	4002 Intro to 3D Art *should follow Intro to 2D in sequence
One semester	4202 Electronic Music
	4244 Technical Theatre Foundations
	4182 Beginning Chorus
One semester	4160B Beg Concert Band
One semester	42041A Piano Elec Keyboard (capacity limit in space and devices – 25 students)
One semester	4200 App Music Guitar
	4140 Dance History & Appreciation (semester)
One Semester - Qualifies as PE	HS3544 Yoga/Pilates

EARLY COLLEGE

9th Grade	10th Grade	11th Grade	12th Grade
1002 Eng. 9 / 1002H Hon Eng. 9 / 2188 English as a New Language (2 credits)	1004 Eng. 10 / 1004H Hon Eng. 10 / 2188 English as a New Language (2 credits)	DC English 11 Honors/Advanced 1006/ IVTY 111	1008 Eng. 12 / IVYT 215 DC
2520 Algebra I /Algebra H/ 2532 Geometry/Geometry H	2522 Algebra II / 2532 Geometry	2522 Algebra II / 2564DC Pre Cal Alg / 2566 Pre-Cal Trig IVYT 136/137 Vincennes 102/104	4540 Personal Financial Resp. (1 sem.)
3024 Biology / 3064 Chemistry only if took 3024 Biology in 9th grade / 3108 ICP	Biology II (3026)/ IVYT BIOL 101	5008 Animal Science (1 cr.) & 4818 Environmental Science (1 cr.)	
		5276 Anatomy and Physiology / 3084 Physics	
3542 PE I 3544 PE II (1 year) or 3544 Yoga/Pilates (1 credit)	1548 World History and Civilization	1542 US History / 1542DC US History IVYT HIST 101/102	1514 Economics and US Government 1540 IVYT POLS 101
World Language: 2000 Chinese / 2156 ASL / 2120 Spanish If student took Spanish, I- 2120 in 8 th grade then place in Spanish 2122- II	If Student took Spanish II/2122 Then enroll in Spanish III/2124 IVYT Span 101/102	If Student took Spanish III/2124 Then enroll in Spanish 4/ IVYT SPAN 201/202	World Language: 2002 Chinese II / 2158 ASL II / 2122 Spanish II or 4562 Principles of Business Management or Elective/Directed Elective
5794 Intro Design Process (1 sem)& 4834 Design Fundamentals (1 sem)	5366 Human Development & 5340 Adv. Nutrition and Wellness	Psychology (1532) PSYC 101	Adv. Speech and Communications (1078)/ IVYT Comm 101/IVYT Comm 102 Elective/Directed Elective
Career Information and Exploration (0522)/ IYT 106 Career Exploration/ Physical Education/ elective	1076 Speech & 4508 Technical Business	College Entrance Preparation 0532/ Blueprint / Semester II	College Entrance Preparation 0532/ Blueprint / Full Year

JROTC PATHWAY

JROTC PATHWAY			
9 th Grade	10 th Grade	11 th Grade	12 th Grade
Eng 9/Hon Eng 9	Eng 10/Hon Eng 10	Eng 11	Eng 12
Algebra or Geom	Alg II or Geom	Alg II or Pre Calc DC	Quan Reas/Finite DC
Biology I	US History DC	Elective	Speech Capstone DC
Spanish I or II	Chem I or Biol II DC	Bio II or Physics DC	US Gov & Econ DC
World Hist/or Geo/Hist	Spanish II	Elective	Elective
PE	IVYT106 DC	Adv. Psych DC	Elective
Art Elective	Health/Art Elect	Pers Fin DC	Elective
JROTC I	JROTC II	JROTC III	JROTC IV

Why CTE?

CAREER AND TECHNICAL EDUCATION (CTE) IS FOCUSED ON DELIVERING STUDENTS OF ALL AGES WITH HANDS-ON, SKILLS-BASED EDUCATION THAT BETTER PREPARES THEM FOR FUTURE EDUCATION OR ENTERING THE WORKFORCE.



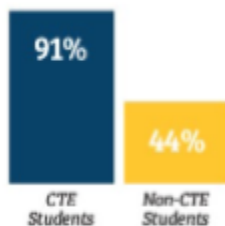
CTE is taught in high schools, local career and technical centers, community colleges, and increasingly in middle schools.

In Indiana, CTE Next Level Programs of Study focus on in-demand occupations across 15 "Career Clusters" – found on pages 18-47 – such as Advanced Manufacturing, Health Science, Information Technology and Transportation.



91%

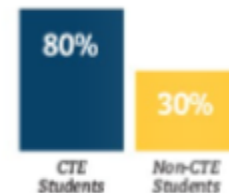
OF CTE STUDENTS SAY THEY ARE BETTER PREPARED FOR THEIR FUTURE CAREER



Source – Advance CTE

80%

OF CTE STUDENTS SAY THEY HAVE OPPORTUNITIES FOR INTERNSHIPS AND APPRENTICESHIPS



Source – Advance CTE

A CTE ASSOCIATE DEGREE INCREASES EARNING POTENTIAL BY

45%

Econofact, 2019

These Programs of Study have been recently revamped to ensure Hoosier students have the opportunity to earn valuable credentials and certifications in rewarding career pathways while they are in high school.

Students who progress through any of over 70 available programs of study will be able to start a career sooner, earn a comfortable wage, save on tuition, complete postsecondary education and training in less time, and advance in a career.

CTE Delivers . . .



. . . REAL-WORLD SKILLS

- Delivers a unique opportunity for hands-on learning
- Provides the skills and confidence students need to pursue career options
- 3x more likely to report being “very satisfied” with ability to learn real-world skills



. . . A REAL HIGH SCHOOL EXPERIENCE WITH MORE VALUE

- Part of the high school experience, in addition to sports, arts, clubs and activities
- Provides increased opportunities for specialized classes, internships and networking
- 2x more likely to report being “very satisfied” with high school education experience



. . . REAL OPTIONS FOR COLLEGE AND REWARDING CAREERS

- Research future career options – inside and outside the classroom
- Explore a career path while earning valuable experience and college credits
- Increased likelihood of having a post-high school plan – including college

ARCHITECTURE AND CONSTRUCTION



LOVE TO BUILD THINGS WITH YOUR HANDS?
Check out a career in Architecture and Construction.

