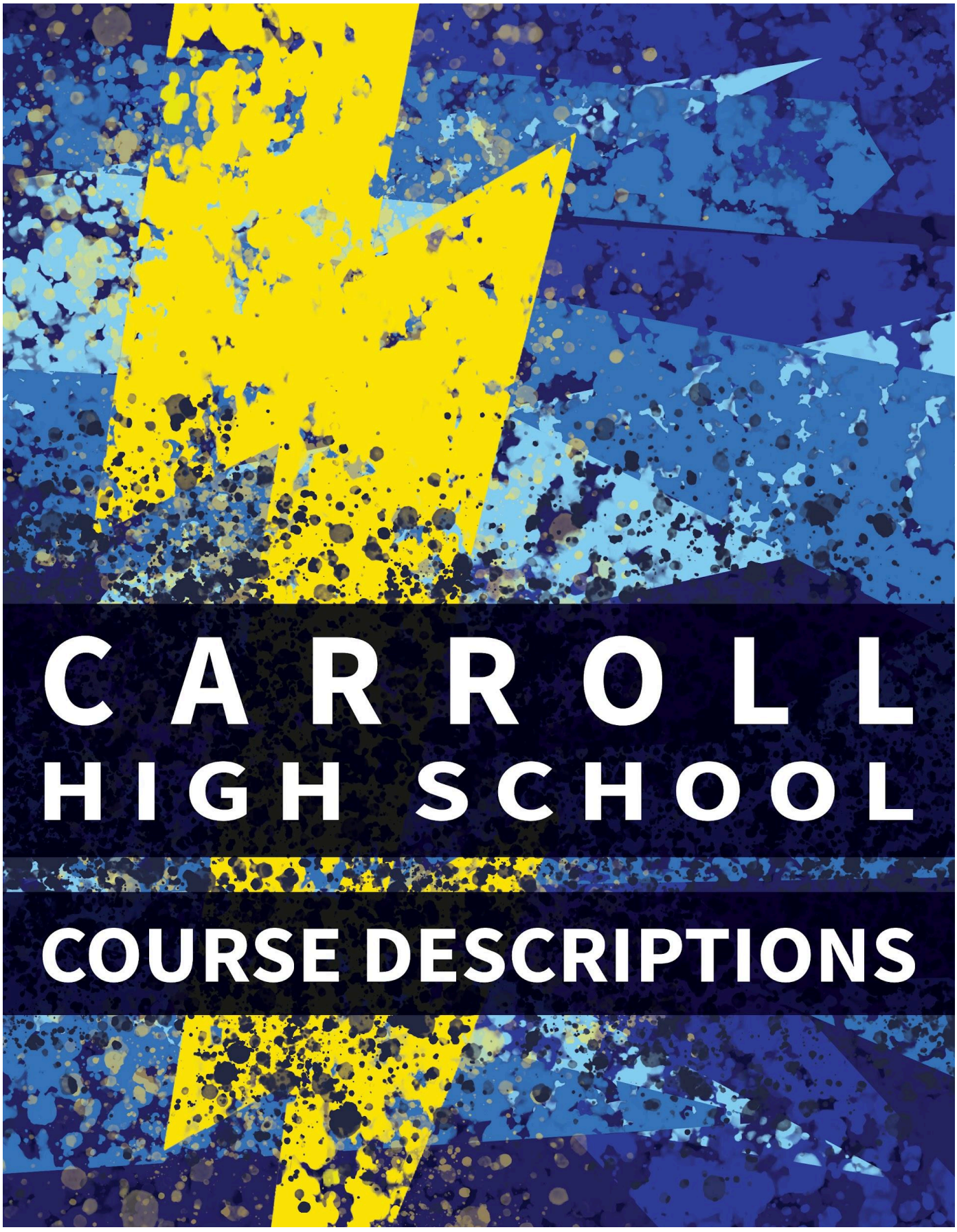
CARROLL
HIGH SCHOOL
COURSE DESCRIPTIONS

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INTRODUCTION

Carroll High School
2025-2026

Mission

The mission of Carroll High School is to promote excellence in students' academic, physical, and social growth, within a safe environment while challenging them to become responsible, constructive citizens of an ever-changing world.

Philosophy

We believe:

1) Individuals learn differently.
2) Education is a shared responsibility of family, students, staff, and community.

3) Teachers and students thrive when working in a collaborative environment.
4) A feeling of connection to the school community enhances student learning.
5) School improvement is a continuous and perpetual process.
6) The role of the school is to provide each student the opportunity to reach his or her potential.
7) Learning is a lifelong endeavor.

Graduation Requirements for Class of 2026, 2027, and 2028

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

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

For the requirements for these designations, see "Comparison of Indiana's Diploma Requirements".

Completion of the Core 40 Diploma is an Indiana graduation requirement. Therefore, students work toward a Core 40 Diploma or a Core 40 with Academic Honors or Technical Honors Diploma. To receive an exemption and graduate with less than a Core 40 Diploma (a General Diploma) a formal opt-out process must be completed. Students must meet certain benchmarks to be eligible to opt-out of the Core 40 Diploma. The student must schedule a conference with his/her guidance counselor and parent(s) or guardian(s).

Students must also complete two other areas besides completing the requirements for one of these diplomas. This information can be found under "Graduation Pathway Requirements".

For the Class of 2026 and 2027: The state of Indiana also requires students to prove proficiency in Financial Literacy. Students can choose one of the following to satisfy this requirement:

1) Pass the one semester Adult Roles and Responsibilities course (course # 0706) or Personal Financial Responsibility course (course #2257).
2) Pass the CHS Financial Literacy Examination. This exam is given once during the freshman year and has online study components to prepare for the exam. It is given after the freshman year as needed.

For the Class of 2028: The state of Indiana requires students in this cohort to receive instruction concerning personal financial responsibility in the high school curriculum. Students will be required to take a personal financial responsibility course during high school.

Graduation Requirements for Class of 2029

Students will receive an Indiana Diploma but can choose to have different “Readiness Seals” added to the diploma. Please note that if a student wants to graduate early, that student will be required to receive one of the seals.

- Enrollment Honors Seal
- Enrollment Honors Plus Seal
- Employment Honors Seal
- Employment Honors Plus Seal
- Enlistment & Service Honors Seal
- Enlistment & Service Honors Plus Seal

Click here for Indiana Diploma and Readiness Seal Requirements

Indiana College Core

Click here for more information:

Graduation Ceremony

Students meeting local and state graduation requirements are eligible to participate in the graduation ceremony and receive their high school diploma. Special Education students who have earned an Alternate Diploma or a Certificate of Completion are eligible to participate in the graduation ceremony. Students not meeting the above requirements are not eligible to participate in the graduation ceremony.

Class Load

Each student is required to carry a minimum of six subjects each semester unless permission is granted for off-campus/advanced/special programs. Students taking 3 or more of a combination of AP or dual-credit classes may take 2 study halls during that semester.

Repeating a Class

Students may be recommended to repeat a passed course for better understanding, to meet post-secondary goals, to proceed to a more advanced course and/or to meet Academic Honors/Technical Honors Diploma requirements. Students must see their guidance counselor for specific criteria and GPA/credit effects when repeating a "passed" class.

Auditing a Class

Under special circumstances, a student will be approved to audit a class. In order for this to be approved, the following needs to be understood by both parent and student and a Class Audit Request form must be completed by the student and approved by the counselor.

- Student must be on track to graduate
- Audited classes cannot be used to fulfill graduation requirements
- Student may not choose to audit a class after the class has begun
- Request to audit must be approved before starting the class
- No credit is given for audited class(es) and grade(s) earned is not factored into GPA and Class Rank
- Student must attend class, participate in class activities, complete assignments and tests and are subject to the same rules and regulations as all other class members
- Student's work will be evaluated and graded
- Audited class(es) WILL be on the transcript along with the grade earned
- Add/Drop guidelines will be followed for dropping an audited class

Early Graduation

A student wishing to graduate in seven (7) semesters or less must meet with their counselor to plan appropriately.

A student who intends to graduate at the end of seven semesters is not eligible to hold office in any school clubs or organizations during the seventh semester. All graduation requirements must be completed by the end of the semester of intended graduation.

Students graduating early (in less than 8 semesters) are included in the class ranking for students in the class in which they entered freshman year of high school (their cohort group) and will reflect their rank at the completion of their final semester. Students graduating late – needing to return to high school following their cohort/class' graduation date to complete graduation requirements – will not have a class rank

Weighted Classes

The following Advanced Placement (AP) classes receive an increase of two grade bumps in student GPA calculations. **For example, if a student receives a B+ in an AP course, the B+ will be on the transcript, but when that B+ is figured into the cumulative GPA, it is figured in as an A.**

ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	FINE ARTS	WORLD LANGUAGE
AP English Lang/Comp	AP Calculus AB AP Calculus BC	AP Biology AP Chemistry	AP Microeconomics AP US Government/	AP 2-D Art & Design (Photo)	AP Japanese AP Spanish

AP English Lit/Comp	AP Statistics	AP Environmental Science AP Physics C	Politics AP US History AP European History AP Psychology	AP 3-D Art & Design AP Music Theory	

GRADING SCALE	
100-98	A+
97-94	A
93-91	A-
90-88	B+
87-84	B
83-81	B-
80-78	C+
77-74	C
73-71	C-
70-68	D+
67-64	D
63-60	D-
59-	F

GPA SCALE	
4.33	A+
4	A
3.67	A-
3.33	B+
3	B
2.67	B-
2.33	C+
2	C
1.67	C-
1.33	D+
1	D
0.67	D-
0	F

Senior Honors

Valedictorian and Salutatorian must be eight (8) semester graduates, are considered eighth semester honors, and complete at least four (4) of those semesters at Carroll High School. Grade checks are made at the conclusion of the third nine-week grading period and/or later to determine the Valedictorian and Salutatorian. If the accumulated GPA for the Valedictorian and/or Salutatorian is not at least .03 of a point separated, a "co" honor will be awarded. **NOTE**: For the **Class of 2029,** the Valedictorian will be the number one student in the class and the Salutatorian will be the number two student in the class. No "Co" honors will be named unless a GPA is exactly the same.

For the Class of 2026, 2027, and 2028, the top 10%, National Honor Society, Honors, Honors with Distinction (3.67 and above), Core 40 with Academic Honors and Core 40 with Technical Honors Diploma recipients are designated in the Graduation program.

Transfer Credit

All transfer credits are evaluated and awarded following Carroll High School GPA/credit criteria. In calculating grade point averages, students who transfer to Carroll with weighted grades will be calculated on Carroll's grading system. Underclass honor recipients must have accumulated at least one semester of CHS credits.

Courses taken at 2 year/4 year colleges are evaluated on an individual basis regarding the awarding of dual high school credit. Students must see their guidance counselor prior to such enrollment.

Credit cannot be issued for courses taught by a tutor other than a homebound teacher provided by Northwest Allen County School Corporation.

Credit from correspondence/online classes may be accepted from an institution accredited by a regional association such as the North Central Association. Students must see their guidance counselor prior to enrollment.

Taking a Class on the College Campus

Students may take a class on the college campus during the school day during senior year. However, a student must be in at least 3 credit classes at Carroll High School and could be more depending on when the class is scheduled at the college campus. Students must see their guidance counselor prior to registering for the college campus class. Classes taken at the college campus that are scheduled during the school day are placed on the high school transcript.

Students wishing to be eligible for IHSAA, must attend Carroll High School for at least 4 credit classes during the school day and be registered for at least one college campus class. Students must see their guidance counselor prior to registering for the college campus class.

Extracurricular Eligibility

To be academically eligible for athletics or co- and extracurricular activities, students must have received passing grades at the end of their last grading period (For IHSAA: P2/S1, P6/S2) in at least five full credit subjects or the equivalent. Refer to athletic or co-extracurricular code in the Student Handbook (see CHS website) for specific requirements and to the NCAA website, www.eligibilitycenter.org, for college participation requirements. Student athletes should register with the NCAA Eligibility Center upon completion of sophomore year. Any student planning to play collegiate sports should meet with their guidance counselor and coach to make certain that all applicable NCAA eligibility requirements are met.

Athletes must maintain five passing grades throughout the year. Taking a class for audit or non-credit does not count towards eligibility, nor do some online courses. For example, certain courses taken through BYU are not NCAA approved and do not count towards eligibility.

Schedule Changes

Designing your schedule is a serious decision. The high school budget is prepared, staff is hired and the master schedule is developed based on student course requests. Once classes are scheduled, it is difficult to change classes because many of the classes have maximum enrollment and the master schedule has been built. Students have until July 1 to make schedule changes for the following school year. No one will be enrolled in a class that is considered filled. There will be no other changes allowed after July 1 except for making a 2nd semester schedule change which can only be requested between Oct 1st and Nov 1st. Exceptions to this are the following:

1) A student failed a required course.
2) A student fails to enroll in a course required for graduation or to meet a career/college prep requirement.
3) A student demonstrates poor achievement in a prerequisite course and is advised not to enroll in an advanced course.
4) A student does failing work during the first semester and it is advisable not to continue in the second semester unless it is a required course.
5) Leveling up or down in a course, once the semester has started, is allowed only with counselor approval and teacher recommendation. Before a student can even make this request, students must do the following first: talk to the teacher about the concerns, talk to a parent about the concerns, and have that

parent talk with the teacher about the concerns. After P1, however, leveling is not allowed and students will need to stay in the class until the end of the semester but may level at 2nd semester. See appendix for more detailed information about dropping and/or leveling AP, Honors, STEM, and dual credit courses.

6) To take a study hall in place of a 7th class - Must be processed before the end of the 1st nine weeks of a semester.

NOTE: Students cannot opt out of a class for an online class after the class has begun.

NOTE: If dropping a yearlong AP class after Nov. 1st, or a 2nd semester AP class after Mar 1st, students will need to pay a test fee of $40.00 due to online ordering deadlines that are put in place by College Board which cannot be changed.

NOTE: Students removed from class for discipline or attendance reasons will receive a grade of withdrawal failure(WF) if failing the class at the time of being removed, or, withdrawal passing (WP) if passing the class at the time of being removed. WF or WP will not be calculated into the GPA.

AP COURSE OFFERINGS

AP Course	Prerequisite(s)
AP Biology	Biology I, Chemistry I
AP Calculus AB	Pre-calc:Alg, Precalc:/Trig
AP Calculus BC	AP Calculus AB
AP Chemistry	Chemistry I, Algebra II
AP English Language/Composition	English 10 Honors or English teacher signature
AP English Literature/Composition	English 10 Honors or English teacher signature
AP Environmental Science	Chemistry I
AP European History	Recommendation from current soc. studies teacher (If you do not have social studies, you need current English teacher recommendation)
AP Japanese	Japanese I, II, III
AP Microeconomics (1 credit) (2nd Semester Only)	Algebra II (Alg II or Alg II STEM)
AP Music Theory (Offered alternating years)	Music teacher signature
AP Psychology	Recommendation of current social studies teacher (If you do not have social studies, you need current English or science teacher recommendation
AP Physics C: Mechanics	Concurrently enrolled in any Calculus course or have completed any Calculus course and teacher recommendation
AP Spanish Language & Culture	Spanish IV with B- or higher or rec from current language teacher
AP Statistics	Precalculus: Algebra
AP 2-D Art & Design -Photography	Teacher signature or Photo I, Photo II, and 1 other art credit
AP 3-D Art & Design	Intro 3-D Art, Ceramics 1
AP US Government (1 credit) (2nd Semester Only)	None
AP US History	Recommendation from current English teacher

***Note: AP Courses receive an increase of two grade bumps in student GPA calculations. For example, if a student receives a B+ in an AP course, the B+ will be on the transcript, but when that B+ is figured into the cumulative GPA, it is figured in as an A.**

***Note: CHS only offers AP testing for courses that CHS offers. If a student wants to take an AP test for a course that CHS does not offer, it is that student's responsibility to find a school that is offering that test, set it up with that school if they agree, and pay for the test themselves.**

Advanced Placement Program (AP)

The Advanced Placement Program (AP) gives students an opportunity to take college-level courses. Students must take the AP exam for each AP course they take. While AP exams are approximately $99.00, the state of Indiana pays for science and math exams and Northwest Allen County School Corporation pays for all other exams for students enrolled in AP courses at Carroll. However, students who drop a yearlong AP course after Nov. 1, or after Mar. 1st for a 2nd semester course, will be responsible for paying the test fee due to ordering deadlines which cannot be changed. Each semester grade earned receives two additional grade bumps (+.033) in the calculation of the grade point average (GPA). The "weighting" of the GPA is a motivator and a reward for the increased rigor. There are many benefits — studying interesting and challenging topics, discovering new interests and getting a head start on their college future.