WHAT IS IT?

Construction workers helped build the house you live in, the school you attend, the buildings where people work, and the roads you drive on. Essentially most any home, building, or structure is built by construction workers involved in a variety of tasks, from designing the blueprints, to putting up the frame of a house or building, to installing the plumbing, electrical, heating, and air conditioning.

WHAT WILL I DO?

Architects design the blueprints of the house, building, or structure that the construction workers will follow. Carpenters put up the framework of the building, create cabinets, and build out the framing for doors and windows. Skilled workers like electricians, plumbers, and HVAC technicians, each contribute the finishing details to make sure the home or building is ready to move into.

LEADS TO THESE JOBS:

- Architect
- Carpenter
- Construction Manager
- Electrician
- HVAC Technician
- Pipefitter
- Plumber
- Roofer

EMPLOYER SPOTLIGHT:

TAYLOR BROS. CONSTRUCTION CO.

Columbus, IN
www.tbcci.com



Established in 1933, Taylor Bros. Construction Co., Inc. is proud to have served the Midwest for over 75 years. We are experienced in high quality general construction and construction management services.

Taylor Bros. is a strong supporter of C4 Columbus Area Career Connection programs, hosting freshman students during our industry tours. Students interact with construction companies and learn about needed skills such as masonry, surveying, electrical, and many more.

CONSTRUCTION TRADES – CARPENTRY

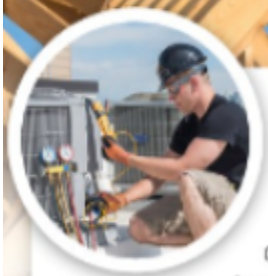
Carpentry is the process of working with wood and timber to construct homes, buildings, cabinets, and other wood products. Rough carpenters work in house framing and roofing, while finish carpenters do more detailed work including stairs and flooring.



LEADS TO THESE JOBS: Carpenter

HEATING, VENTILATING AND AIR CONDITIONING TECHNOLOGY (HVAC)

HVAC usually refers to the heating and cooling systems in both residential and commercial buildings, as well as air ventilation systems and ducts. This career path is growing and is in high demand.



LEADS TO THESE JOBS: HVAC Installer

STUDYING ARCHITECTURE AND CONSTRUCTION LEADS TO THESE IN-DEMAND OCCUPATIONS IN INDIANA

Education Level	Occupation	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years
High School + Certification	Carpenter	\$43,280	9%	20,374
	HVAC Technician	\$44,060	17%	7,771
	Plumber and Pipefitter	\$57,400	18%	13,808
	Electrician	\$57,680	10%	19,058
Associate Degree	Interior Designer	\$50,850	8%	987
	Architectural and Civil Drafter	\$50,900	12%	1,354
	Construction Manager	\$81,710	11%	5,468
Bachelor's Degree	Architect	\$83,930	9%	1,029
	Architectural and Engineering Manager	\$115,410	9%	3,068

Source – Hoosier Data, 2020

TO LEARN MORE ABOUT ARCHITECTURE AND CONSTRUCTION VISIT:



www.indianacareerexplorer.org



www.learnmoreindiana.org

ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS



ARE YOU CREATIVE? DO YOU LOVE TO WORK BEHIND THE SCENES? Take a look at Arts, A/V Technology and Communications.

WHAT IS IT?

Art today is found not just in museums, but in products, advertising, and computer games that we see every day. Audio and video technology is behind the scenes of TV programs, movies, commercials and theater productions watched by billions of people every year. Communications careers can be found delivering and producing the news, creating memorable stories, and contributing to advertising, marketing and public relations.

WHAT WILL I DO?

An artist, graphic designer or photographer might use their skills to create the latest award-winning commercial, website, or video game app. A/V equipment technicians and camera operators make sure that live performances or broadcasts are well-produced, so that performers, actors, or news reporters are seen and heard clearly.

LEADS TO THESE JOBS:

- Actor
- A/V Technician
- Camera Operator
- Graphic Designer
- Marketing Manager
- Photographer
- Political Campaign Manager
- Public Relations Specialist

EMPLOYER SPOTLIGHT:

ISC SPORTS NETWORK
Mulberry, IN
www.iscsportsnetwork.com



ISC Sports Network is Indiana's leading producer of high school sporting events, with a full-service, 24/7/365 sports channel dedicated primarily to sports of all kinds. The network has continuously offered shadowing opportunities for students to provide a real taste of the sports broadcasting industry from behind-the-scenes and in front of the camera.

With the ISC Sports Network, Hoosiers can find local and regional coverage across Indiana through various cable providers. Content includes high school, college, semi-professional, and more.

DIGITAL DESIGN

Digital Design involves working with computers, animation, video and photography to create online media products that engage the user, including websites, online marketing campaigns, and interactive gaming apps.



LEADS TO THESE JOBS: Media Designer, Multimedia Artist and Animator



RADIO AND TELEVISION BROADCASTING

Radio and Television Broadcasting includes both presenting and delivering news, weather, sports and featured stories as a broadcaster or reporter, as well as the technical production as a camera operator or production technician.

LEADS TO THESE JOBS: Broadcasting, Mass Media Production Technician

STUDYING ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS LEADS TO THESE IN-DEMAND OCCUPATIONS IN INDIANA

Education Level	Occupation	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years
High School + Certification	Broadcast Technician	\$33,300	1%	566
	Audio and Video Equipment Technician	\$34,170	13%	1,044
Associate Degree	Camera Operator - TV, Video, and Motion Picture	\$40,420	7%	293
	Graphic Designer	\$41,550	4%	4,566
	Multimedia Artist and Animator	\$52,810	6%	333
	Commercial and Industrial Designer	\$63,700	11%	849
	Art Director	\$68,170	5%	598
Bachelor's Degree	Public Relations Specialist	\$55,460	10%	3,462

Source – Hooster Data, 2020

TO LEARN MORE ABOUT ARTS, AUDIO/VIDEO TECHNOLOGY AND COMMUNICATIONS VISIT:



www.indianacareerexplorer.org



www.learnmoreindiana.org

HEALTH SCIENCE



**DO YOU LIKE TO HELP PEOPLE?
ARE YOU INTERESTED IN THE HUMAN ANATOMY?
ARE YOU PATIENT AND EMPATHETIC?**
If so, explore a career in Health Sciences.

WHAT IS IT?

Healthcare careers focus on the health and well-being of patients, and advancing the cause of medicine. Work is performed generally in hospitals or clinics, but can also be found in offices, nursing facilities, and increasingly, people's homes. Technology has been transforming healthcare in recent years, allowing patients to receive better care and live longer, more productive lives.

WHAT WILL I DO?

Physicians, nurses, and therapists work directly with patients to diagnose, treat, and comfort their patients. Researchers, biomedical engineers, and technicians work in the laboratory developing new cures for disease. You might also work as a medical assistant or health information specialist that keeps history of medical records for insurance or future use.

LEADS TO THESE JOBS:

- Certified Nursing Asst.
- Dental Hygienist
- Doctor
- Emergency Medical Tech
- Medical Assistant
- Personal Trainer
- Pharmacy Technician
- Physical Therapy Asst.
- Registered Nurse

EMPLOYER SPOTLIGHT:

DEACONESS HEALTH SYSTEM
Evansville, IN
www.deaconess.com



Founded in 1892, Deaconess Health System is the premier provider of healthcare services across 11 hospitals in 26 counties located in 3 states — Indiana, Illinois, and Kentucky.

In partnership with the Southern Indiana Career and Technical Center, Deaconess is developing specific career pathways designed to create well-trained healthcare employees, resulting in immediate employability for high school graduates, and giving graduates the option of continuing their education at Deaconess.

CENTRAL SERVICE TECHNICIAN

Central Service Technicians provide support to all patient care services in a hospital, clinic, or healthcare facility. They are responsible for decontaminating, cleaning, processing, assembling, sterilizing, storing, and distributing the medical devices and supplies needed in patient care, especially during surgery.



LEADS TO THESE JOBS: Central Service Technician, Sterile Processing Technician, Surgical Technologist

MEDICAL ASSISTANT

Medical Assistants support physicians with patient care, such as administering medications, drawing blood and performing laboratory tests. They also might help with administrative tasks such as updating patient charts or answering medical phone calls.



LEADS TO THESE JOBS: Certified Clinical Medical Assistant, Certified Medical Assistant

STUDYING HEALTH SCIENCE LEADS TO THESE IN-DEMAND OCCUPATIONS IN INDIANA

Education Level	Occupation	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years
High School + Certification	Nursing Assistant	\$25,000	11%	40,167
	Pharmacy Technician	\$29,860	9%	8,721
	Medical Assistant	\$30,740	28%	18,807
	Emergency Medical Technician and Paramedic	\$33,140	14%	4,595
Associate Degree	Licensed Practical or Vocational Nurse	\$41,540	12%	14,071
	Physical Therapist Assistant	\$55,950	32%	3,674
	Dental Hygienist	\$67,230	19%	4,236
Bachelor's Degree	Athletic Trainer	\$44,460	19%	437
	Dietitian and Nutritionist	\$55,680	16%	1,037

Source – Hoosier Data, 2020

TO LEARN MORE ABOUT HEALTH SCIENCE VISIT:



www.indianacareerexplorer.org

www.learnmoreindiana.org

HOSPITALITY AND TOURISM



DO YOU ENJOY SEEING PEOPLE HAVING A GOOD TIME?

Check out careers in Hospitality and Tourism.

WHAT IS IT?

Hospitality and Tourism is the business of recreation, entertainment and making memories. Hotels and resorts house people when they vacation or travel, focusing on their guests' comfort and well-being. People like to go out to eat, and restaurants exist not only to feed people, but to give them a memorable experience. Venues like amusement parks, casinos and sports arenas provide their visitors with entertainment and great customer service.

WHAT WILL I DO?

As a hotel worker you will greet guests, attend to their needs, and make them feel comfortable away from home. Restaurant workers prepare unique meals, serve food to guests, and provide outstanding customer service. If you work in the entertainment industry, you will provide a special experience to your guests, knowing that they are there to have a good time and forget about their worries at home.

LEADS TO THESE JOBS:

- Cook
- Event Planner
- Food Service Manager
- Gaming Supervisor
- Head Chef
- Hotel Manager
- Restaurant Owner

EMPLOYER SPOTLIGHT:

CUNNINGHAM RESTAURANT GROUP

Indianapolis and Across Indiana
www.crgdining.com



Based in Indianapolis, Cunningham Restaurant Group owns and operates 13 restaurant concepts at 30 locations across Indiana, Kentucky, and Ohio.

Cunningham Restaurant Group partners with Area 31 Career Center in Indianapolis to offer employment opportunities that provide students a competitive advantage once they leave high school and begin looking for full-time placement, whether it be in the hospitality industry or elsewhere.

Working at Cunningham is more than just a job – it's an opportunity for a career of personal and professional growth.

CULINARY ARTS

Culinary Arts is the preparation, cooking and presentation of food and meals. Chefs and cooks usually work in restaurants, planning menus, purchasing and preparing food to be used, and cooking and baking meals to be served to customers.



LEADS TO THESE JOBS: Chef, Head Cook



HOSPITALITY MANAGEMENT

Hospitality Management focuses on lodging, recreation, and entertainment for people on vacation or business travel. Hotels workers will greet guests, attend to their needs, and make them feel comfortable away from home. Meeting and event planners organize events, taking care of the details so that their customers and guests can focus on having a good time.

LEADS TO THESE JOBS: Lodging Manager, Meeting and Event Planner

STUDYING HOSPITALITY AND TOURISM LEADS TO THESE IN-DEMAND OCCUPATIONS IN INDIANA

Education Level	Occupation	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years
High School + Certification	Baker	\$25,380	8%	5,190
	Housekeeping Supervisor	\$35,470	11%	5,710
	Chef and Head Cook	\$41,380	9%	2,737
	Lodging Manager	\$44,410	3%	572
	Gaming Supervisor	\$48,600	1%	1,030
	Food Service Manager	\$52,590	8%	5,445

Source – Hoosier Data, 2020

TO LEARN MORE ABOUT HOSPITALITY AND TOURISM VISIT:



www.indianacareerexplorer.org



www.learnmoreindiana.org

HUMAN SERVICES



DO YOU LIKE HELPING AND SERVING OTHERS?
Consider a career in Human Services.