Prepare for college work . . .
AP courses represent the beginning of your journey through college-level academic challenges. Once you are used to being challenged, you are more likely to continue with advanced studies. AP is not just a test, it's an experience. AP courses motivate you to work hard and you can improve the quality of all your courses based on the skills you gain in one AP course.

The work you do in an AP course helps you develop skills and study habits that will be vital in college. You will learn how to analyze problems effectively, improve your writing skills, and prepare for exams. Students are more knowledgeable about the demands of college work, and they understand what is needed to succeed.

Improve your chances of being admitted into a competitive college . . .
Colleges recognize that applicants with AP experience are better prepared for the demands of college courses. College admissions are aware of the difficulty of AP courses and sending them your AP Exam grades can be a positive step toward potential admission into competitive colleges and programs.

Get a head start . . .
Every year, hundreds of college students achieve sophomore standing by earning qualifying AP exam scores.. More than 1400 institutions in the United States grant a full year's credit to students who present satisfactory grades on enough AP Exams. Contact the colleges you are interested in attending to get the most up-to-date information about their AP policies. Even if your AP exam score earns no college credit and/or you take the course again for your major, you will be better prepared.

Earn a Scholar Award . . .
The AP Program offers a number of awards to students who demonstrate outstanding achievement. An acknowledgement appears on the student's AP Grade Report. Scholar Award recipients not only gain recognition from colleges but also win the admiration of their peers' families and communities.

The payoff . . .
When you ask yourself, "Is it worth it?" consider the potential payoff. The AP experience is rich and rewarding. You work hard but get much in return. Most colleges view any AP experience as a plus, and AP gives you tools that serve you well throughout your college career.

See your guidance counselor and AP instructors for more information on AP courses. Also see www.collegeboard.com-- click on the AP info box for more in-depth information.

DUAL CREDIT COURSE OFFERINGS

CAREER TECHNICAL EDUCATION

DUAL CREDIT COURSE*	UNIVERSITY	UNIVERSITY COURSE NAME	TOTAL COST	COLLEGE CREDITS	AHD / THD
Intro to Engineering Design PLTW (DESN 101 prereq for DESN 113)	Ivy Tech	DESN 101/113	Free	6	X
Principles of Engineering PLTW (DESN 101 prereq for DESN 104)	Ivy Tech	DESN 104	Free	3	X
Digital Electronics PLTW (Math KA score required)	Ivy Tech	EECT 112	Free	3	X
Civil Engineering PLTW (DESN 101 prereq for DESN 105)	Ivy Tech	DESN 105	Free	3	X
Animal Science	Ivy Tech	AGRI 103	Free	3	X
Adv. Life Science: Animals	Ivy Tech	AGRI 107	Free	3	X
Principles of Agriculture	Ivy Tech	AGRI 100/102	Free	6	X
Food Science	Ivy Tech	AGRI 104	Free	3	X
Horticulture Science	Ivy Tech	AGRI 116/117	Free	3	X
Landscape & Turf Management (AGRI 100 prereq for AGRI 165)	Ivy Tech	AGRI 164/165	Free	6	X
Ag. Power, Structure and Technology I	Ivy Tech	AGRI 106	Free	3	X
Principles of Culinary & Hospitality/ Nutrition (Year 1 of Culinary) (HOSP 101 prereq for HOSP 102)	Ivy Tech	HOSP 101/102/104	Free	8	X
Culinary Arts/Culinary Arts Capstone (HOSP 101 & 102 prereqs for HOSP 103 & 105; HOSP 102 and 105 prereqs for HOSP 106)	Ivy Tech	HOSP 103/105/106/108	Free	8	X
Principles of Entrepreneurship (ENTR 100 prereq for ENTR 200)	Ivy Tech	ENTR 100/200	Free	6	X
New Venture Development (ENTR 200 prereq for ENTR 215; ENTR 215 prereq for ENTR 218)	Ivy Tech	ENTR 215/218	Free	6	X
Entrepreneurial Operations (ENTR 100 prereq for ENTR 105; ENTR 200 prereq for ENTR 205)	Ivy Tech	ENTR 105/205	Free	5	X

ENGLISH

Dual Credit Course	University	University Course Name	Total Cost	College Credits	AHD / THD
Adv. Eng/Lang Arts CC-Lit Interpretation	IU	ENG L202	Free	3	X
Adv. Eng/Lang Arts CC -Composition	IU	ENG W131	Free	3	X
Adv. Speech & Communication	IU	SPCH S121	Free	3	X

MATHEMATICS

Dual Credit Course	University	University Course Name	Total Cost	College Credits	AHD / THD
Precalculus: Algebra	PFW	MA 15300	$75.00	3	X
Precalculus: Trigonometry	PFW	MA 15400	$75.00	3	X
Finite Mathematics	PFW	MA 21300	$75.00	3	X
Calculus	PFW	MA 16500	$100.00	4	X
AP Calculus AB	PFW	MA 16500	$100.00	4	
AP Calculus BC	PFW	MA 16600	$100.00	4	

SCIENCE

Dual Credit Course	University	University Course Name	Total Cost	College Credits	AHD / THD
Advanced Science CC -Chemistry	IU	C101/C121	Free	5	X

SOCIAL STUDIES

Dual Credit Course	University	University Course Name	Total Cost	College Credits	AHD / THD
United States History	PFW	HIST H10501/10601	$150.00	6	X
Economics	PFW	ECON 20000	$75.00	3	X
U.S. Government	IU	POLS Y103	Free	3	X

WORLD LANGUAGE

Dual Credit Course	University	University Course Name	Total Cost	College Credits	AHD / THD
Spanish III (SPAN 101 prereq to SPAN 102)	Ivy Tech	SPAN 101/102	Free	8	X
Japanese III	Ball State	J101/J102	$500.00	8	X
Spanish IV (SPAN 102 prereq to SPAN 201; SPAN 201 prereq to SPAN 202)	Ivy Tech	SPAN 201/202	Free	6	X
French III (FREN 101 Prereq to FREN 102)	Ivy Tech	FREN 101/102	Free	8	X
French IV (FREN 102 Prereq to FREN 201; FREN 201 prereq to FREN 202)	Ivy Tech	FREN 201/202	Free	6	X

Courses marked with an X count for Academic and Technical Honors diplomas.

NOTE: Total cost is subject to change and there may be additional fees for textbooks and registration.

NOTE: Not all dual credit classes will transfer to all universities. It is very important to check with the college/university that a student is interested in attending to see if a certain class will transfer as well as how it will transfer and whether it will go towards a major or count as an elective. Another good source for this information is the following website: https://transferin.net/

NOTE: Ivy Tech dual credits are subject to change or revisions due to state making changes over the course of the next year.

Dual credit classes are a great way to complete some of the general education classes that are required in college. However, please remember that if you are going to major in a specific area, many of these classes will not complete requirements in the college major area. For example, if a student is going to major in a math related area, the Precalc Dual Credit (MA 15300) through PFW will most likely not be a class required for that degree due to it being a 100 level class.

Students also have the opportunity to take classes at the college campus to earn college credits. Students should meet with their counselor during scheduling to see if this will work with their graduation requirements and credits.

COMPARISON OF INDIANA'S DIPLOMA REQUIREMENTS

Requirements for Class of 2026, 2027, 2028

Subject Area	General	Core 40	Core 40 w/ Academic Honors	Core 40 w/ Technical Honors
English	8 credits	8 credits	8 credits	8 credits
Math	4 credits 2 credits Algebra I 2 additional credits in any math course Students must earn 2 credits in a math course or a Quantitative Reasoning course during their junior or senior year. Quantitative Reasoning courses do not count as math credits	6 credits 2 credits Algebra I 2 credits Geometry 2 credits Algebra II Many colleges require 7-8 math credits Must earn 6 math credits in grades 9-12 Students must take a math or quantitative reasoning course each year of high school	8 credits 2 credits Algebra I 2 credits Geometry 2 credits Algebra II 2 additional credits in Core 40 math courses Must earn 6 math credits in grades 9-12 Students must take a math or quantitative reasoning course each year of high school	6 credits 2 credits Algebra I 2 credits Geometry 2 credits Algebra II Must earn 6 math credits in grades 9-12 Students must take a math or quantitative reasoning course each year of high school
Science	4 credits 2 credits Biology I 2 credits in any science course At least one credit must be from Physical Science or Earth and Space Science course	6 credits 2 credits Biology I 2 credits Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits any additional Core40 science course	6 credits 2 credits Biology I 2 credits Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits any additional Core40 science course	6 credits 2 credits Biology I 2 credits Chemistry I or Physics I or Integrated Chemistry- Physics 2 credits any additional Core40 science course
Social Studies	4 credits 2 credits U.S. History 1 credit U.S. Government 1 credit any social studies course	6 credits 2 credits World History and Civilization or Geography/History of the World 2 credits US History 1 credit US Government 1 credit Economics	6 credits 2 credits World History and Civilization or Geography/History of the World 2 credits US History 1 credit US Government 1 credit Economics	6 credits 2 credits World History and Civilization or Geography/History of the World 2 credits US History 1 credit US Government 1 credit Economics
PE	2 credits	2 credits	2 credits	2 credits
Health	1 credit	1 credit	1 credit	1 credit
World Languages	Not required	4 credits recommended Purdue U. & Indiana U. and many universities require two years of high school World Languages.	6-8 credits 6 credits from one World Language OR 4 credits each from two different World Languages	4 credits recommended Purdue U. & Indiana U. and many universities require two years of high school World Languages.
Fine Arts	Not required	Not Required	2 credits	Not Required

Subject Area	General	Core 40	Core 40 w/ Academic Honors	Core 40 w/ Technical Honors
College/Career Pathway	6 credits	Not Required	Not Required	Not Required
***Flex Credits**	5 credits*	Not required	Not required	Not required
Electives	6 credits	15 credits	6-8 credits	12 credits
			Complete one of the following: **A.** Earn 4 high school credits in 2 or more AP courses and take the corresponding AP exams **OR** **B.** Earn 6 transcripted college credits in dual credit courses from the approved dual credit list **OR** **C.** Earn both of the following: **1.** 3 transcripted college credits from the approved dual credit List AND **2.** 2 High School credits in AP courses and take corresponding AP exam **OR** **D.** Earn SAT composite score of 1250 or higher, minimum score of 560 on math and 590 on reading/writing **OR** **E.** Earn ACT composite score of 26 or higher and complete optional essay portion	****Earn 6 high school credits in college and career preparation courses in a state-approved College & Career Pathway and one of the following:** **1.** State approved, industry recognized certification or credential, **OR** **2.** Pathway dual credits (See note below) from the approved dual credit list resulting in 6 transcripted college credits **Complete one of the following:** **A.** Any one of the options (A-E) of the Core 40 w/Academic Honors **OR** **B.** Earn specific scores on WorkKeys (Not available at CHS) **OR** **C.** Earn specific scores on Accuplacer (Not available at CHS)
GPA Requirements			No semester grades below "C-" and overall GPA of "B-" or higher (2.67/4.0)	No semester grades below "C-" and overall GPA of "B-" or higher (2.67/4.0)
Total	**40 credits**	**44 credits**	**47 credits**	**47 credits**

*Flex credits must come from the following:Additional elective courses in a College and Career Pathway, Courses involving workplace learning such as Cooperative Education, Work Based Learning, or Career Exploration Internship, Dual Credit Courses, Additional courses in Language Arts, Social Studies, Math, Science, World Language or Fine Arts

**Options for the 6 high school pathway credits and 6 dual credit pathway credits for Technical Honors Diploma are the following: *PLTW Engineering *Ag Mech & Engineering *Agriscience- Animals *Culinary(Must do 2 years) *Landscape

Quantitative Reasoning Courses

- For the Core 40, Academic Honors (AHD), and Technical Honors (THD) diplomas, students in the Class of 2026, 2027, and 2028 must take a math course or quantitative reasoning course each year they are enrolled in high school.
- For the General Diploma, students in the class of 2026, 2027, 2028 must earn two credits in a math course or a quantitative reasoning course during their junior or senior year.
- The courses below meet the criteria for quantitative reasoning (subject to change):

Advanced Placement

AP Biology
AP Chemistry
AP Computer Science
AP Environmental Science
AP Microeconomics
AP Physics C

Agriculture Education

Advanced Life Sciences: Animals
Agriculture Structures Fabrication & Design

Business, Marketing, and Information Technology Education

Business Math
Advanced Accounting
Personal Finance
Principles of Computing

Engineering and Technology

Aerospace Engineering PLTW
Civil Engineering and Architecture PLTW
Computer Integrated Manufacturing PLTW
Digital Electronics PLTW
Principles of Engineering
Engineering Design & Development

Science

Chemistry I
Chemistry II (Organic/Biochemistry)
Integrated Chemistry-Physics
Physics I

Social Studies

Economics

Anthis Career Center

Advanced Electrical - 1st year of Electrical Program
Construction Trades Capstone - 2nd year of Carpentry Program
HVAC Capstone - 2nd year of HVAC Program

GRADUATION PATHWAYS REQUIREMENTS

Requirements for the Class of 2026, 2027 2028

Students must satisfy ALL THREE of the following Graduation Pathway Requirements by completing one item in each box below.

These recommendations seek to ensure that every Hoosier student graduates from high school with 1) a broad awareness of and engagement with individual career interests and associated career options, 2) a strong foundation of academic and technical skills, and 3) demonstrable employability skills that lead directly to meaningful opportunities for post-secondary education, training, and gainful employment.