WHAT IS IT?

Human Services careers involve directly helping individuals or families. This might be through the government, healthcare facility, non-profit agency, school, church, or salon. Careers in the human service field include helping people in times of need, giving people food or shelter, counseling them on improving their lives, or simply making them look and feel their best.

WHAT WILL I DO?

Cosmetology includes hair stylists trained on cutting, designing and coloring hair, nail technicians making sure their client's finger and toe nails are healthy and beautiful, and skin care specialists making skin feel smooth, soft, and healthy. As a social worker, you might help a family get through a death in the family or loss of a job. Fitness instructors are in high demand, helping people get in shape and lose weight.

LEADS TO THESE JOBS:

- Barber
- Cosmetologist / Hairdresser
- Counselor
- Massage Therapist
- Personal Care Aide
- Psychologist
- School Counselor
- Social Worker

EMPLOYER SPOTLIGHT:

GREAT CLIPS

Locations Across Indiana
www.greatclips.com

Great Clips[™]

Great Clips is the world's largest hair salon brand with more than 4,400 hair salons across North America, and locations throughout Indiana. We pride ourselves on making it easy for customers to get a great haircut for a great price at a time and place that's convenient for them.

Our hair salon owners encourage their teams to work hard and have fun, support and celebrate each other's successes, build friendships as well as careers, innovate to be the industry leader and give back by doing good things in their communities.

Check out how great begins at jobs.greatclips.com.

COSMETOLOGY

Cosmetology is the practice of hair cutting and styling, treating and coloring nails, and caring for skin. Cosmetologists perform an essential role in helping people look and feel their best, typically working in beauty salons, spas and barber shops.



LEADS TO THESE JOBS: Cosmetologist, Manicurist



HUMAN AND SOCIAL SERVICES

Human and Social Service workers help individuals handle their everyday struggles and challenges. They might help people going through financial or marriage troubles at home, patients and families navigating healthcare decisions, and children and students having trouble in the classroom.

LEADS TO THESE JOBS: Social and Human Services Assistant

STUDYING HUMAN SERVICES LEADS TO THESE IN-DEMAND OCCUPATIONS IN INDIANA

Education Level	Occupation	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years
High School + Certification	Manicurist and Pedicurist	\$20,880	10%	1,519
	Skincare Specialist	\$24,850	11%	1,456
	Hairdresser, Hairstylist, and Cosmetologist	\$25,060	10%	18,537
	Barber	\$26,290	5%	1,397
	Fitness Trainer	\$32,560	7%	7,813
Associate Degree	Community Health Worker	\$42,820	17%	1,724
Bachelor's Degree	Child, Family, and School Social Worker	\$38,940	12%	7,273
	Healthcare Social Worker	\$48,080	21%	5,989

Source – Hoosier Data, 2020

TO LEARN MORE ABOUT HUMAN SERVICES VISIT:



www.indianacareerexplorer.org



www.learnmoreindiana.org

INFORMATION TECHNOLOGY



DO YOU "GET" COMPUTERS?

Check out these careers in Information Technology.

WHAT IS IT?

Computers can be found today in almost every home, business, and industry. Information technology careers involve developing and maintaining computer systems and applications for individuals and organizations to conduct their everyday business. Software development is the practice of writing computer code, creating business applications, social media, or video games.

WHAT WILL I DO?

If you work in information technology, you might be a network administrator, responsible for a company's entire computer network system. As a computer programmer, you will work on developing code that creates an application used by businesses to perform certain tasks. A web developer builds the core structure of a website using different types of coding languages.

LEADS TO THESE JOBS:

- Computer Programmer
- Computer Support Specialist
- Cybersecurity Analyst
- Database Administrator
- Information Security Analyst
- Software Applications Developer
- Systems Administrator
- Web Developer

EMPLOYER SPOTLIGHT:

SITE STRATEGICS

Indianapolis, IN
www.sitestrategics.com



Site Strategics is an established internet marketing, website design and development firm, based in Indianapolis, IN. We specialize in persuasive web design, audio/video content, search engine marketing and search engine optimization.

Site Strategics partners with Area 31 Career Center's Web Development and Design Program in several ways, including providing the framework that allows students to create full websites as part of the program's curriculum. The company is always looking for individuals who love a challenge and are enthusiastic about new online technologies.

CYBERSECURITY

Cybersecurity is the protection of computer and network systems from digital theft, damage or sabotage. "Cyberattacks" are external threats, centered around interrupting normal business processes. Cybersecurity focuses its efforts on detecting, identifying and responding to external cyber-threats, and how to recover from them.



LEADS TO THESE JOBS: Information Security Analyst

SOFTWARE DEVELOPMENT

Software Development refers to using computer code to create, design, deploy and support computer software. Computer software applications include productivity software to create documents, gaming software to play video games, and video conferencing software to stay connected with school.



LEADS TO THESE JOBS: Software Developer, Web Developer

STUDYING INFORMATION TECHNOLOGY LEADS TO THESE IN-DEMAND OCCUPATIONS IN INDIANA

Education Level	Occupation	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years
Associate Degree	Computer User Support Specialist	\$48,800	13%	8,483
	Web Developer	\$59,080	11%	1,614
	Network and Computer Systems Administrator	\$70,950	7%	5,394
	Computer Network Architect	\$82,420	11%	2,427
Bachelor's Degree	Computer Systems Analyst	\$76,860	11%	6,616
	Information Security Analyst	\$79,370	34%	1,306
	Software Developer, Applications	\$82,210	37%	9,412
	Computer and Information Systems Manager	\$112,440	12%	4,199

Source – Hooster Data, 2020

TO LEARN MORE ABOUT INFORMATION TECHNOLOGY VISIT:



www.indianacareerexplorer.org



www.learnmoreindiana.org

LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY



HAVE YOU ALWAYS WANTED TO BE A POLICE OFFICER OR FIREFIGHTER?

Explore careers in Law, Public Safety, Corrections and Security.

WHAT IS IT?

Law, Public Safety, Corrections and Security professionals are responsible for serving and protecting their communities and enforcing laws. The judicial system is responsible for upholding the law and punishing those who break the law. Public safety jobs keep people safe from crime and danger. Security careers are often found in the private sector, providing additional safety and security at businesses, schools, and larger events.

WHAT WILL I DO?

Police officers keep their local communities safe, many times proactively preventing crimes and danger before they happen. Firefighters not only put out fires, but also recommend safety tips to local households and businesses. Security guards make sure private businesses are safe and secure. A corrections officer is responsible for monitoring prisoners or those recently released from jail.

LEADS TO THESE JOBS:

- Corrections Officer
- Firefighter
- Judge
- Lawyer
- Paralegal
- Police Officer
- Security Guard

TRAINING PROVIDER SPOTLIGHT:

MAAC FOUNDATION
Valparaiso, IN
www.maacfoundation.com



Firefighters all over the world know about Task Force Tips, makers of everything from nozzles to foam systems. Since 1995, the company has hired many graduates of Porter County Career and Technical Education, particularly in the precision machining area.

The McMillan family founded the Multi Agency Academic Emergency Services Training Center (MAAC) in Valparaiso, IN, to train all kinds of first responders, including future firefighters from a local high school Fire and Rescue class.

CRIMINAL JUSTICE

Criminal Justice is responsible for serving and protecting the public and is often on the front lines of finding and apprehending law breakers. The court system upholds and interprets the laws, determines guilt or innocence, and delivers punishment.



LEADS TO THESE JOBS: Police Officer

FIRE AND RESCUE

Fire and Rescue workers are responsible for controlling and putting out fires in their communities. They also respond to emergencies where life, property, or the environment is at risk. People's safety is always the first concern, and fire and rescue workers are often the first responders on the scene to help treat victims.



LEADS TO THESE JOBS: Firefighter

STUDYING LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY LEADS TO THESE IN-DEMAND OCCUPATIONS IN INDIANA

Education Level	Occupation	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years
High School + Certification	Security Guard	\$27,000	7%	24,271
	Police, Fire, and Ambulance Dispatcher	\$35,570	9%	2,126
	Firefighter	\$46,620	8%	5,855
	Police and Sheriff's Patrol Officer	\$51,960	7%	8,469
Associate Degree	Paralegal and Legal Assistant	\$45,560	19%	5,114
	Security Manager	\$70,740	7%	10,468

Source – Hoosier Data, 2020

TO LEARN MORE ABOUT LAW, PUBLIC SAFETY, CORRECTIONS AND SECURITY VISIT:



www.indianacareerexplorer.org



www.learnmoreindiana.org

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS



DO YOU LOVE ROBOTS? CURIOUS ABOUT SCIENCE?

Look at careers in Science, Technology,
Engineering and Mathematics.

WHAT IS IT?

Science, Technology, Engineering and Mathematics careers (commonly known as STEM) heavily draw from math and science. These careers help shape our future, solve our problems, and innovate new products or systems. Technology is rapidly changing almost every industry – from driverless cars and package-delivering drones, to automated bank tellers and cashier-free grocery stores – and STEM workers are driving these advancements.

WHAT WILL I DO?

As a computer scientist, you might develop the latest artificial intelligence (AI) application that changes a new industry. Biochemical engineers are working on new chemical materials, like a plastic that is biodegradable. Mechatronic technicians work on automated, robotic manufacturing systems that make manufacturing more efficient. Civil engineers design and build roads, bridges and buildings.

LEADS TO THESE JOBS:

- Biochemical Engineer
- Civil Engineer
- Computer Scientist
- Electrical Engineer
- Industrial Engineer
- Mathematician
- Mechatronics Technician
- Scientist
- Statistician

EMPLOYER SPOTLIGHT:

CUMMINS
Columbus, IN
www.cummins.com



Headquartered in Columbus, IN with over 60,000 employees worldwide, Cummins designs, manufactures, and distributes a variety of innovative power products and solutions, including diesel, natural gas, electric and hybrid engines and components.

Cummins has been a long-time supporter of C4 Columbus Area Career Connection programs, specifically their PLTW Engineering and Automation & Robotics programs. Cummins provides industry tours to C4 students and supports various career exploration initiatives.

DESIGN TECHNOLOGY

Design Technology leverages computer-aided design (CAD) software in the manufacturing product development phase to improve efficiency and productivity in the manufacturing process. Specific design documentation helps improve quality, lowers costs, and speeds up production.



LEADS TO THESE JOBS: Engineering Design Technician, Industrial Designer, Mechanical Engineering Technician

COMPUTER SCIENCE

Computer Science is the study of computers and computational systems, as well as the design of computer systems hardware, software and applications. Areas include artificial intelligence, computer systems and networks, programming languages and security.



LEADS TO THESE JOBS: Computer Programmer, Data Scientist

STUDYING SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS LEADS TO THESE IN-DEMAND OCCUPATIONS IN INDIANA

Education Level	Occupation	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years
High School + Certification	Engineering Technician	\$63,980	5%	1,474
Bachelor's Degree	Chemist	\$65,450	11%	2,445
	Industrial Engineer	\$74,030	19%	7,900
	Mechanical Engineer	\$75,960	14%	6,627
	Electrical Engineer	\$79,120	8%	2,517
	Computer and Information Research Scientist	\$100,910	25%	282
	Biochemist and Biophysicist	\$110,630	15%	262

Source – Hoosier Data, 2020

TO LEARN MORE ABOUT SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS VISIT:



www.indianacareerexplorer.org



www.learnmoreindiana.org

TRANSPORTATION, DISTRIBUTION AND LOGISTICS



DO YOU LOVE CARS? DO YOU LIKE TO ORGANIZE THINGS?

Check out a career in Transportation,
Distribution and Logistics.

WHAT IS IT?