Graduation Pathway Requirements	Graduation Pathway Options:
1) High School Diploma	Earn a General, Core 40, Academic Honors, **or** Technical Honors diploma
2) Learn & Demonstrate Employability Skills: (Students must complete ***at least one*** of the experiences to the right: Project-Based, Service-Based, or Work-Based and must show verification that it was completed)	👉 **Starting with the 2022-2023 school year, students will complete Box 2 by passing one of the following classes taken at CHS: Biology I, Biology I STEM, Technical Communication, Adv. CC Composition, AP Language** 👉 Project-Based Learning Experience -Complete 2 semesters of one of the following courses. This option is verified by the class shown on the student's transcript and completion of the Employability Skills Verification form (found in appendix) ➢ Aerospace Engineering (AE) ➢ Civil Engineering & Architecture (CEA) ➢ Computer Integrated manufacturing (CIM) ➢ Digital Electronics (DE) ➢ Engineering Design & Development (EDD) ➢ Computer Science III: Cybersecurity ➢ Medical Interventions ***OR*** 👉 Service-Based Learning Experience ➢Must be an active member in good standing of an extra-curricular or co-curricular sport or activity (marching band, baseball, basketball, cheerleading, cross country, dance team, drumline, football, golf, gymnastics, Select Sound, Minstrel Magic, soccer, softball, swim/dive, tennis, track, volleyball, wrestling, Unified Flag Football, Unified Track, Unified Basketball, Winter Guard, Color Guard, FCCLA, Eagle Scouts, Student Council, 4-H, Freshmen Peer Mentoring Program, and FFA) OR ➢Complete one semester of Peer Tutoring which requires an application ➢All options must include a community service component ➢Students must complete the Service-Based Learning Experience Verification form and an Employability Skills Verification form (found in appendix)

Graduation Pathway Requirements (Continued)	Graduation Pathway Options: (Continued)
2) Learn & Demonstrate Employability Skills: (Students must complete ***at least one*** of the experiences to the right: Project-Based, Service-Based, or Work-Based and must show verification that it was completed)	***OR*** 👉 Work-Based Learning Experience ➢Must earn at least one credit for one of the following courses. This option is verified by the class shown on the student's transcript and completion of the Employability Skills Verification form (found in appendix): ⚪ Work Based Learning Capstone/Internship ⚪ Career Exploration Internship ⚪ Cooperative Education ⚪ Supervised Ag Experience (Summer) ➢Employment - Must complete Employment Verification Form showing continued employment at the same location for at least 2 months averaging 10 hours each week. Must also complete an Employability Skills Verification form. (found in appendix) ➢Internship - Internship on own outside of school hours - not CHS internship program. Internship must be at least 5 hours each week for at least 8 weeks. Must complete Internship Verification Form and Employability Skills Verification form. (found in appendix) ➢Anthis Career Academy - must complete 2 semesters in a school year of one of the following programs. This option is verified by the program shown on the student's transcript and completion of Employability Skills Verification form. (found in appendix) ⚪ Automotive Services ⚪ Automotive Collision Repair ⚪ Architecture & Construction (Carpentry, Electrical, Masonry, HVAC) ⚪ Cosmetology ⚪ Criminal Justice ⚪ Early Childhood Education ⚪ Dental Careers ⚪ Emergency Medical Services (EMT) ⚪ Fire and Rescue ⚪ Graphic Imaging ⚪ Interactive Media ⚪ Welding
3) Postsecondary-Ready Competencies: (Students must complete ***at least one*** of the items listed to the right)	👉 **Honors Diploma**: Fulfill all requirements of either the Academic or Technical Honors Diploma 👉 **ACT:** Earn following scores - English -18 or Reading -22 **AND**, Math -22 or Science - 23 👉 **SAT:** Earn following scores - Rdg/Writing - 480, Math - 530 👉**ASVAB:** Earn at least a minimum AFQT score of 31 👉 **State- and Industry-recognized Credential or Certification** 👉 **Career-Technical Education Concentrator:** Must earn a C- average or higher in at least 3 specific courses within a particular program of study/pathway. (See next page for a list of the pathway options) 👉 **AP/Dual Credit:** Must earn a C- average or higher in at least three courses (Can be a combination of both AP and Dual Credit and at least one course must be in either English, math, science, or social studies) If choosing AP courses, must take AP Exam

Return to Course Offering

Box 3 Options for Graduation Pathways

Ag Mech & Engineering	Landscape	Agriscience: Animals	Certified Nursing Aide
1. Principles of Agriculture 2. Ag Power, Structure & Technology 3. Ag Structures Fabrication & Design	1. Principles of Agriculture 2. Horticulture Science 3. Landscape & Turf Management	1. Principles of Agriculture 2. Animal Science 3. Adv Life Science: Animals OR Food Science	1.Principles of Healthcare 2. Healthcare Fundamentals 3. Healthcare Specialist: CNA

Building Maintenance-Local 166	Construction	Engineering	Biomedical Science	Journalism
1. Principles of Construction Trades 2. Building & Facilities Maintenance Fund 3. Adv. Building & Facilities Maintenance	1. Principles of Construction Trades 2. Construction Trades: General Carpentry 3. Construction Trades:Framing & Finishing	1. Introduction to Engineering Design 2. Principles of Engineering 3. One of the following: CEA, AE, CIM, DE	1.Principles of Biomedical Science 2. Human Body Systems or Anatomy/Physiology 3. Medical Interventions	1. Journalism 2.Princ of Business or Princ of Teaching 3. Two years of either Yearbook or Charger Online

Culinary Arts	Interior Design	Fashion Textiles and Design	Education Professions
1.Principles of Culinary & Hospitality 2. Nutrition 3.Culinary Arts 4.Culinary Capstone	1. Principles of Interior Design 2. Interior Design Fundamentals 3. Materials, Finishes, & Design	1. Principles of Fashion & Textiles 2. Textiles, Apparel & Merchandising 3. Advanced Textiles	1.Principles of Teaching 2 Child and Adolescent Development 3.Teaching and Learning

Entrepreneurship	Cybersecurity	Business Admin	Radio & TV
1. Principles of Entrepreneurship 2. New Venture Development 3. Entrepreneurial Operations	1. Principles of Computing 2. Cybersecurity Fundamentals 3. Advanced Cybersecurity	1. Principles of Business Management 2. Management Fundamentals or Marketing Fundamentals 3. Accounting Fundamentals	1. Principles of Broadcasting 2. Audio & Video Production Essentials 3. Mass Media Production

CAREER & TECHNICAL EDUCATION

Agriculture

Grade 9-10	Grade 10-12	Grade 11-12
Principles of Agriculture	Animal Science Advanced Life Sciences: Animals Food Science Agriculture Power, Structure & Technology Horticulture Science Landscape & Turf Management Supervised Agricultural Experience(summer only)	Agriculture Structures Fabrication & Design

Box 3 Options for Graduation Pathways: *Ag Mech & Engineering *Landscape *Agriscience

Ag Mech & Engineering	Landscape	Agriscience: Animals
1. Principles of Agriculture 2. Ag Power, Structure & Technology 3. Ag Structures Fabrication & Design	1. Principles of Agriculture 2. Horticulture Science 3. Landscape & Turf Management	1. Principles of Agriculture 2. Animal Science 3. Adv Life Science: Animals OR Food Science

FFA

FFA, a career and technical education student organization, is an integral part of agricultural education. The many activities of FFA are directly related to occupational goals and objectives. District and state level FFA activities provide students opportunities to demonstrate their proficiency in the knowledge, skills, and attitudes they have acquired in the agricultural science and agricultural business education programs. Students are rewarded and recognized for their competence. Agricultural education students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts, and state by participating in FFA activities.

Principles of Agriculture (Gr. 9-10) 2 semesters 5501P/5502P

This course will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding of the role of agriculture in the United States as well as the world. Topics covered range from animals, plants, food, natural resources, ag power, structures and technology, as well as careers in agriculture. (7117)

Note: Dual Credit option through Ivy Tech - Register for both AGRI 100/102 at beg of school year

Animal Science (Gr. 10-12) 2 semesters 5731A1/5732A1

Students participate in a variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas of study can be applied to both large and small animals. Topics include anatomy and physiology, genetics, reproduction, nutrition, careers in animal science, common diseases and parasites, social and political issues related to the industry, and management practices for the care and maintenance of animals. Live animals are used in the classroom. (5008)

Prerequisite: Principles of Agriculture

Note: Can take without the prerequisite IF using it as a required science or for dual credit for Academic Honors diploma or for Box 3 requirements

Note: Counts as a science credit for all diploma types

Note: Dual Credit option through Ivy Tech - Register for AGRI 236 at beg of school year, register for AGRI 103 at beg of 2nd semester

Note: This course is not NCAA approved for college athletics

Advanced Life Sciences: Animals (Gr. 10-12) 2 semesters 5751B/5752B

This class is best described as the Biology of Animals. If you enjoyed Biology I, and would like to learn about biological concepts applied specifically to animals, this could be a good class for you. Students participate in laboratory work with both live animals and preserved specimens. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory and fieldwork, students recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture. Compared to Animal Science, the focus is less on care of animals, and more on the underlying biological mechanisms of animals. (5070)

Prerequisite: Bio I for all students and Principles of Agriculture

Note: Counts as a science credit for all diploma types

Note: Counts as a quantitative reasoning course

Note: Dual Credit option through Ivy Tech

Food Science (Gr. 10-12) 2 semesters 5611B/5612B

Food Science is a two semester course that provides students with an overview of food science and the role it plays in the securing of a safe, nutritious, and adequate food supply. Students are introduced to the following areas of food science: food processing, food chemistry and physics, nutrition, food microbiology, preservation, packaging and labeling, food commodities, food regulations, issues and careers in the food science industry. A project based approach is utilized in this course, along with laboratory, team building, and problem solving activities to enhance student learning (5102)

Prerequisite: Principles of Agriculture

Note: Can take without the prerequisite IF using this for a science course for a General diploma OR for dual credit for Box 3 requirements

Note: Counts as a Life or Physical Science credit for the General diploma only

Note: Dual Credit option through Ivy Tech

Note: This course is not NCAA approved for college athletics

Agriculture Power, Structure & Technology (Gr. 10-12) 2 semesters 5641A/5642A

This lab intensive course develops an understanding of basic principles of selection, operation, maintenance, and management of agricultural equipment in connection with the utilization of technology. Topics include small gas engine repair, arc, MIG and gas welding, wood, metal, electricity, agriculture related buildings, safety and safety resources, and career opportunities in the area of agricultural mechanization. (5088)

Prerequisite: Principles of Agriculture

Note: Dual credit option through Ivy Tech

Agriculture Structures Fabrication & Design (Gr. 11-12) 2 semesters 5651B/5652B

This course allows students to develop a more in-depth understanding of small and large engine repair and maintenance including power transfer systems, advanced arc and gas welding procedures, mig welding, household electricity, concrete safety procedures, and career opportunities in the area of agricultural mechanization. (7112)

Prerequisite: Principles of Agriculture & Ag Power, Structure and Technology

Note: Counts as a quantitative reasoning course

Horticulture Science (Gr. 10-12) 2 semesters 5571A/5572A

This course includes hands-on activities that encourage students to investigate areas of horticulture as it relates to the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Students are introduced to the following areas of horticulture science: reproduction and propagation of plants, plant growth, growth-media, management practices for field and greenhouse production, marketing concepts, production of plants of local interest, greenhouse management, floral design, and pest management. Students participate in a variety of activities including hands-on laboratory work. (5132)

Prerequisite: Principles of Agriculture

Note: Counts as a life or physical science credit for general diploma only

Note: Dual credit option through Ivy Tech - Register for AGRI 116 and 117 at beg of school year

Landscape and Turf Management I (Gr. 10-12) 2 semesters 5571B/5572B

This course provides students with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. (7115)

Prerequisite: Principles of Agriculture

Note: Dual credit option through Ivy Tech - Register for AGRI 164/165 at beg of school year

Supervised Agricultural Experience (SAE) (Gr. 10-12) summer only 5786

This course provides students opportunities to gain experience in the agriculture field(s) in which they are interested. Students experience and apply what is learned in the classroom, laboratory, and training site to real-life situations. Students work closely with their agricultural science and business teacher(s), parents, and/or employers to get the most out of their SAE program. A maximum of 3 credits can be earned in this course. (5228)

Prerequisite: Any agriculture course

Return to Course Offering

Construction Trades

Grade 9-10	Grades 10-12
Principles of Construction Trades	Construction Trades: Gen Carpentry (10-11) Construction Trades: Framing & Finishing (11-12)

Box 3 Option for Graduation Pathways: *Construction

Construction
1. Principles of Construction Trades 2. Construction Trades: General Carpentry 3. Construction Trades: Framing & Finishing

Principles of Construction Trades (Gr. 9-10) 2 semesters 5221P/5222P

This course provides students with the basic skills needed to continue in a construction trade field. Covered topics include an introduction to the types and uses for common hand and power tools, learning the types and basic terminology associated with construction drawings, and basic worksite safety. Additionally, students study the roles of individuals and companies within the construction industry. Emphasis is placed on the importance of mathematical and communication skills within the construction industry. (7130)

Construction Trades: General Carpentry (Gr. 10-11) 2 semesters 5221A/5222A

This course builds upon the skills learned in Principles of Construction Trades and examines the basics of framing. This includes studying the procedures for laying out and constructing floor systems, wall systems, ceiling joist and roof framing, and basic stair layout. Additionally, students will be introduced to building envelope systems. (7123)

Prerequisite: Principles of Construction Trades

Construction Trades: Framing & Finishing (Gr. 11-12) 2 sem 5221B/5222B

This course prepares students with advanced framing skills along with interior and exterior finishing techniques. Topics include roofing applications, thermal and moisture protection, exterior finishing, cold-formed steel framing, drywall installation and finishing, doors and door hardware, suspended ceilings, window, door, floor, and ceiling trim, and cabinet installation(7122)

Prerequisite: Principles of Construction Trades and Construction Trades: General Carpentry

Building Maintenance - Local 166

Box 3 Option for Graduation Pathways: *Building Maintenance

Building Maintenance
1. Principles of Construction Trades 2. Building & Facilities Maintenance Fund 3. Adv. Building & Facilities Maintenance

- Meets at Local 166 located at 2930 W. Ludwig Rd
- Students will attend the program for a half day
- Transportation may be provided - To be determined
- Application required and available in the guidance office
- Limited number of spots available for this program and students who are selected must have good attendance, be on track for graduation, and have no behavior concerns.
- Grades 11-12

Principles of Construction Trades (Gr. 11-12) 2 sem 5221P/5222P

This course provides students with the basic skills needed to continue in a construction trade field. Covered topics include an introduction to the types and uses for common hand and power tools, learning the types and basic terminology associated with construction drawings, and basic worksite safety. Additionally, students study the roles of individuals and companies within the construction industry. Emphasis is placed on the importance of mathematical and communication skills within the construction industry (7130)

Note: If student has already taken this class at CHS, student will be enrolled in Technical Skills Development instead

Building & Facilities Maintenance Fund (Gr. 11-12) 2 semesters 5221A2/5222A2

This course prepares students to complete basic maintenance tasks like minor construction repairs and to be able to repair and/or replace various building materials including flooring, wall covers, hardware, lighting and plumbing fixtures. (7285)

Advanced Building & Facilities Main (Gr. 11-12) 2 sem 5221B2/5222B2

This course prepares students to complete more advanced repairs involving a building's mechanical system including electrical, HVAC, and plumbing. (7286)

Building & Facilities Main Capstone (Gr. 12) 2 sem 5221C2/5222C2

This 2nd year course will continue to develop student's maintenance skills ideally through a work-based learning experience. Students will also explore additional topics like processing work orders, fair housing regulation compliance, environmental and regulation compliance, reporting and documentation of maintenance activities, and implementation of a preventive maintenance schedule. (7287)

Prerequisite: Year one of Building Maintenance and recommendation by Local 166 staff

Return to Course Offerings

ABC Prep Academy - Construction Trades-Carpentry

Box 3 Option for Graduation Pathways: *Construction Trades

Construction Trades
1. Principles of Construction Trades 2. Construction Trades: General Carpentry 3. Construction Trades: Framing & Finishing

- Focuses on residential construction - framing, electricity, plumbing, etc for residential housing
- Students will attend the program for a half day in the afternoon (Periods 5-7) with a Travel period during 4th period
- Located off of Parnell Ave
- Transportation may be provided - will be determined
- Application required and available in the guidance office
- Limited number of spots available for this program and students who are selected must have good attendance, be on track for graduation, and have no behavior concerns
- Grades 11-12

PLTW Engineering

PROJECT LEAD THE WAY (PLTW) ENGINEERING PATHWAY

Grade 9-11	Grade 10-12	Grade 11-12	Grade 12
Intro to Engineering Design (IED)	Principles of Engineering (POE)	Aerospace Engineering (AE) Civil Engineering & Architecture (CEA) Computer Integrated Manufacturing (CIM) Digital Electronics (DE)	Engineering Design & Development (EDD)

- Any interested students enrolled in or having passed Algebra I should take IED first and then follow the pathway.
- All courses in the pathway have no homework.