Transportation, Distribution and Logistics careers focus on moving products and people by roads, air, railways and water. Transportation of goods is the lifeblood of our economy; without truck drivers, there would be no food on the shelves of the grocery store or packages delivered to your door. Logistics careers manage the network of trucks, planes, buses and ships to make sure products and people safely get to the right place on time.

WHAT WILL I DO?

Automotive service technicians are in high-demand, maintaining the millions of cars and trucks on the highway. Diesel mechanics fix and maintain heavy trucks, buses, and RV's that have more specialized and complex engines. Freight agents and logisticians make sure that the right products get to where they're going and that their cargo-load is full.

LEADS TO THESE JOBS:

- Automotive Service Technician
- Automotive Body Technician
- Cargo and Freight Agent
- Commercial Air Pilot
- Logistician
- Truck Driver
- Warehouse Supervisor

EMPLOYER SPOTLIGHT:

AIR MARION

Marion, IN
www.airmarion.com



Air Marion Inc. is a family-owned and operated full-service FBO (Fixed Base Operator) providing a wide variety of services to the general aviation community.

Located at the Marion Municipal Airport in Marion, IN, our services include flight training, aircraft rental, aircraft maintenance, fuel services, plus much more.

We are a proud partner and supporter of the Marion Regional Career Center and their Aviation program.

AUTOMOTIVE SERVICES TECHNOLOGY

Automotive Service Technology involves inspecting, repairing and maintaining various automotive components that keep a car working properly, including the engine, brakes, steering, suspension, electrical systems, tires, and heating and cooling. Automotive Service Technicians strive to receive their Automotive Service Excellence (ASE) certification.



LEADS TO THESE JOBS: Automotive Service Technician

DIESEL SERVICES TECHNOLOGY

Diesel Services Technology centers on the repair and maintenance of diesel engines that typically power larger automotive equipment, such as heavy tractor-trailers, buses, construction vehicles and agricultural machines. More complex electronic systems are now common in diesel engines, requiring diesel technicians to stay on top of new technologies.



LEADS TO THESE JOBS: Diesel Engine Technician

STUDYING TRANSPORTATION, DISTRIBUTION AND LOGISTICS LEADS TO THESE IN-DEMAND OCCUPATIONS IN INDIANA

Education Level	Occupation	Median Salary	Job Growth Over Next 10 Years	Job Openings Projected Over Next 10 Years
High School + Certification	Recreation Vehicle Service Technician	\$36,030	12%	1,359
	Automotive Service Technician	\$39,540	6%	16,517
	Bus and Truck Mechanic, Diesel Engine Specialist	\$42,500	10%	8,301
	Automotive Body Repairer	\$44,390	9%	3,732
	Aircraft Mechanic and Service Technician	\$47,820	13%	1,332
	Mobile Heavy Equipment Mechanic	\$48,510	9%	3,820
Associate Degree	Air Traffic Controller	\$120,410	5%	630

Source – Hoosier Data, 2020

TO LEARN MORE ABOUT TRANSPORTATION, DISTRIBUTION AND LOGISTICS VISIT:



www.indianacareerexplorer.org



www.learnmoreindiana.org



a COLLEGE DEGREE ASAP

THE ONE-YEAR ACCELERATED ASSOCIATE DEGREE

What is ASAP?

Ivy Tech Community College's Associate Accelerated Program (ASAP) helps high school graduates earn a college credential or credentials up to an associate degree in 11 months or fewer, preparing them to transfer to a four-year college to earn their bachelor's degree, enter the workforce, or continue into another program at Ivy Tech Community College. A dedicated ASAP director helps students identify academic goals, then maps out a clear path they can follow to success, while faculty teams offer individual attention. Graduates leave with not just a certificate, technical certificate, and/or associate degree, but with the skills they need to succeed in further studies—and the workforce.

Where is the program offered?

ASAP is currently offered at the Lake County Campus at the Arts & Sciences Building at IUN in Gary.

What makes ASAP a good idea?

ASAP appeals most to those who are eager to move forward, who appreciate structure, and who work best when given a strong, steady network of support. Classes are held in small, closely-knit groups known as "cohorts." Classmates remain with their cohort throughout the program - encouraging, assisting, and depending on each other every step of the way. A dedicated ASAP coordinator helps students identify academic goals, then maps out a clear path they can follow to success, while faculty teams of 4 teachers per term offer individual attention. Graduates leave with not just an associate degree, but with the skills they need to succeed in further studies and the workforce.

How successful are ASAP students?

Very. 60% of ASAP students earn a degree in one year. After one year, 98% of students persist towards their bachelor's degree or a second associate degree. Graduates can easily transfer their credits to IU, Purdue, Ball State, or many other public and private institutions to pursue a bachelor's degree. 100% of ASAP graduates who have applied have been accepted into one or more four-year institutions.

What degrees are offered?

You can pursue an associate degree in Business, Liberal Arts, General Studies, Computer Science and Psychology.

APPLY NOW



LEARN MORE ABOUT THE **ONE-YEAR ACCELERATED PROGRAM!**

**a COLLEGE
DEGREE ASAP**
THE ONE-YEAR ACCELERATED ASSOCIATE DEGREE



Textbooks are included in your cost of tuition. Additionally, ASAP students benefit by paying the same flat rate as students in our traditional programs.

What's ASAP?

Ivy Tech Community College's Associate Accelerated Program (ASAP) helps high school graduates earn a college credential or credentials up to an associate degree in 11 months or fewer, preparing them to transfer to a four-year college to earn their bachelor's degree, enter the workforce, or continue into another program at Ivy Tech Community College.

A dedicated ASAP director helps students identify academic goals, then maps out a clear path they can follow to success, while faculty teams offer individual attention. Graduates leave with not just a certificate, technical certificate, and/or associate degree, but with the skills they need to succeed in further studies—and the workforce.

Associate Degrees

Business

Computer Science

General Studies

Liberal Arts

Psychology

ASAP is offered on Lake County campus and programs are tailored to each student's transfer plans.



Scan this
code to 
apply today!

Questions?