Welcome to the PLTW Engineering section. Within the PLTW Engineering Pathway, students have a variety of options to choose from which can become a little overwhelming. Therefore, the following information is designed to help guide you in choosing classes in the PLTW Engineering Pathway.

In PLTW Engineering, students engage in open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software used in the world's top companies. Students are immersed in design as they investigate topics such as sustainability, mechatronics, forces, structures, aerodynamics, digital electronics and circuit design, manufacturing, and the environment, which gives them an opportunity to learn about different engineering disciplines before beginning postsecondary education or careers.

PLTW Engineering is more than just another high school engineering program. It is about applying engineering, science, math and technology to solve complex, open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not on getting the "right" answer. They learn how to apply STEM (Science, Technology, Engineering, and Math) knowledge, skills and habits of mind to make the world a better place through innovation. PLTW students have said that PLTW Engineering influenced their post-secondary decisions and helped shape their future. Even for students who do not plan to pursue engineering after high school, the PLTW Engineering program provides opportunities to develop highly transferable skills in collaboration, communication, and critical thinking, which are relevant for any coursework or career.

If you have an interest in taking a beginning course within PLTW Engineering Pathway, you may want to look at one of our Foundation Courses. Our pathway starts with general engineering concepts and later focuses on a particular career area and gives you a more specialized curriculum the further you travel into the pathway. This will give you the opportunity to see what the PLTW Engineering Pathway consists of and what options are available.

Foundation Courses for all students in this pathway:

Introduction to Engineering Design (IED) and Principles of Engineering (POE).

If you want to delve deeper into PLTW Engineering Pathway content or you have a career choice you would like to pursue, you may want to look at one of our Specialization Courses.

Specialization Courses for all students in this pathway

Civil Engineering and Architecture (CEA), Digital Electronics (DE), Computer Integrated Manufacturing (CIM) and Aerospace Engineering (AE)

Finally, we have a Capstone Course for individuals who want to go beyond what is normally done in the classroom and find their own creative solutions to problems.

Capstone Course for all students in this pathway

Capstone Course: Engineering Design & Development (EDD)

Dual Credit

Ivy Tech requires students interested in dual credit to apply online. Students must earn a passing grade in the course, including all prerequisite requirements and assessments. College credit will be awarded upon notification from Ivy Tech that the student has earned the required grade. CHS PLTW students are not charged tuition and may earn up to 12 college credits. **The following courses are worth 3 college credits.**

Grade 9-11

- **Introduction to Engineering Design (IED) (Earn 6 college credits-DESN 101/113)**

Grade 10-12

- **Principles of Engineering (POE) -Must earn dual credit in IED to receive dual credit in POE**

Grade 11-12

- **Civil Engineering and Architecture (CEA) -Must earn dual credit in IED to receive dual credit in CEA**
- **Digital Electronics (DE)**

Industry Recognized Certifications

- Autodesk Inventor User
- Autodesk Inventor Certified Associate
- Autodesk Inventor Certified Professional

Box 3 Option for Graduation Pathways: *Engineering

Engineering
1. Introduction to Engineering Design 2. Principles of Engineering 3. One of the following: CEA, AE, CIM, DE

Introduction to Engineering Design (IED) PLTW (Gr. 9-11) 2 semesters 5281P/5282P

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. (4802)

Recommendation: Student must be enrolled in or have passed Algebra I

Note: Eligible for Ivy Tech dual credit

Note: This course is required as a prerequisite for dual credit in POE and CEA

Principles of Engineering (POE) PLTW (Gr. 10-12) 2 semesters 5351A/5352A

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 (5644)

Recommendation: Student has already passed Algebra I

Prerequisite: Intro to Engineering Design

Note: Eligible for Ivy Tech dual credit if dual credit was received for IED

Note: Fulfills a science course requirement for all diplomas

Aerospace Engineering (AE) PLTW (Gr. 11-12) 2 semesters 5311B/5312B

Aerospace Engineering should provide students with the fundamental knowledge and experience to apply mathematical, scientific, and engineering principles to the design, development, and evolution of aircraft, space vehicles and their operating systems. Emphasis should include investigation and research on flight characteristics, analysis of aerodynamic design, and impact of this technology on the environment. Classroom instruction should provide creative thinking and problem-solving activities using software that allows students to design, test, and evaluate a variety of air and space vehicles, their systems, and launching, guidance and control procedures. (5518)

Recommendation: Student has already passed Algebra I

Prerequisite: Intro to Engineering Design and Principles of Engineering

Note: Not eligible for dual credit

Note: Counts as quantitative reasoning course

Note: Fulfills a science course requirement for all diplomas

Civil Engineering & Architecture (CEA) PLTW (Gr. 11-12) 2 semesters 5361B/5362B

Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resources, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design. (5650)

Recommendation: Student has already passed Algebra I

Prerequisite: Intro to Engineering Design and Principles of Engineering

Note: Eligible for Ivy Tech dual credit if dual credit was received for IED

Note: Counts as quantitative reasoning course

Computer Integrated Manufacturing (CIM) PLTW (Gr. 11-12) 2 semesters 5391B/5392B

Computer Integrated Manufacturing is a course that applies principles of rapid prototyping, robotics, and automation. This course builds upon the computer solid modeling skills developed in Introduction of Engineering Design. Students will use computer controlled rapid prototyping and CNC equipment to solve problems by constructing actual models of their three-dimensional designs. Students will also be introduced to the fundamentals of robotics and how this equipment is used in an automated manufacturing environment. Students will evaluate their design solutions using various techniques of analysis and make appropriate modifications before producing their prototypes. (5534)

Recommendation: Student has already passed Algebra I
Prerequisite: Intro to Engineering Design and Principles of Engineering
Note: Counts as quantitative reasoning course

Digital Electronics (DE) PLTW (Gr. 11-12) 2 semesters 5371B/5372B

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 will 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.(5538)

Recommendation: Student has already passed Algebra I
Prerequisite: Intro to Engineering Design and Principles of Engineering
Note: Eligible for Ivy Tech dual credit if one of the following are achieved: Math Knowledge Assessment score of 70 or if a junior or senior, have an overall GPA of 2.6 or higher
Note: Counts as quantitative reasoning course

Engineering Design & Development (EDD) PLTW (Gr. 12) 2 semesters 5381/5382

Engineering Design and Development is an engineering research course in which students work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide the team to reach a solution to the problem. The team and/or individual(s)communicates their solution to a panel of stakeholders at the conclusion of the course. As the capstone course in the Engineering Pathway, EDD engages students in critical thinking, problem-solving, time management, and teamwork skills. (5698)

Recommendation: Student has already passed Algebra I
Prerequisite: Intro to Engineering Design, Principles of Engineering, and one other PLTW Engineering class
Note: Not eligible for dual credit

Return to Course Offerings

Family / Consumer Science

Grade 9-10	Grade 9-12	Grade 10-12	Grade 11-12
Principles of Interior Design Principles of Fashion & Textiles	Intro to Culinary Arts & Hosp Principles of Teaching	Peer Tutoring Interior Design Fundamentals Textiles, Apparel & Merchandising (Gr 10-11) Child & Adolescent Development (Gr 10-11)	Adult Roles & Responsibilities Materials, Finishes, & Design Advanced Textiles Teaching & Learning

If you have any interest in taking a beginning course within the FCS Department, you may want to look at one of our Introduction Courses. This will give you the opportunity to see what the FCS Department consists of and what options are available to you.

Introduction Courses for All Students

- Adult Roles and Responsibilities
- Introduction to Culinary Arts
- Principles of Fashion and Textiles
- Principles of Interior Design
- Principles of Teaching

If you choose to pursue a career pathway in the FCS Department, you may want to look at one of our Indiana Department of Education approved pathways. Each pathway counts towards graduation requirements for Box 3-Postsecondary-Ready Competencies. In addition, these pathways are designed to focus on a particular career area and give you a more specialized curriculum

Box 3 Options for Graduation Pathways:

*Culinary Arts *Education Professions *Interior Design *Fashion Textiles and Design

Culinary Arts	Education Professions
1.Principles of Culinary & Hospitality 2. Nutrition 3.Culinary Arts 4.Culinary Capstone	1.Principles of Teaching 2 Child and Adolescent Development 3.Teaching and Learning

Interior Design	Fashion Textiles and Design
4. Principles of Interior Design 5. Interior Design Fundamentals 6. Materials, Finishes, & Design	4. Principles of Fashion & Textiles 5. Textiles, Apparel & Merchandising 6. Advanced Textiles

Intro to Culinary Arts & Hospitality (Gr. 9-12) 1 semester 0606

This course is for all students regardless of their career cluster or pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is used. Topics include basic culinary skills in the food service industry, safety and sanitation, baking and pastry arts, and nutrition. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course. (5438)

Adult Roles & Responsibilities (Gr. 11-12) 1 semester 0706

This course is recommended for all students as life foundations and academic enrichment for students interested in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students need as they complete high school and prepare to take the next steps toward adulthood. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. It uses a project-based approach that utilizes higher order thinking, communication, leadership, management processes, and the fundamentals for college and career success. This course provides the foundation for continuing and post-secondary education in all career areas related to individual and family life. (5330)

Note: Passing this course will fulfill the Financial Literacy requirement for graduation

Principles of Teaching (Gr. 9-12) 2 semesters 0681P/0682P

This course examines the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence with a focus on the middle years through adolescence. Basic theories of child development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of parents, peers, the school environment, culture and the media are discussed. An observation experience up to 20 hours may be required for completion of this course. (7161)

Note: This is the development course of the Education Professions pathway

Child & Adolescent Development (Gr. 10-12) 2 sem 0681A/0682A

This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. .(7157)

Prerequisite: Principles of Teaching

Note: This is the teaching focused course of the Education Professions pathway

Teaching & Learning (Gr. 11-12) 2 sem 0681B/0682B

Teaching and Learning provides students the opportunity to apply many of the concepts that they have learned throughout the Education Professions pathway. In addition to a focus on best practices, this course will provide an introduction to the role that technology plays in the classroom. Through hands-on experience, students will analyze ways to integrate technology and other strategies as tools for instruction, evaluation, and management. (7162)

Prerequisite: Principles of Teaching

Note: Students must be able to drive

Principles of Interior Design (Gr. 9-10) 2 semesters 0561P/0562P

Do you have an interest in designing beautiful, livable spaces like Chip and Joanna Gaines? This introductory, project-based course introduces students to fundamental design theory and color dynamics. Investigations into design theory and color dynamics will provide experiences in applying design theory to residential spaces. Topics covered include color theory, elements and principles of design, design styles, sustainable design, and architectural styles. Students will also develop skills in the following areas: hand renderings and sketches, drawings illustrating rendered floor plans, creative problem solving, critical peer evaluation, and presentations skills. (7132)

Interior Design Fundamentals (Gr.10-12) 2 semesters 0561A/0562A

This course provides students with an overview of the field of interior (environmental) design, including an understanding of fundamental construction knowledge and skills needed in the field. Exercises include small scale space analysis and functional planning based on user needs, furniture arrangement and selection, materials and finishes considerations and presentation techniques. Students will also learn basics regarding building practices, building structures, residential construction techniques, building materials and plan reading. Includes building codes, sustainable design practices, and the preparation of site and construction plans, elevations, sections, three-dimensional drawings details and hand renderings as they relate to construction and presentation drawings. (7127)

Prerequisite: Principles of Interior Design

Materials, Finishes, & Design (Gr.11-12) 2 semesters 0561B/0562B

Materials, Finishes, and Design examines the physical properties and characteristics of furniture, materials, finishes, and architectural detailing. The course includes an intensive study of textiles, including fiber sources, identification and classification to finish and sustainable qualities. Students will apply textile knowledge to interior textile fabrications including window treatments, upholstery, carpet and wall coverings. Content addresses environmental issues and problems in specifying, estimating, and installing these materials. (7128)

Prerequisite: Principles of Interior Design and Interior Design Fundamentals

Principles of Fashion & Textiles (Gr. 9-10) 2 semesters 0531P/0532P

Principles of Fashion and Textiles prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the fashion industry. This course builds a foundation that prepares students for all aspects of the fashion creation process. Major topics include: Factors influencing the merchandising and selection of fashion, textile, and apparel goods and their properties, design, and production; and consumer skills. A project-based approach integrates instruction and laboratory experiences including application of the elements and principles of design; selection, production, alteration, repair and maintenance of apparel and textile products; product research, development, and testing; and application of technical tools and equipment utilized in the industry. (7301)

Textiles, Apparel & Merchandising (Gr. 10-11) 2 semesters 0531A/0532A

This course provides a comprehensive overview of the textiles, apparel and merchandising industry specific to fashion related goods including the nature of fashion, raw materials and production, designers, retailers, and supporting services. (7302)

Prerequisite: Principles of Fashion & Textiles

Advanced Textiles (Gr. 11-12) 2 semesters 0531B/0532B

This course provides a comprehensive overview of the textiles, apparel and merchandising industry specific to fashion related goods including the nature of fashion, raw materials and production, designers, retailers, and supporting services. (7303)

Prerequisite: Principles of Fashion & Textiles and Textiles and Apparel & Merchandising

Peer Tutoring (Gr. 10-12) 1 credit/1 semester 0166

Peer Tutoring provides an opportunity for students to engage with classmates who have unique learning and developmental challenges. The goal of the course is to foster relationships between general education students and students with disabilities through social interactions and teaching opportunities. Peer Tutoring is a hands-on learning experience with written assignments designed to build student understanding of various disabilities and basic teaching strategies. Peer tutors will learn about career options related to working with individuals with disabilities. Peer tutors will work with a variety of students in the special education classrooms and in general education environments under the supervision of the special education teacher and instructional assistants. (0520)

Note: Application required and available in the guidance office
Note: Can be taken for no more than a total of two semesters
Note: Training will be required at the beginning of each semester

Pathways to Teaching - Ball State Univ. Apprenticeship

Box 3 Option for Graduation Pathways: *Education Professions

Education Professions
1. Principles of Teaching 2. Child & Adolescent Development 3. Teaching & Learning

- Students choosing this program should have a sincere interest in pursuing a career as an educator and it is recommended that they be interested in attending Ball State University
- This is a 2 year program during junior and senior year
- Application is required
- Students must have at least a 3.2 GPA, be approved by principal and Ball State University, and have own transportation
- This is a 5 year Registered Apprenticeship Program that is a partnership between Carroll High School, Ball State University and NACS Elementary schools that concludes with the student earning a bachelor's degree in Elementary Education and an Indiana Teacher License in Elementary Education (K-6)
- Schedule for Year One of the Program (Junior Year) - Subject to change from year to year based on when Ball State offers their classes
  - Semester 1 -Periods 1-3, students will be assigned to a NACS Elementary school with a mentor teacher 4 days a week and 1 day will be synchronous learning for a Ball State course
  - Semester 2 - Periods 1-3, students will work with the mentor teacher 3 days a week and 2 days of synchronous learning for the Ball State Course.
  - Periods 4-7 will be at Carroll High School taking Carroll High School classes
  - There is no travel period given in the schedule

- ❖ Schedule for Year Two of the Program (Senior Year)- Subject to change from year to year based on when Ball State offers their classes
    - Periods 1-3, students will be at a NACS Elementary school with a mentor teacher
    - Periods 4-7 will be at Carroll High School taking Carroll High School classes

Courses taken during Year One:

Principles of Teaching -EDEL 100 -Ball State(Gr. 11) 2 sem 0681PD/0682PD

This course provides a general introduction to the field of teaching. Students will explore educational careers, teaching preparation, and professional expectations as well as requirements for teacher certification. Current trends and issues in education will be examined. (7161)

Child & Adolescent Dev- EDPS 250- Ball State (Gr. 11) 2 sem 0681AD/0682AD

This course examines the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence with a focus on the middle years through adolescence. Basic theories of child development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of parents, peers, the school environment, culture and the media are discussed. An observation experience up to 20 hours may be required for completion of this course.(7157)

Teaching & Learning-EDTE 250-Ball State (Gr. 11) 2 sem 0681BD/0682BD

This course provides students the opportunity to apply many of the concepts that they have learned throughout the Education Professions pathway. In addition to a focus on best practices,, this course will provide an introduction to the role that technology plays in the modern classroom. Through hands-on-experience with educational software, utility packages, and commonly used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management. (7162)

Course taken during Year Two:

Education Prof Capstone-SPCE 2501-Ball State (Gr. 12) 2 sem 0681CD/0682CD

This course provides students an extended opportunity for field experience to further apply concepts that have been presented throughout the pathway. Students will also have the opportunity to explore the topics of the exceptional child and literacy development through children's literature. Students will gain a deeper understanding of inclusive teaching techniques along with policies, theories, and laws related to special education. (7267)

Culinary Arts

Grade 11-12	Grade 12
Principles of Culinary & Hospitality and Nutrition	Culinary Arts and Culinary Arts Capstone

Students successfully completing the Culinary Arts Pathway (which includes Intro to Culinary and both years of Culinary), with a "B" or better, will be able to obtain:

- 16 college credits at Ivy Tech
- ServSafe Certification
- Marketable Skills

This two-year program is for juniors and seniors interested in pursuing the culinary arts industry in college and/or as a career. Possible careers include baking and pastry arts, culinary arts and chef's training, restaurant, culinary and catering management, and food service systems administration.

By Completing both years of Culinary, students will meet the Box 3 Concentrator Option for Graduation Pathways.

Culinary Arts & Hospitality - Year I (Gr. 11-12) 4 credits/2 semesters

Students will take **both** Principles of Culinary & Hospitality and Nutrition. Year one of this program consists of these two classes and will be scheduled together as a 2 period class. Students will get 2 credits for each year-long class. **Students need to select both of the following courses on the course selection form.** The description for each class in this program are as follows:

Principles of Culinary & Hospitality 0651P/0652P

This course is designed to develop an understanding of the hospitality industry, career opportunities, responsibilities in the foodservice and lodging industry and introduces procedures for decision making which affects operation management, products, labor, and revenue. Additionally, this course will help students learn basic principles of sanitation and safety in order to maintain a safe and healthy food service environment. It covers laws and regulations related to safety, fire, and sanitation and how to adhere to them in the food service operation (7173)

Nutrition 0651A/0652A

Students will learn the fundamentals of food preparation, service procedures, and safety practices in the foodservice industry. It will include operation techniques for equipment as well as a background and history of the hospitality industry. Students will be introduced to the broad variety of hospitality/food service organizations and career opportunities. Students will become familiar with the organizational structure and basic functions of food service departments. This course will also introduce the characteristics, functions, and food sources of the major nutrient groups and how to maximize nutrient retention in food preparation and storage. Students will be made aware of nutrient needs through the life cycle and to apply those principles to menu planning and food preparation. (7171)

Dual Credit: These courses provide the opportunity for earning dual credit from Ivy Tech. Students must take the Reading Knowledge Assessment and score at least a 70.

Prerequisite: Introduction to Culinary Arts

Note: Requires application

Note: Dual credit option through Ivy Tech for the following courses:

Ivy Tech HOSP 101, HOSP 102, HOSP 104

Culinary Arts & Hospitality - Year 2 (Gr. 12) 4 credits/2 semesters

Students will take **both** Culinary Arts and Culinary Arts Capstone. Year two of this program consists of these two classes and will be scheduled together as a 2 period class. Students will get 2 credits for each year-long class. In order to take the following two classes, students must have already completed Principles of Culinary and Nutrition. **Students need to select both of the following courses on the course selection form.** The description for each class in this program are as follows:

Culinary Arts 0651B/062B

Culinary Arts teaches students how to prepare the four major stocks, the five mother sauces (in addition to smaller sauces) and various soups. Additional emphasis is placed on the further development of the classical cooking methods and applying methods into menus for a variety of consumers. This course will also present the fundamentals of baking science including terminology, ingredients, weights and measures, and proper use and care of equipment. Students will produce a variety of advanced bakery products including laminated doughs and artisan breads. (7169)

Culinary Arts Capstone 0651C/0652C

This course covers the techniques and skills needed in breakfast cookery as well as insight into the pantry department. Various methods of preparation of eggs, pancakes, waffles and cereals will be discussed. Students will receive instruction in salad preparation, salad dressing, hot and cold sandwich preparation, garnishes and appetizers. This course also covers the necessary skills for proper recruiting, staffing, training, and management of employees at various levels. The course will help prepare the student for the transition from employee to supervisor. Additionally, it will help the student evaluate styles of leadership, and develop skills in human relations and personnel management. Students will be an integral part of the student led enterprise,Blu Flame. (7233)

Dual Credit: These courses provide the opportunity for earning dual credit for students who successfully complete post secondary requirements.

Prerequisite: Principles of Culinary & Hospitality and Nutrition

Note: Dual credit option through Ivy Tech for the following courses:

- Ivy Tech HOSP 103, HOSP 105, HOSP 108

Return to Course Offerings

Internship

Career Exploration Internship (Gr. 12) 1 or 2 semesters 2 per class AM 5681AM/5682AM
2 per class PM 5681PM/5682PM

Career Exploration Internship is an elective course that provides students with real-world opportunities in an area of career interest. Students have the opportunity to work alongside a professional in the workforce learning the activities and skill sets that are necessary for the specific career as well as practicing and understanding the importance of soft skills. Students must have good attendance and be on track for graduation. (0530)

Note: Student will meet with the internship coordinator in the spring to discuss internship site placement

Course Credits Earned:

- Students can earn two credits per semester
- This course can be taken for either one or two semesters
- To earn two credits, students must obtain 150 hours per semester
- Students can choose a travel period for 3rd period for the AM Internship or a travel period for 5th period for the PM Internship in addition to choosing the Career Exploration Internship class
- No application required - students should choose this course (AM or PM) along with the travel period on the course selection sheet and online
- AM Internship is Periods 1-2
- PM Internship is Periods 6-7

Return to Course Offerings

Cooperative Education

Students receive 3 elective credits each semester, for a total of 6 credits for the year. (Students receive 1 elective credit each semester for the Cooperative Education Instruction portion and 2 elective credits each semester for the Cooperative Education On-The-Job Training portion.)

Cooperative Education Instruction (Gr. 12) 1 period each semester 5421/5422

Cooperative Education Instruction is classroom based. It is organized and planned around the activities associated with the student's individual job and career objectives in a career cluster pathway, and is taught the same semester as the student is receiving on–the-job training. For a student to become occupationally competent and therefore employable, the instruction covers (a) general occupational competencies, (b) specific occupational competencies, and (c) specific job competencies. This class also includes the following topics: Personal Grooming and Appearance, Researching Careers, Finding and Applying for a Job, You, Your Employer and Co-workers, Personal Safety, Communication Skills, Leadership, Managing Money, Banking Services, Using Credit, Handling Legal Matters, Taxes and Education (6162)

Cooperative Education On-the-Job Training (Gr. 12) 2 periods each semester 5431/5432

This is actual work experience in an occupation in any one of the Indiana College and Career Pathways that relates directly to the student's career objectives. On-the-job, the student applies the concepts, skills, and attitudes learned during Cooperative Education Instruction, as well as the skills and knowledge that have been learned in other courses. The Coordinator can assist students in securing a job. However, the primary responsibility for securing employment rests with the student. Loss of the job can result in the loss of credit and failing the course. (6162)

To be eligible to be in the Cooperative Education On-the-job Training program students must:

- be legally paid and submit all paycheck stubs, associated with job
- work an average of 15 hours a week
- have good academic standing
- be supervised while on the job

Prerequisite: Instructor approval, strong attendance record, completed application, positive teacher recommendations, and provide own transportation.
Note: Students in the Cooperative Education Program must be paid in accordance with federal and state student employment and cooperative education laws.
Note: Students must work at least 270 total hours per semester to receive any credits.
Note: Students are expected to stay at approved work locations for the entire semester.
Note: Site must be approved by the coordinator and can be unapproved at any time for the following reasons:safety concerns, student objectiveness, appropriateness, and any other concerns.

Return to Course Offerings

BUSINESS, MARKETING, AND INFORMATION TECHNOLOGY EDUCATION

Grade 9-10	Grade 9-12	Grade 10-12	Grade 11-12
Principles of Computing	Principles of Bus Management Principles of Entrepreneurship Principles of Broadcasting	Cybersecurity Fundamentals Accounting Fundamentals Management Fundamentals Marketing Fundamentals New Venture Development Business Math Audio & Video Production Essentials	Personal Financial Responsibility Advanced Cybersecurity Mass Media Production Entrepreneurial Operations

Welcome to the Business Department section. Within the Business Department, students have a variety of options and choices can become overwhelming. Therefore, the following information is designed to help give you a guide to choosing classes. If you have an interest in taking a beginning course, you may want to look at one of the Foundation Courses. This gives you an opportunity to see what the Business Department consists of and what options are available.

Foundation Courses for all students

- Principles of Business Management
- Principles of Computing
- Principles of Broadcasting
- Principles of Entrepreneurship
- Marketing Fundamentals

Box 3 Options for Graduation Pathways: *Entrepreneurship *Cybersecurity *Business Administration *Radio and Television

Entrepreneurship	Cybersecurity	Business Admin	Radio & TV
1. Principles of Entrepreneurship 2. New Venture Development 3. Entrepreneurial Operations	1. Principles of Computing 2. Cybersecurity Fundamentals 3. Advanced Cybersecurity	1. Principles of Business Management 2. Management Fundamentals or Marketing Fundamentals 3. Accounting Fundamentals	1. Principles of Broadcasting 2. Audio & Video Production Essentials 3. Mass Media Production

Personal Financial Responsibility (Gr. 11-12) 1 semester 2256

This course develops the ability to solve real world problems in order to become productive citizens and workers in a technological society. Topics include personal financial planning, financial services, budgeting, investments, insurance protection, spending and credit management, income and asset protection, consumer purchases, rights, and responsibilities, and decision-making skills for all aspects of life as consumers, producers, entrepreneurs, and economic citizens. Instructional strategies include use of manipulatives, projects, cooperative learning, simulations, real world experiences, guest speakers, and Internet access to businesses and computer/technology applications. Students learn the financial concepts and principles that provide a basis for avoiding financial pitfalls. (4540)

Note: Passing this course will fulfill the Financial Literacy requirement for graduation

Note: Counts as a quantitative reasoning course

Business Math (Gr. 10-12) 2 semesters 2241/2242

Business Math helps students understand mathematics in the context of business and personal finance. With this understanding, students will work to improve their financial literacy and apply knowledge and skills to manage their personal financial resources effectively. Emphasis will be placed on using real-world examples and applications. Content includes mathematical operations related to accounting, banking and finance, and management. Instructional strategies include simulations, Internet research, and business experiences. (4512)

Prerequisite: Algebra I

Note: Fulfills a math requirement for General Diploma ONLY

Note: Counts as a quantitative reasoning course

Principles of Entrepreneurship (Gr. 9-12) 2 semesters 2121P/2122P

Principles of Entrepreneurship provides an overview of what it means to be an entrepreneur. Students will learn about starting and operating a business, marketing products and services, and how to find resources to help in the development of a new venture. This course is ideal for students interested in starting their own business. (7154)

Note: Eligible for Ivy Tech dual credit. Students must take both the Reading and Math Knowledge Assessments and score a 70 on each. Students register for ENTR 100 at beg of school year and register for ENTR 200 at the beg of 2nd semester

New Venture Development (Gr. 10-12) 2 semesters 2121A/2122A

This course is targeted to students interested in creating and growing their own businesses. The course will focus on key marketing strategies particularly relevant for new ventures. Students will apply marketing concepts to entrepreneurial company challenges, which include creating and nurturing relationships with new customers, suppliers, distributors, employees and investors; and understand the special challenges and opportunities involved in developing marketing strategies "from the ground up." (7148)

Prerequisite: Principles of Entrepreneurship

Note: Eligible for Ivy Tech Dual Credit - Students will register for ENTR 215 at the beg of the school year and will register for ENTR 218 at the beg of 2nd semester

Note: Students will earn a Certificate of Entrepreneurship from Ivy Tech after completing this dual credit course.

Entrepreneurial Operations (Gr. 11-12) 2 semesters 2121B/2122B

This course is applied and students will be implementing the correct legal, business, human resources operations, marketing and financial structures after de-risking their idea and launching their business. (7147)

Prerequisite: Principles of Entrepreneurship and New Venture Development

Note: Eligible for Ivy Tech Dual Credit - Students will register for ENTR 105 at the beg of the school year and will register for ENTR 205 at the beg of 2nd semester

Principles of Business Management (Gr. 9-12) 2 semesters 2561P/2562P

This course introduces students to the world of business and helps students develop basic business vocabulary, concepts and functions. In this project-based course, students will investigate the various pathways within the Carroll High School Business Department, which includes: management, marketing, accounting, finance, and entrepreneurship. In addition, this course will introduce students to Microsoft Word, Microsoft Excel, and Microsoft Powerpoint. Students will then complete tasks and projects that many businesses use, within these programs. (4562)

Marketing Fundamentals (Gr. 10-12) 2 semesters 2571A/2572A

The course provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is on both oral and written communications, mathematics applications, problem solving, and critical thinking skills as they relate to advertising, promotion, selling, distribution, financing, marketing-information management, pricing, and product/service management. This course is based upon the Marketing Education Framework which includes business, management, entrepreneurship, communication and interpersonal skills, economics, and professional development foundations. Marketing explores practices and principles at both the retail and industrial level to give students an overview of the importance of marketing to the business world. Emphasis is on the importance of oral and written communication, selling, sales promotion, and the marketing mix-product, price, placement (distribution), and promotion. This course includes several simulated, hands-on activities, projects, and role playing events that enable students to problem solve and gain experiences in various marketing functions. Students have an opportunity to evaluate marketing as a potential career in retailing, industrial sales, advertising and promotion, or owning their own business, as well as providing the basis for further study of marketing in higher education. (5914)

Prerequisite: Principles of Business Management

Management Fundamentals (Gr. 10-12) 2 semesters 2561A/2562A

Whether you are planning on owning your own business, working for a small business or being a part of a large corporation, this course will help prepare you for success. This course will explore the basic functions of managers, including the management of activities. Students will investigate what management is and the role managers play in the fulfillment of an organization's objectives. Students will gain a broad understanding of the history and origins of leadership and be able to develop a personal philosophy of one's own style of leadership. (7143)

Prerequisite: Principles of Business Management

Accounting Fundamentals (Gr. 10-12) 2 semesters 2001B/2002B

This course 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.. (4524)

Prerequisite: Principles of Business Management

Recommendation: Algebra I with a grade of C- or higher

Note: Seniors interested in this area of business can take this course without the prerequisite

Digital Technology

Principles of Computing (Gr. 9-10) 2 semesters 2521P/2522P

Introduces students to terminology, concepts, theory and fundamental skills used to implement information systems. Topics include the history and trends of computing, operating systems, database technology, security, cloud implementations, and other concepts associated with applying the principles of good information management. Additionally, students will be introduced to algorithms, logic development and flowcharting as tools used to document computer logic through the use of basic scripting and simple programming code. (7183)