Contact Rosie Lopez-Malagon
219-392-3600 EXT 2312

Extra Curricular

HAMMOND CENTRAL HIGH SCHOOL

Club Name	Club Sponsor	Write a short description for the club and list any fees associated with it.
Athletics: Boys Basketball Girls Basketball Baseball Boys Cross Country Girls Cross Country Football Boys Golf Girls Golf Boys Soccer Girls Soccer Softball Boys Swimming Girls Swimming Boys Tennis	Larry Moore Jr. Okeisha Howard Michael Caston Larry Moore Jr. Jon Moskovich Adam Hudak N/A Randy Chavez Daniel Zaragoza Mary Eggers Jon Moskovich Josh Long Sue Matthewson Nate Foor Veronica Dupey Adam Hudak Josette Perkins Jessica Castillo	→ Currently no participation fees. → Optional costs for team apparel, teams use a variety of fundraisers to help with these costs along with costs associated with equipment. Athletics operates under the guidelines set forth by the IHSAA/NFHS rules for each of the athletic sports offered. → Cheer uniform rental \$25

Girls Tennis	Jessica Castillo	
Boys Track	Kevin Persley	
Girls Track	N/A	
Boys Volleyball	Anthony Amador	
Girls Volleyball	Tawanna Broadway	
Boys Wrestling		
Girls Wrestling		
E-Sports		
Cheer		
Geology Club	David Coffey Leigh Coffey	\$0 fees/open to ALL students The Geology Club's purpose is to bring together students that are curious about geology (rocks, Earth, etc) and related Earth processes (plate tectonics, weather, etc). Informal meetings occur monthly and cover a variety of topics.
Bible Club		\$0 fees/open to ALL students The purpose for this club is to help students grow in their faith and knowledge of the Bible. Also, encourage students to become young men and women of Godly moral virtue and character. In addition, guide students to develop hearts of compassion for those in need. Finally, provide a fun, encouraging place where students can share their beliefs with their peers. <ul style="list-style-type: none"> • Weekly after school <i>student-led</i> Bible Study • Leadership and Public Speaking skills are developed as students lead their peers in Bible Study
Multicultural Club	Robles & Darwish	\$0 fees/open to ALL students Multicultural Club welcomes 9th, 10th, 11th, and 12th grade students who are interested in learning about and celebrating Hammond Central cultural diversity. Students plan different art projects to celebrate various

		cultures. Students plan celebrations in honor of Black History month, Hispanic Heritage Month, Cinco de Mayo, and are exploring and welcoming additional celebrations.
Dungeons & Dragons	Anthony Amador Matthew Polluck	\$17 entry fee for personal miniature and Dice. Explore fantasy campaigns of magic and imagination as the Dungeon Master (storyteller) guides players through epic quests. Cooperative narrative experience for any student who is interested.
Academic Spell bowl & Superbowl	Megan Brown Kathryn Healey Katelyn Scheive	<u>Spell Bowl</u> unlike the traditional oral spelling contest, teams use one representative per round to correctly spell the contest words. Winning teams are named based on the cumulative total of correctly spelled words of all members. <u>Superbowl</u> is where teams of students select their subjects and research and study the yearly topic, which changes each year. It takes them beyond what is usually covered in the classroom.
Chess Club	McWaters	Chess club is for both new and more experienced players to learn the game of chess and compete in state championships. No fees for students, but I do spend some money on prizes and snacks for meetings/club tournaments. There is some cost associated with USCF membership for those students that attend state/regional championships.
*Music Recording Club	Travis Morris	In 2023/2024 we will be an organization that makes hip hop/ R&B/ Pop/ & Indie music. Using Mixcraft 9 Pro Studio, Rhymezone.com, computer Audio Interfaces, and landr.com we make instrumentals, write lyrics, record profanity free music, mix & master music, and learn how to license and market our creations. Music Licensing fees avg. \$15 per song, 3 songs per month totalling approx \$45 per month for 9 months=\$405 yearly
Newspaper	Juliet Dukes	No fees to join.
Yearbook Club	Amari Norwood Amani Norwood	No fees to join, open for students to join at the beginning of the school year. Students work together to capture school moments ranging from academics all the way to sports. They work together throughout the year to design pages for everyone to see what the previous school year was like.
Anime Club	Kathryn Healey	No Fees to join. Weekly meetings involve watching new anime episodes as a community.

		<p>Showing old favorites and being introduced to different genres of anime. We also play games that were created in Japan. And learn a little about Japanese culture along the way. We are hoping to include regular Japanese Language lessons. Students who are serious about learning the language will be encouraged to purchase a workbook.</p> <p>After school field trips to restaurants could cost for those attending.</p>
Powerlifting Club	Jonathan Buckner	<p>No fees to join. Powerlifting is an outlet for students to be able to workout. The students are building bonds and brute force at the same time. We are in the infancy of the club and hope to build it up to make it a competing club and recognized as a sport for the school.</p>
Art Club	Tina Lazzarine	<p>No fees. Art Club allows art-loving students the opportunity to take part in the creative process regardless of whether they are taking, or have taken, any art classes. Weekly meetings enable students to develop technical skills and afford them a creative outlet among their peers. Frequently, Art Club students collaborate on projects that enhance our school and build relationships within our community. Students who are a part of Art Club are encouraged to seek inspiration, explore ideas, and express themselves in a safe and supportive environment.</p>
Gamer's Club	Anthony Amador Julio Vega	<p>No fees. A fun and relaxing hang out time with gaming students. All students welcome, just a space for gamer kids to play some games and have fun trying new/old games</p>
JAG (Jobs for America's Graduates)	Elizabeth Mangan	<p>No fees. JAG prepares students for life after high school. Students attend career fairs, go on college tours, listen to guest speakers in the classroom, and participate in our annual JAG Career Development Conference. Students are taught how to manage finances, create a resume, fill out job applications, and interview skills.</p>
Rocketry (anticipated for 23-24 school year)	Ian Rausei	<p>Rocketry club is to explore the science and engineering of flight...ROCKET SCIENCE! We will have the opportunity to design, build and launch model rockets with hands-on experience solving engineering problems using different kinds of propulsion, ranging from air and water pressure to solid fuel commercially available engines. We may also compete against other high schools or middle schools from around the country. I purchase many of</p>