Note: Counts as a science credit for all diplomas

Note: Counts as a quantitative reasoning course

Cybersecurity Fundamentals (Gr.10-12) 2 semesters 2521A1/2522A1

This course introduces fundamental networking protocols and their hierarchical relationship in the context of conceptual Information Communication Technology (ICT) frameworks. Students will learn how networked hosts and applications communicate across networks. Emphasis is placed on security throughout the entire SDLC (Systems Development Life Cycle). Students will acquire the fundamentals of information and data security and understand the vulnerability most organizations have in their security systems with an emphasis on firewalls, security plans and Virtual Private Networks (VPNs). Discussions will include data security methods, authentication, network attacks, malicious code and viruses, wireless security, e-mail and web security and disaster recovery. (7179)

Prerequisites: Principles of Computing

Note: Counts as a science credit for all diplomas

Advanced Cybersecurity (Gr.11-12) 2 semesters 2521BB1/2522BB1

Students will acquire the fundamentals of information and data security and understand the vulnerability most organizations have in their security systems with an emphasis on firewalls, security plans and Virtual Private Networks (VPNs). Discussions will include data security methods, authentication, network attacks, malicious code and viruses, wireless security, e-mail and web security and disaster recovery. This course will also focus on the managerial aspects of information security and assurance. Topics covered include access control models, information security governance, and information security program assessment and metrics. Coverage on the foundational and technical components of information security is included to reinforce key concepts, such as security planning and contingencies, security policies, security management models and practices and ethics. (7178)

Prerequisites: Principles of Computing and Cybersecurity Fundamentals

Radio & TV

Principles of Broadcasting (Gr. 9-12) 2 semesters 2181P/2182P

This course provides an introduction to the world of audio and video. Students will learn how to shoot video, edit video, capture quality audio, and tell visual stories. Students will demonstrate their knowledge by creating a short film, sound design, a studio commercial, broadcast news, and a music video. This is the first class in the pathway. (7139)

Audio & Video Production Essentials (Gr. 10-12) 2 semesters 2181A/2182A

This course produces the TV show Studio 415. Students use professional equipment while creating video projects that focus on visual storytelling. During this second-year program students integrate and build on first-year curriculum while mastering advanced concepts in shooting video, audio, and editing. (7306)

Prerequisite: Principles of Broadcasting

Mass Media Production (Gr. 11-12) 2 semesters 2181B1/2182B1

Mass Media Production will allow students to focus on the type of media that appeals to them the most. This class is a mixture of teacher lead instruction and independent study as students create longer form videos to demonstrate their knowledge. Students may focus on broadcast news and Studio 415, or they may create more complex short films or other video production styles. The student chooses their projects and the teacher supports them in the creation of the project. . (7307)

Prerequisite: Principles of Broadcasting, Audio & Video Production Essentials

Radio/TV Broadcasting Capstone (Gr. 11-12) 2 sem 2181C1/2182C1

This course will further build skills in video production and broadcast industry practices in radio, tv, and digital media. . (7308)

Prerequisite: Principles of Broadcasting, Audio & Video Production Essentials, Mass Media Production

Return to Course Offerings

ENGLISH

Grade 9	Grade 10	Grade 11	Grade 12	Grade 9-12 (Electives)
English 9 English 9H	English 10 English 10H	American Literature Themes in Literature Dramatic Literature English 11H AP English Literature/Comp	AP English Lang/Comp Novels Critical Thinking & Argumentation Adv. CC-Literary Interpretation Tech Communication Adv CC- Composition	Journalism Speech English as a New Language Student Media-Yearbook Student Media-Charger Online Debate(10-12) Etymology (10-12) Creative Writing (10-12) Language Arts Lab Adv. Speech & Communication-Dual Credit (11-12)

Box 3 Option for Graduation Pathways: Journalism

Journalism
1. Journalism 2. Principles of Business Management OR Principles of Teaching 3. Complete 2 years on the journalism staff for either Yearbook or Charger Online (can be 1 year of each or 2 years of the same)

The primary differences between English and Honors English are the standards of accountability to which the students are held, the complexity of the assignments, and the depth of critical thinking required for the course. English 9 and 10 are not simplified versions of Honors English and are still challenging courses of study.

Students wishing to take AP or Honors English or Social Studies courses in the sophomore, junior, or senior year are strongly recommended to take Honors English courses in preparation during the preceding year in which the student wishes to enroll in the AP/Honors English or Social Studies course.

To fulfill the English 11 graduation requirements, students must take one semester of American Literature and one semester of either Themes in Literature or Dramatic Literature if they are not taking English 11 Honors or AP English Literature & Composition.

To fulfill the English 12 graduation requirements, students must take one semester of a reading course and one semester of a writing course if they are not taking AP English Language & Composition. The options are the following:
Reading: Novels, Critical Thinking & Argumentation, Advanced Eng/Lang Arts College Credit - Literary Interpretation
Writing: Technical Communication, Advanced Eng/Lang Arts College Credit-Composition

English 9 (Gr 9) (2 semesters) 3101/3102

English 9 is a study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to both fiction and nonfiction texts. Students write responses to literature, expository compositions, research projects, and narrative essays. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. (1002)

English 9 Honors (Gr 9) (2 semesters) 3771/3772

English 9 honors is an accelerated class that requires students to think deeply and richly about both fiction and non-fiction while offering a blend of classic and contemporary works from authors of diverse backgrounds. English 9 Honors covers the same standards as English 9 with an emphasis on in-depth interpretation and analysis. The course places a heavy emphasis on a variety of writing skills in preparation for consecutive Honors and AP Courses as well as critical thinking, and College/Career readiness skills. Students should expect a rigorous, challenging, active experience in this course. (1002)

English 10 (Gr. 10) 2 semesters 3111/3112

English 10 is a study of language, literature, composition, and communication skills with a focus on exploring universal themes across a wide variety of genres. Students will strengthen their critical thinking skills through discussion, written analysis, research, and participation in project-based and collaborative lessons. Student learning will be assessed in multiple ways to evaluate overall comprehension. Units will include literature, nonfiction, multi-genre, media literacy, and research. (1004)

English 10 Honors (Gr. 10) 2 semesters 3781/3782

English 10 Honors prepares students for AP English in grades 11 and 12. Students conduct in-depth research and analysis of both world and dramatic literature, non-fiction texts, and poetry. Although some objective tests are administered, students are assessed mainly through writing and speaking/presenting. Vocabulary is developed through literary context and the study of writing techniques. Grammar usage, language mechanics, and fluidity of writing are integrated into each unit of study, specifically focusing on argumentative and analytical writing. This course refines students' language skills by focusing on precision and attention to detail, evaluating through peer and self-assessment strategies, and integrating technology as a research and critical thinking tool. (1004)

American Literature (Gr. 11) 1 semester 3486

American Literature is a survey of literature from pre-Revolutionary times to the mid-20th century. Students will read, analyze, and evaluate different genres of literature that represent a variety of American Cultures. Students explore how the concepts covered are uniquely represented within American society, and how these concepts are interconnected historically, culturally, and thematically. Units of study are arranged chronologically, and include

reading and analyzing key pieces of literature, using context to improve vocabulary development, and using literature to apply and improve writing, speaking, and critical-thinking skills. (1020)

Note: This course completes one of the two junior English credit requirements. The other requirement must be Themes in Literature or Dramatic Literature

Course overview video

Dramatic Literature (Gr. 11) 1 semester 3456

Dramatic Literature is a study of plays, including analysis of theme, writing style, and elements of production. Students examine various types of drama including tragedies and comedies created by important playwrights and screenwriters representing literary movements in the history of dramatic literature. Students analyze the development of literature through writing, speaking, and collaborative projects, which culminate in a student written scene. Click here for more information about this course. (1028)

Note: This course completes one of the two junior English credit requirements. The other requirement must be American Literature

Themes in Literature (Gr. 11) 1 semester 3446

Themes in Literature focuses on themes used in various works of Young Adult fiction and researched nonfiction in ways that contribute to specific messages able to be interpreted by students. Students examine a variety of themes, how they relate to the human condition, their own lives and history. Each unit will task students to write in a particular way, be assessed on content, conduct small-group Socratic-style discussions, and complete shorter assignments along the way. Students will utilize interpersonal skills to collaborate on a range of tasks throughout the semester as they develop critical thinking abilities, both individually and collaboratively, in an effort to connect fiction to reality. (1048)

Note: This course completes one of the two junior English credit requirements. The other requirement must be American Literature

English 11 Honors (Gr. 11) 2 semesters 3791/3792

Students will study American Literature from both historic and analytical viewpoints, with additional emphasis on discussions and writing. Proficient writing skills is one of the essential outcomes for junior English classes at CHS, and students in English 11 Honors will write frequently. Writing assignments will range from small, in-class responses to revised, polished, typed compositions. Units will involve tracing the development of the major periods of American literature, reading selections from these time periods, understanding the historical background and literary perspectives, and analyzing a writer's style, purpose, and influence in that given time period. Students are expected to come to class prepared and willing to discuss, as the class discussions and assignments will stress higher order thinking skills of analysis, synthesis and evaluation, in preparation for college expectations. (1006)

Prerequisite: English 10H or teacher signature

Note: This course does NOT receive a GPA bump

AP English Literature & Composition (Gr. 11) 2 semesters 3741/3742

Students read challenging texts at home as well as in the classroom. Writing assignments are frequent, including literary analysis essays and occasional research. Students are expected to participate fully in class discussions and make presentations. Homework is daily and includes reading and analytical writing. Students constantly engage with literature through discussion, writing, and class activities. Upon completion of the course, students take the College Board AP English Literature and Composition Exam in May. (1058)

Prerequisite: English 10H or teacher signature

Note: Summer reading assignment with an assessment piece to begin the school year

Novels (Gr. 12) 1 semester 3466

This course is the study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution. Students will examine contemporary coming of age novels and what distinguishes them from short stories, epics, romances, biographies, science fiction, and others. Students will also engage in an in-depth film study based on one of the novels and/or authors. (1042)

Note: This course is one of the options to complete the **reading portion of the English 12 requirements.** The other credit must be a writing course and come from either Technical Communications or Adv. Eng/Lang Arts College Credit-Composition

Critical Thinking & Argumentation (Gr. 12) 1 semester 3776

This course teaches skills of critical nonfiction reading, thinking, and writing to help students meaningfully engage with events and issues in our world. This course builds students' abilities to read choice texts critically and to analyze those texts in ways that engage both students' own experiences and the perspectives of others. Students will learn to investigate texts through questions and connections. Active engagement is essential for success in this course. Click here for more information about the course. (1074)

Note: This course is one of the options to complete the **reading portion of the English 12 requirements.** The other credit must be a writing course and come from either Technical Communications or Adv. Eng/Lang Arts College Credit-Composition

AdvEng/LA College Credit-Literary Interpretation-ENG L202-IU (Gr. 12)1 sem 3686

ENG L202: Literary Interpretation is a one semester Indiana University course designed to help students learn how to read, think, and write critically and cogently about literature. Unlike courses that aim to 'cover' the literature of a place or era or author, *Literary Interpretation* sets out to help students cultivate the essential interpretive skills they need to find a footing in any unfamiliar literary work and to help refine the critical writing skills that all college-level humanities courses demand. Students will learn to perform sophisticated analysis of literary texts and to argue rigorously about issues of interpretation. (1124)

Note: This course is one of the options to complete the **reading portion of the English 12 requirements.** The other credit must be a writing course and come from Adv. Eng/Lang Arts College Credit-Composition
Prerequisite: Completion of Adv. Eng/Lang Arts College Credit-Composition with a "C-" or higher, 2.7 GPA
Note: Students receive 3 college credits from IU for ENG L202-Literary Interpretation
Note: These college credits may not transfer to all universities - please check with the admissions office on transferability. Students planning on attending IU-Bloomington should be aware that this course will neither count toward the English major nor satisfy the intensive writing requirement at IU-Bloomington

Technical Communication (Gr. 12) 1 semester 3676

This course utilizes the writing process, in which students will demonstrate their understanding of organizational skills, purpose for writing, conducting research, and awareness of their audience/community. The course culminates with a problem-based learning unit, in which students become active members of their community by identifying problems within their community and suggesting plausible solutions supported by research. (1096)

Note: This course is one of the options to complete the **writing portion of the English 12 requirements.** The other credit must be a reading course and come from either Critical Thinking & Argumentation or Novels for the reading portion
Note: This course satisfies Box 2 for Graduation Pathways for Project Based Learning

Adv Eng/Lang Arts College Credit-Composition-ENG W131-IU (Gr. 12) 1 sem 3786

This writing course offers dual credit in conjunction with Indiana University and teaches skills of critical reading, thinking, and writing to help students meaningfully engage artifacts,events, and issues in our world. The course builds students' abilities to read written and cultural texts critically; to analyze those texts in ways that engage both students' own experiences and the perspectives of others; and to write about those texts for a range of audiences

and purposes as a means of participating in broader conversations. Assignments emphasize the analysis and synthesis of courses in making and developing claims. (1124)

Prerequisite: C- or higher in previous English course and 2.7 GPA

Note: Students receive 3 college credits from IU for ENG W131

Note: This course is one of the options to complete the **writing portion of the English 12 requirements.** The other credit must be a reading course and come from either Novels, Critical Thinking & Argumentation or Advanced Eng/Lang Arts College Credit- Literary Interpretation

Note: These college credits may not transfer to all universities - please check with admissions office on transferability

Note: This course satisfies Box 2 for Graduation Pathways for Project Based Learning

AP English Language & Composition (Gr. 12) 2 semesters 3761/3762

AP English Language and Composition cultivates the reading and writing skills that students need for college success and for intellectually responsible engagement as citizens. This college-level course guides students in becoming curious, critical, and responsive readers of diverse texts, and becoming flexible, reflective writers who can address diverse audiences for diverse purposes. Students read a variety of non-fiction books, essays, and speeches, and routinely write essays and multi-draft papers. Upon completion of the course, students take the College Board AP Language and Composition Exam in May. Click here for more information about the course. (1056)

Prerequisite: AP Literature or teacher signature

Note: Summer reading assignment with an assessment piece to begin the school year. There will be a mandatory call-out meeting at the start of May concerning this assignment.

Note: This course satisfies Box 2 for Graduation Pathways for Project Based Learning

Language Arts Lab (Gr. 9-12) 2 semesters 3051/3052

Language Arts Lab is designed for students who need support in grade-level language arts standards. Language Lab is a co-taught class intended to build skills and to provide additional support for students in a more individualized setting. Students are aided in improving areas of reading, reading comprehension, and writing applications. Students will receive reading instruction that is tailored to their unique learning needs. Strong reading skills are foundational to success in classrooms across all curriculums. (1010)

Prerequisite: Teacher or counselor recommendation

Note: This course does not meet English credit requirement for graduation

Note: This course may be offered for one to eight elective credits

English As A New Language (Gr. 9-12) 2 semesters 3061/3062

English as a New Language is the study of language, literature, composition and oral communication for English Language Learner (ELL) students to 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. (1012)

Note: Fulfills an English Language Arts requirement for all diplomas and up to 8 credits can be counted as the required English Language Arts credits for all diplomas

Note: World Language credit - If ENL course work addresses Indiana's Academic Standards for World Languages and is taken concurrently with another English/Language Arts course, up to four (4) credits accrued may count as World Language credits for all diplomas

Journalism (Gr. 9-12) 1 semester 3616

Journalism is the study of the art of reporting and the profession of journalists. This course includes the process involved in (1) news gathering, (2) various types of journalistic writing, in addition to the exploration of (3) the legal and social responsibilities involved in newspaper publications, and (4) the ethics of accurate and fair reporting. This

course includes extensive reading of models of excellent journalistic techniques and evaluates and analyzes journalistic writing through discussions and critiques, and regular writing assignments. (1080)

Note: This is not a student publications course

Speech (Gr. 9-12) 1 semester 3536

This course is for students wanting to improve upon their public speaking skills. Students practice in a number of public-speaking scenarios, which include individual, partner, and group speeches. Major presentations completed in this course are as follows: informative speeches, a persuasive pitch, a "true story" narrative, and an argumentative speech. By the end of the course, students will understand and implement the fundamentals of public speaking: poise, confidence, effective delivery techniques, and appropriate use of visual aids. (1076)

Note: Counts as 1 of 8 English credits for General Diploma only for class of 2026, 2027, 2028

Adv. Speech & Communication- Dual Credit -SPCH-S121-IU(Gr. 11-12)1 sem 3696

This semester-long course is the study and application of real-world public speaking skills and the evaluation of effective methods of interpersonal communication. Students should be prepared to research a variety of perspectives, determine best methods for effective communication and collaboration, and, based on discovery, apply them according to purpose. (1078)

Prerequisite for Grade 12:: Previous English grade of a C- or higher and a 2.7 GPA

Prerequisite for Grade 11: Earned credit in Speech with a B- or higher, previous English grade of a C- or higher and a 2.7 GPA

Note: Students will receive 3 college credits from IU for SPCH S121 Public Speaking

Note: These college credits may not transfer to all universities - please check with admissions office on transferability

Debate (Gr. 10-12) 1 semester 3576

Debate teaches students how to participate in the rational exchange of ideas and arguments as they relate to significant social issues through research, active listening, analysis ,argumentation and public speaking. It is designed to be an introduction to the methodology and practice of argumentation and debate. Students learn and review basic and advanced oral communication skills and will be given the opportunity to apply those skills through units of study focused on Extemporaneous Speaking, Negotiation, Round Table Discussion, Student Congress, Public Forum Debate, and Lincoln-Douglas Debate. (1070)

Etymology (Gr. 10-12) 1 semester 3416

Etymology provides instruction in the derivation of English words and word families from their Latin and Greek origins. It also provides the connotative and denotative meaning of words in a variety of contexts. Students study the origins and meanings of English words, including roots, suffixes, prefixes, and reasons for language change. This course introduces students to tools and resources for etymological study and encourages them to be curious about the English language. As it enables students to increase their vocabulary and better understand language, this course helps prepare students to perform well on the SAT. (1060)

Creative Writing (Gr. 10-12) 1 semester 3406

Students combine literary creativity with the discipline of written discourse. The concept of the manipulation of language to convey ideas, feelings, moods, and visual images is the basis of the course. Students become familiar with standard literary elements through the reading and study of prose and poetry, and are taught to use those elements in their own writing. Additionally, students learn strategies for evaluating and responding to their own writing and the writing of others in a peer-sharing component. In this peer-sharing component, students receive specific training in providing constructive, substantive feedback, while role playing as likely readers of each creative work. Representative models of literary excellence may also be studied. (1092)

Student Media-Yearbook (Gr. 9-12) 2 semesters 3631/3632

This course is all about telling the story of one year in the life of Carroll High School. We interview, photograph, design, publish, and grow. Students design and create the entire yearbook from cover to cover. We conform both the AP stylebook and libel manual and the CHS Journalism stylebook. Students will fill positions such as Editor in Chief, Sports Editor, Business Manager, Photographer, Staff Reporter and Page Designer. Students who wish to fill an editor's position should plan on attending a one-week summer journalism workshop at Indiana University. Because this class is co-curricular, after- school work sessions may be necessary to ensure all deadlines are met. (1086)

Prerequisite Gr 10-12: Journalism I is highly recommended. Yearbook advisor approval is required
Prerequisite Gr 9: Recommendation of middle school newspaper or yearbook advisor or English teacher
Note: Counts as Fine Art credit(s) for the Academic Honors Diploma

Student Media-The Charger Online (Gr. 9-12) 2 semesters 3611/3612

Is there a story about Carroll you think needs to be told? Do you want to host your own podcast? Do you want to be heard? All this (and cookies) are possible if you join the school newspaper -- The Charger Online. This award-winning publication is student produced in a lab setting which allows students freedom to pursue the truth and tell stories that matter. . (1086)

Prerequisite Gr 10-12: Journalism I is highly recommended. Newspaper advisor approval is required
Prerequisite Gr 9: Recommendation of middle school newspaper or yearbook advisor or English teacher
Note: Counts as Fine Art credit(s) for the Academic Honors Diploma

Return to Course Offerings

FINE ARTS

Visual Arts

Grade 9-12	Grade 10-12	Grade 11-12	Grade 12
Intro to 2-D Art & Design Intro to 3-D Art & Design Digital Design 1 Digital Design 2 Drawing I Photography 1 Photography 2 Ceramics 1 Painting I	Art History Ceramics 2 Ceramics 3 Digital Design 3 Digital Design 4 Drawing 2 Drawing 3 Painting 2 Photography 3 Photography 4	AP 3-D Art & Design	AP 2-D Art & Design (Photography) Fine Arts Connection

Introduction to 2-Dimensional Art and Design (Gr. 9-12) 1 semester 1006

This course is an introduction to the fundamentals of art through a variety of media and techniques. The areas of graphite drawing, colored pencil drawing, acrylics, mixed media, design, elements and principles of design, still life, and more may be covered. Students will become familiar with all of these areas as they create interesting pieces of art. (4000)

Introduction to 3-Dimensional Art and Design (Gr. 9-12) 1 semester 1016

This course is an introduction to the fundamentals of 3-D art through a variety of media and techniques. The areas of ceramics, relief sculpture, subtractive and additive sculpture, and more may be covered. Students become familiar with the tools and techniques of 3-D work while creating interesting works of art. (4002)

Art History (Gr. 10-12) 1 semester 1126

This overview of art history takes students through time and introduces various artists and their work. Students learn how art relates to life from cave paintings to the present. Art History expands student knowledge, understanding, and sensitivity in the area of art. Students engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and productions. Additionally, students study works of art and artifacts including those produced by men and women of multiple cultural groups. (4024)

Ceramics 1 (Gr. 9-12) 1 semester 1116

This course will emphasize learning to throw ceramic forms on the wheel. Students learn to throw vases, bowls, and many different types of traditional forms. Students also create non-thrown pieces using traditional construction methods. Each student leaves this class with a greater understanding of the many ceramic processes, as well as many beautifully glazed forms to take home. This is designed to provide creative experiences and extended knowledge of clay bodies, glazes, and techniques of working with ceramics. Hand building and wheel thrown techniques are emphasized. (4040)

Prerequisite: Introduction to 3-Dimensional Art

Ceramics 2 (Gr. 10-12) 1 semester 1146

This course is designed for the student who wishes to further their throwing skills. Students build on the throwing skills learned in Ceramics 1 and create a hand built sculptural piece. Students also create a series of thrown forms that challenge their technical and creative skills. (4040)

Prerequisite: Ceramics 1

Recommendation: Grade of B or higher in Ceramics 1

Ceramics 3 (Gr. 10-12) 1 semester 1156

This course is for the advanced and experienced ceramics student. The focus will be throwing. Each student is responsible for designing and creating a theme for all of their forms. Creativity, research, and design will be strongly mixed into the throwing process. (4040)

Prerequisite: Ceramics 2

Recommendation: Grade of B or higher in Ceramics 2

AP 3-D Art & Design (Gr. 11-12) 2 semesters 1081/1082

Students will experience an inquiry-based approach to learning about and making forms and structures in art and design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, concepts, and ideas in three dimensions. This course will help students become inquisitive, thoughtful artists and designers who are able to create, explore and develop works as well as to articulate information about their work. (4052)

Prerequisite: Introduction to 3-D Art and Ceramics 1

Digital Design 1 (Gr. 9-12) 1 semester 1226

This course introduces basic concepts of graphic design and digital illustration. Using Adobe Creative Cloud software, students will create designs for a variety of print media. Emphasis will be placed on traditional graphic design projects and software fluency. (4082)

Digital Design 2 (Gr. 9-12) 1 semester 1326

This course is an intermediate design class. Students continue the study of graphic design and digital illustration but move to focus more heavily on personal styles and techniques. The course utilizes the programs Adobe Creative Cloud Software. Emphasis is on personal vision, original design, and application beyond the classroom. (4082)

Prerequisite: Digital Design 1

Digital Design 3 (Gr. 10-12) 1 semester 1336

This is an advanced design class. Students focus heavily on personal vision within projects that are real world based such as package design, digital illustration and client projects. The course utilizes the Adobe Creative Cloud Software. Emphasis is on personal vision, original design, and applications beyond the classroom (4082)

Prerequisite: Digital Design 1 & 2

Digital Design 4 (Gr. 10-12) 1 semester 1436

This is an advanced design class. Students focus on creating art with a digital outcome in addition to print media. The students use web design theory to create original, visually striking webpages, app prototype design, and short animations that utilize the elements and principles of good design. Emphasis will be placed upon designs that are highly creative and user friendly. The course utilizes the Adobe CC programs for design and Figma. (4082)

Prerequisite: Digital Design 1-3

Note: Can be taken for successive semesters for a maximum of 2 credits. No more than 2 credits can be earned for this course

Drawing 1 (Gr. 9-12) 1 semester 1036

This course is geared toward the serious art student with an interest in learning more about drawing. The focus is on artistic observations, techniques in graphite, colored pencil, pastel, charcoal, and ink. Assignments may include portraits, figure drawing and still life. This course is an important step for students considering additional art courses. (4060)

Note:: 8th graders will require an 8th grade art teacher signature on the course selection sheet to be in this class as a freshman

Drawing 2 (Gr. 10-12) 1 semester 1046

This course is taught at an intermediate level and expands upon many of the skills and techniques that were learned in Drawing I. Students are challenged with advanced technique work, compositional rules, the elements and principles of design and creative problem solving. Assignments may include portraits, still life, mixed media, gesture drawings and experimental technique work. (4060)

Prerequisite: Drawing 1

Drawing 3 (Gr. 10-12) 1 semester 1096

This course is taught at an advanced level and challenges students in all aspects of their drawing abilities. Expectations include creativity, works based on themes, and putting voice to their work all while executing exemplary technique. This course is similar to a college level course and is a good stepping stone for the student thinking about a career in the visual arts. (4060)

Prerequisite: Drawing 1 and 2

Painting 1 (Gr. 9-12) 1 semester 1056

This course will teach students how to work with oil, watercolor and acrylics to create a variety of paintings. Assignments may include traditional still life, landscapes and abstract work based on the elements and principles of design. This is a course focusing on materials and techniques used in painting. This is for the student who has an interest in art and wishes to extend his/her artistic abilities. (4064)

Prerequisite: Drawing 1 or Introduction to 2D Art & Design

Painting 2 (Gr. 10-12) 1 semester 1066

This course will focus on painting using the medium of choice. Students have the opportunity to choose what they paint and enrich their painting skills in watercolor, oil, or acrylic. Painting 2 is intensive, rigorous and is designed for the serious student who has a strong desire to advance their painting skills. (4064)

Prerequisite: Painting 1

Fine Arts Connection (Gr. 12) 2 semesters 1301/1302

This course gives the advanced art student an opportunity to expand upon their interest in art and to receive individualized instruction. Students must have a serious approach to producing and creating quality works of art. Portfolio development is covered and encouraged for those students seeking a college major and career in art. Students work independently and are responsible for some supplies. This course has the rigor of a college level course and is designed for self-motivated art students. All students create a personal art show during Fine Arts Night exhibiting their work as their final exam. All artwork needs to be finished, matted, or mounted for the show. (4026)

Prerequisite: Four art credits and teacher recommendation from Mrs. Turner

Recommendation: Grade of B or higher in art classes

Photography 1 (Gr. 9-12) 1 semester 1236

This course introduces students to the basic 35mm film camera, shooting pictures, and the developing and printing of black and white photographs in the darkroom. Students gain a basic understanding of how design, composition, and light helps the photographer produce creative and artistic photographs with visual expression. In addition, students will be introduced to making their own workin handmade cameras out of a cardboard box.. (4062)

Recommendation: Take Photo 1 and 2 in the same school year

Note: : Students are required to have a 35mm FILM camera (Example: Canon AE-1, Pentax k1000)

Note: Students must also buy their own RC Darkroom Photo Paper and a Sketchbook (approximately $100.00)

Photography 2 (Gr. 9-12) 1 semester 1246

This course is an extension of Photo I, but students will primarily be using their camera phone and/or a digital camera. Students will be introduced to basic camera lighting, scenography (using the scanner as a camera), 120 Film and Holga Cameras, and so much more. (4062)

Prerequisite: Earned credit in Photography 1

Recommendation: Take Photo 1 and 2 in the same school year

Recommendation: C- or higher in Photo 1

Note: Students are required to have a sketchbook (or continue using the same one from Photo 1)

Photography 3 (Gr. 10-12) 1 semester 1256

This course is for the advanced photography student who wishes to learn an experimental approach to photography as an art form. Students learn to make cyanotypes, experiment with Holga cameras, make anthotypes, lumen prints, chemigrams, phytograms, as well as explore many other plant based photography processes. Students can shoot images with their phones, film cameras or digital cameras. The primary focus is to create meaningful images that have a voice. (4062)

Prerequisite: Earned credit in Photo 1 and Photo 2 or earned credit in Photo 1 with teacher approval

Recommendation: Grade of B or higher in Photography 2

Note: Students will be provided with the materials necessary to complete all coursework. However, students may purchase additional supplies (i.e. photo paper, a sketchbook, etc) at their own cost. These additional supplies are not required for the student to complete the coursework but they may enhance the student's experience in the course.

Photography 4 (Gr. 10-12) 1 semester 1266

This course is for the student who wishes to develop his own style in photography. Students choose a theme each quarter and develop a series of photographs. Students utilize all information learned in Photo 1, 2, and 3. This class is for students who are independent thinkers. This gives the advanced student an opportunity to explore in depth an area of photography that interests them. Students must have a serious approach to producing and creating quality works of art. Portfolio development is also covered and encouraged for those students seeking a college major and career in art. Students work independently under contract and are responsible for most supplies. (4062)

Prerequisite: Earned credit in Photography 3

Recommendation: Grade of B or higher in Photography 3

Note: Students will be provided with the materials necessary to complete all coursework. However, students may purchase additional supplies (i.e. photo paper, a sketchbook, etc) at their own cost. These additional supplies are not required for the student to complete the coursework but they may enhance the students' experience in the course.

AP 2-D Art & Design (Photography) (Gr. 12) 2 semesters 1371/1372

This course follows College Board Entrance Examination guidelines for creating a portfolio for advanced college placement. The requirements for the visual art portfolio are demanding in the amount of required artwork and the quality must be exceptional. All work must be finished, matted, or mounted in the portfolio. AP Studio Art is for the highly motivated student who is seriously interested in the study of art. All students create and build a personal art show exhibiting their work during our spring Fine Arts Night. (4050)

Prerequisite: Teacher recommendation from Mrs. Croy or Photo I, Photo 2, and 1 other art credit

Note: Students will be provided with the materials necessary to complete all coursework. However, students may purchase additional supplies (i.e. photo paper, a sketchbook, etc) at their own cost. These additional supplies are not required for the student to complete the coursework but they may enhance the students' experience in the course.