		the supplies and tools that are used. No fee to join, only if needed there may be a cost of travel to a national competition if needed.
Student Government	Ce'Etter Carpenter-Stevens Adviser	Student government is a group of students that are charged with managing a wide range of events, activities, programs, policies and initiatives around school. Some members are elected by the student body, and others may be appointed by the elected officials to help with specific tasks or areas of interest. Student Government's mission is to represent the interests of the student body through the implementation of innovative programs, services, and initiatives that enrich student lives. Fees associated with student government vary from venues, purchases of materials, hosting events, and securing vendor contracts.
C/O of 2023 Sponsors	Shonda Collins-Alexander Jessica Castillo	
C/O of 2024 Sponsor	CeEtter Carpenter-Stevens	
C/O of 2025 Sponsor(s)	Shalia Johnson Dawn Veenstra	
C/O of 2026 Sponsor	Tracie Clayton Patricia Senteno	
Bowling Club	Tracie Clayton and Cali Lemus	Students grades 9-12 are welcome to join the Bowling Club. There is a \$30 fee per quarter that pays for 2 games of bowling, shoe rental, pizza, and club shirts. Every Thursday we head to Olympia Lanes for a stress-free afternoon to enjoy a couple games of bowling and pizza. They receive gentle coaching to improve their form and skill levels while keeping it noncompetitive, friendly, and up beat. At this time we are not able to provide transportation but that is something we hope to offer in the future. To be able to bowl throughout the school year and to keep the cost for students to participate down it is required that students participate in club fundraising every quarter.
HAPA After-School Enrichment: Elementary Orchestra	Cheryl Suwardi and Michael Ferraro	Students in Grades 3-6 are invited to join us to learn violin, viola, cello, and double bass. Students play instruments sized to fit them and develop musicianship through learning to read music, technical studies, teacher instruction, and songs. This is a fun class that enables elementary students to begin performing strings. Parents may rent or purchase instruments through Sweetwater or any music store they choose, or they can use HAPA instruments. All HAPA instruments must stay at school in the classroom. Classes take place in Room C118 at Hammond Central. There is no fee for

		participation or to use a school instrument during the enrichment.
HAPA After-School Enrichment: Middle School and High School Band and Orchestra	Cheryl Suwardi and Lea Larson	Students in Grades 7-12 from Eggers, Scott, Hammond Central, and Morton are invited to join us for HAPA band and orchestra after-school enrichment. Our fun rehearsals include technique development, repertoire, and building musicianship. These classes enable student musicians to spend more time playing the instruments they love, become better players, and work towards their goals. There is a \$90 per year school instrument rental fee. Students typically pay this in their band and orchestra classes and are not renting new instruments for this class.
HAPA after school enrichment: Rock Band Club	Alex Akers	This club is made up of students in rock bands, as well as those who are interested in trying out an instrument. We rehearse, discuss, and practice music for performances, events, and just for fun. It is the perfect way to try an instrument out in a relaxed environment if you have not started yet, while also allowing more advanced students to hone in on their craft. There are no fees, and we focus primarily on guitar, bass, keyboard, drums, and/or vocals.
National Honor Society	Jessica Castillo	This program is for 10-12 students who hold a 3.0 GPA and commit to volunteering 50 hours over the course of the school year. Selection is based on four criteria: scholarship (academic achievement), leadership, service, and character. No cost to students.
FRC Team Hammond 71 Robotics	April Brown OBrien	This program is for students in 9th to 12th grade and it is a year round program. The robotics team design, program, and build a robot starting with a standard kit of parts and common set of rules to play in a themed head-to-head challenge. There is a fee of \$500, but the team does help each student to raise part of that money. The fee goes towards their travels, hotel stay, and food. We do compete in 2 district competitions in March and do have a chance to make it to the State Championship and even Worlds that are in April. During the summer, we will have summer

		<p>competitions if funds allow or events that we do in our community. The team has won 4 World Championships</p>
<p>Genders and Sexualities Alliance (GSA)</p>	<p>Anita Cox</p>	<p>We are an organization that supports the LGBTQ+ community by creating safe spaces for all genders and sexual orientations, while educating the entire community about issues that affect our LGBTQ+ friends.</p>
<p>Natural Helpers</p>	<p>Ed Klapak Karen Muratori Mary Eggers Julio Vega</p>	<p>This national program is designed to impart the Six Steps of the Helping Skills to 11 and 12th graders that are identified through their peers as Natural Helpers, people with the intrinsic ability to help others through their issues. These young adults attend a weekend retreat in which the skills and many other social/emotional activities take place. Students are asked for a \$25.00 fee. The rest of the cost for the two night stay is currently being funded by the HEF.</p>

MORTON HIGH SCHOOL

MHS Athletics - 20 Varsity Sports - 17 JV Teams - 3 Freshmen Teams

Football – V/JV/F

Girls Volleyball – V/JV/F

Boys Soccer – V/JV

Girls Soccer – V/JV

Boys Cross Country – V

Girls Cross Country – V

Boys Tennis – V/JV

Girls Golf – V

Boys Basketball – V/JV/F

Girls Basketball – V/JV

Girls Swimming – V/JV

Boys Swimming – V/JV

Boys Wrestling – V/JV

Boys Track & Field – V/JV

Girls Track & Field – V/JV

Baseball – V/JV

Softball – V/JV

Girls Tennis – V/JV

Boys Golf – V/JV

Boys Volleyball – V/JV

***Girls Wrestling – No Participants**

For 21-22 & 22-23 no participation fees were collected from MHS teams. Athletes do buy player gear to keep, some items of which are mandatory.

MHS Clubs

Academic Club - No fee

Anime Club - No fee

Art Club – No fee

Bible Club - No fee

Black Student Union - No fee

Cheerleading - \$30

Chess – No fee

Debate - No fee

Flags - No fee

Gay Straight Alliance - No fee

Key Club - No fee

Mock Trial - No fee

Newspaper - No fee

Psychology Club - No fee

Student Government - No fee

National Honor Society - No fee

School Media - No fee

Science Olympiad - No fee

Spanish Club - No fee

Speech – No fee