Recommendation: : DSLR camera

Note: Submitting the AP portfolio is required for the course and submission fee is funded by NACS

Return to Course Offerings

Instrumental Music

Grade 9-12	Grade 10-12
Beginning Concert Band (Blue/White) Instrumental Ensemble (Marching Percussion) Jazz Ensemble Intermediate Concert Band (Symphonic Band)	Advanced Concert Band -Wind Ensemble

Beginning Concert Band (Gr. 9-12) 2 semesters Beg Band Blue 1551/1552 Beg Band White 1561/1562

This course is for the wind player or percussion player that has a desire to continue learning and growing in the area of instrumental music performance. Each student will continue development of technique and musicianship. Students will be challenged in both solo and ensemble work throughout the semester. A variety of instruments are provided by the school for student use. Performances include but are not limited to Fall Extravaganza, Holiday Concert, and ISSMA, There are two sections of this course Students will be placed in Beginning Concert Band Blue or White based upon instrumentation needs. (4160)

Prerequisite: Previous instrumental experience and teacher recommendation for the correct section

Note: Current 8th graders will need to get the 8th grade band teacher's initials for the correct section

Instrumental Ensemble (Marching Percussion) (Gr. 9-12)(Course offered semester 1 - but all students should also sign up for either Adv. or Intermediate Concert Band 2nd semester) 1501

This course is for all percussionists who intend to be a part of the marching band. T*hese students take this course first semester for marching band, but it is recommended to sign up for intermediate or advanced concert band second semester*. There is no audition to be in the class, but auditions will take place for placement in the drumline and front ensemble in late April or early May. In addition to the continued study of advanced percussion techniques and musicianship, this ensemble has after-school rehearsals. Members of the Marching Band Percussion Ensemble are eligible to enroll for one summer band credit for rehearsals conducted over the summer months. The Marching Band Percussion Ensemble performs with the Marching band for football games, contests and participates in local parades. Percussion students should select Intermediate (grades 9-10) or Advanced Concert Band (grades 11-12) second semester to complete their percussion studies. (4162)

Prerequisite: Previous percussion experience and teacher recommendation

Jazz Ensemble (Gr. 9-12) 2 semesters 1531/1532

This course is an advanced jazz ensemble designed for students interested in studying, rehearsing, and performing advanced jazz repertoire and improvisation. Students study, listen to, and rehearse the various styles of jazz as well as the techniques of improvisation. The jazz ensemble performs at the NACS Band Extravaganza, Holiday Concert, multiple jazz festivals, Jazz Cafe, Spring Instrumental Concert, and various other concerts throughout the year. (4164)

Prerequisite: Audition

Note: This course fulfills the course requirement for student participation in Marching Band

Intermediate Concert Band (Symphonic Band) (Gr. 9-12) 2 semesters 1521/1522

This course teaches intermediate instrumental techniques and musicianship through the study of a variety of repertoire. It is an active performing ensemble. During the first semester, participating in after school marching band rehearsals and performances is required. During the second semester, students continue their study of instrumental music through concert literature. Concerts include but are not limited to, marching band competitions, parades, Extravaganza, Holiday Concert, ISSMA, Spring Instrumental Concert, and graduation. Members of the Marching Band Percussion Ensemble are eligible to enroll for one summer band credit for rehearsals conducted over the summer months. Percussion students who were enrolled in 1st semester Instrumental Ensemble (Percussion) and are in grades 9 or 10 should take this course during the 2nd semester to fulfill yearlong band requirements. Students may be placed into different bands second semester based on instrumentation needs. (4168)

Prerequisite: Band teacher recommendation

Advanced Concert Band (Wind Ensemble) (Gr. 10-12) 2 semesters 1511/1512

This course teaches advanced instrumental techniques and musicianship through the study of a variety of repertoire. It is an active performing ensemble. During the first semester, participation in after school marching band rehearsals and performances is required. During the second semester, students continue their study of instrumental music through concert literature. Concerts include but are not limited to marching band competitions, parades, Extravaganza, Holiday Concert, ISSMA, and graduation. Members of the Marching Band Percussion Ensemble are eligible to enroll for one summer band credit for rehearsals conducted over the summer months. Percussion students who were enrolled in 1st semester Instrumental Ensemble (Percussion) and are in grades 11 or 12, should take this course during the 2nd semester to fulfill yearlong band requirements. Students may be placed into different bands second semester based on instrumentation needs. (4170)

Prerequisite: Audition

Return to Course Offering

Vocal Music

Grade 9-12
Advanced Chorus I -Select Sound Advanced Chorus II -Magic Intermediate Chorus – Charger Chorus

Intermediate Chorus (Charger Chorus) (Gr. 9-12) 1 or 2 semesters 1721/1722

This course is a mixed choir and will concentrate on a variety of intermediate to advanced music. Acapella and accompanied music will be utilized to teach a variety of styles and techniques. Public performances include the Fall Concert, Coffeehouse, Holiday Concert, ISSMA, and Reflections. (4186)

Note: May be taken for successive semesters

Note: Can be taken for only one semester or both semesters

Advanced Chorus I (Select Sound) (Gr. 9-12) 2 semesters 1631/1632

This course is open to women only and is for the highly motivated student who enjoys dancing, singing, acting, traveling, meeting new people, seeing new places and has time to commit to rehearsal outside of school hours. This choir requires a full year long commitment. Rehearsals and performances start in August and continue through May. (4188)

Prerequisite: Audition (email jill.jeran@nacs.k12.in.us or eric.smead@nacs.k12.in.us for details)

Note: May be taken for successive semesters

Advanced Chorus II (Magic) (Gr. 9-12) 2 semesters 1621/1622

This course is for the highly motivated student who enjoys dancing, singing, acting, traveling, meeting new people, seeing new places and has time to commit to rehearsal outside of school hours. This choir requires a full year long commitment. Rehearsals and performances start in August and continue through May. (4188)

Prerequisite: Audition(email jill.jeran@nacs.k12.in.us or eric.smead@nacs.k12.in.us for details)

Note: May be taken for successive semesters

Return to Course Offerings

General Music

Grade 9-12	Grade 10-12
Piano and Electronic Keyboarding I Piano and Electronic Keyboarding II Music Theory & Comp I -(Will be offered 2025-26)	Electronic Music Music History & Appreciation Piano and Electronic Keyboarding III AP Music Theory (Will not be offered in 2025-2026)

Piano and Electronic Keyboarding I (Gr. 9-12) 1 semester 1576

Students develop music proficiency and musicianship on the piano. Students perform with proper posture, hand position, fingering, rhythm and articulation,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. A regular performance class will be held, but no public performances are required. No prior knowledge of piano or music is necessary to take this class. (4204)

Piano and Electronic Keyboarding II (Gr. 9-12) 1 semester 1586

Students taking this course are offered keyboard classes in order to develop music proficiency and musicianship. Students perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform simple accompaniments; listen to, analyze, sight-read, and study a variety of keyboard literature; study the elements of music as exemplified in a variety of styles; and make interpretive decisions. This is a level of piano for students who have completed level one of piano class. (4204)

Prerequisites: Piano and Electronic Keyboarding I with a B- or better

Piano and Electronic Keyboarding III (Gr. 10-12) 1 semester 1596

Students taking this course are offered keyboard classes in order to advance music proficiency and musicianship. Students consistently perform with proper posture, hand position, fingering, rhythm, and articulation; compose and improvise melodic and harmonic material; create and perform advance 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. This is a level of piano for students who have completed level one and two of piano class. (4204)

Prerequisites: Piano and Electronic Keyboarding II with a B- or better

Electronic Music (Gr. 10-12) 1 semester 1566

Students develop skills in using electronic media and current technology to perform and create music. Students must exhibit the desire and skill to create and record original music as well as create mixes of professional recordings. Students will learn the secrets of “pros” in the recording industry. The class includes a field trip to Sweetwater Studios and regular interaction with professionals working in the industry. Students learn Presonus Studio One and Finale Software to edit and create original compositions. (4202)

Music History and Appreciation (Gr. 10-12) 1 semester 1716

This course is open to any student who is interested in learning about the musical styles, history, and basic fundamentals of music. An interest in a variety of musical styles is recommended. Students explore music and major musical style periods through the understanding of music in relation to both Western and Non-Western history and culture. Activities include: (1) listening to, analyzing, and describing music; (2) evaluating music and music performances; and (3) understanding relationships between music and the other arts. This is a non-performance course. (4206)

Music Theory & Comp I (Gr. 9-12) 1sem (Will be offered 2025-26) 1706

This course is the academic study of the beginning and intermediate fundamentals of music. This is recommended for all music students to enhance their musical knowledge and experience while singing or playing an instrument. Students develop skills in the analysis of musical structure and theoretical concepts. 1) develop ear training and dictation skills, 2) develop keyboard skills, 3) practice music reading skills, 4) complete short exercises that illustrate mastered concepts, 5) understand harmonic structures and analysis, 6) understand modes and scales, 7) understand music terminology, 8) study a wide variety of musical styles, 9) study traditional and nontraditional music notation and sound sources as tools for musical composition, and 10) receive detailed instruction in other basic elements of music. (4208)

AP Music Theory (Gr. 10-12) 2sem(Will not be offered in 2025-2026) 1331/1332

This course is based on the content established by the College Board. AP Music Theory is comparable to a first-year college course in music theory. The guidelines that are published by The College Board may not match any particular college program, but they do reflect the coverage of content and level of skills typical of most first-year college courses. This course integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and history, and style. The student's ability to read and write musical notation is fundamental to this course, and it is also assumed that the student has acquired at least basic performance skills in voice or on an instrument. (4210)

Prerequisite: Student must contact Phil Frazier (in person or via email phillip.frazier@nacs.k12.in.us) as well as obtain a signature

Note: Completion of Piano I and Music Theory and Composition I is highly recommended if not actively enrolled in any high school performance ensembles.

Note: The AP Music Theory examination is required and the fee is funded by NACS

Dance

Grade 9-12
Dance Choreography I Dance Choreography II

Dance Choreography I (Gr. 9-12) 1 semester 1736

This course is open to all students who have a desire to learn or already have an interest in dance. Individual and group instruction will occur and students are led through a wide variety of materials and experiences in order to provide them with the knowledge, skills, and appreciation of dance expressions. Students will create, learn, and teach choreography in a variety of styles as well as understand different choreographer's principles and techniques. A public performance will be held at the end of the semester. (4142)

Note: Fulfills a fine arts requirement for the Academic Honors Diploma

Dance Choreography II (Gr. 9-12) 1 semester 1766

This course is open to all students who have an interest in dance and choreography. Individual and group instruction will occur and students are led through a wide variety of materials and experiences in order to provide them with the knowledge, skills, and appreciation of dance expressions. Students will create, learn, and teach choreography in a variety of styles as well as understand different choreographer's principles and techniques. They will be responsible for creating numerous choreographed pieces and will be expected to perform all with proper technique, poise, and creativity. A public performance will be held at the end of the semester, (4142)

Prerequisite: Dance Choreography 1

Note: Fulfills a fine arts requirement for the Academic Honors Diploma

Return to Course Offerings

Dramatic Arts

Grade 9-12	Grade 10-12
Theatre Arts Theatre Arts 2	Theatre Production Advanced Acting Musical Theatre

Theatre Arts (Gr. 9-12) 1 semester 1806

This is a beginning acting course. In addition to exposing students to the world of theatre, it provides an initial challenge for those interested in drama and helps them discover their own areas of strength. Heavy emphasis is placed on exercises in voice, body, and stage movement. Basic stage terms and theater knowledge are also of primary focus. Students will be expected to attend one live theatre performance which may be held outside the normal school day hours. This is a highly collaborative course and will require students to interact and cooperate with others on a constant basis.As this course is performance-based, attendance is vital to ensure student achievement. (4242)

Theatre Arts 2 (Gr. 9-12) 1 semester 1816

This course builds upon the skills developed in Theatre Arts. Students write, analyze, memorize and perform scripts with scene partners and apply acting criteria to make informed judgments about theatre performances. Heavy emphasis is placed on collaboration with scene partners, memorization, and character development. Students will be expected to attend one live theatre performance which may be held outside the normal school day hours. This is a highly collaborative course and will require students to interact and cooperate with others on a constant basis. As this course is performance-based, attendance is vital to ensure student achievement. (4240)

Prerequisite: Theatre Arts

Note: Can be taken twice for a max of 2 credits

Advanced Acting (Gr. 10-12) 1 semester 1856

This course serves as an intense acting workshop using scene partners and in-depth scene analysis of acting techniques. Students research, create, and perform characters through script analysis, observation, collaboration and rehearsal. Heavy emphasis is placed on studying various schools and instructors of acting with a focus on celebrated techniques of acting. This is a more in-depth acting class that exposes students to well-known and highly-regarded acting techniques that have had a great impact in the world of theatre. Students will be expected to attend one live theatre performance which may be held outside the normal school day hours. As much of this course is performance-based, attendance is vital to ensure student achievement. (4250)

Prerequisite: Theatre Arts 2 and Teacher Approval

Musical Theatre (Gr. 10-12) 1 semester 1346

This course will study the history of musical theatre and its place in today's society. Students will engage in acting, singing, staging and choreographing excerpts from musicals. Additionally, students explore career opportunities in theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community. As this course is performance based, attendance is vital to ensure student achievement. Students will perform scenes as well as vocal solos, duets, and ensembles throughout the semester. There will be one evening public performance requirement for this class. (0518)

Note:: Previous choir or theatre arts class is recommended

Note: Can be taken for successive semesters for a maximum of 3 credits. No more than 3 credits can be earned for this course

Theatre Production (Gr. 10-12) 1 semester 1826

This course focuses on the "offstage" roles during a theatrical production. Students take on responsibilities associated with rehearsing, directing, stagecraft, lighting/sound design, and set design. Heavy emphasis is placed on blocking, character and scene analysis and play structure in order to determine appropriate technical requirements. Students work on projects in demand by other groups. A primary and functional goal is for students to participate in lighting and sound reinforcement for school productions and functions. Students are expected to attend at least one live theatre performance which may be held outside the normal school day hours. (4248)

Prerequisite: Theatre Arts 2

Return to Course Offerings

MATHEMATICS

Grade 9-12	Grade 9-11	Grade 10-12	Grade 11-12	Grade 12
Algebra I Lab Algebra I Geometry	Algebra II -STEM	Algebra II Math Lab-Geom, Alg II Pre-Calculus: Algebra Pre-Calculus: Algebra- STEM Pre-Calculus: Algebra -Dual Credit Pre-Calculus: Trigonometry Pre-Calculus: Trigonometry-STEM Pre-Calculus: Trigonometry-Dual Credit	Algebra II- CTE Finite Mathematics Finite -Dual Credit Probability & Statistics AP Statistics Calculus AP Calculus AB	AP Calculus BC

Algebra I Lab (Gr. 9-12) 2 semesters 6101/6102

This is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses. The five critical areas of Algebra Lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations, Linear and Exponential Relationships, Descriptive Statistics, Expressions and Equations, and Quadratic Functions and Modeling. (2516)

Prerequisite: Concurrent enrollment in Algebra I, cannot be retaken for credit
Note: Counts as mathematics credits for general diploma only
Note: Teacher recommendation required

Algebra I (Gr. 9-12) 2 semesters 6111/6112

This is a foundational mathematics course that introduces students to the concepts of algebraic expressions, equations, and functions. Topics typically include solving linear equations and inequalities, working with polynomials, factoring, and understanding quadratic functions. The course emphasizes problem-solving skills and the application of algebra in real-world situations, setting the stage for higher-level math courses. (2520)

Mathematics Lab (Gr. 10-12) 2 semesters Geom 6071/6072 Alg II 6081/6082

Math Lab provides additional instruction to help students successfully complete mathematics coursework. These labs are NOT designed for STEM classes or Algebra II-CTE. Only take a lab if you are enrolled in Geometry or Algebra II. (2560)

Note: This course does not meet mathematics requirements for graduation
Note: May be offered for one to eight elective credits
Note: Teacher recommendation required

Geometry (Gr. 9-12) 2 semesters 6201/6202

This course explores the properties and relationships of shapes, sizes, and figures in space. The course covers topics such as points, lines, angles, triangles, circles, and polygons, along with concepts of congruence, similarity, and symmetry. Students learn to use reasoning and proofs to solve problems and analyze geometric relationships, applying these concepts to real-world situations. Geometry emphasizes spatial reasoning and visualization skills, serving as a foundation for advanced mathematical studies. (2532)

Prerequisite: Algebra I

Note: Students who earned a "C-" or below in Algebra I are strongly recommended to take Geometry Math Lab (6071/6072) at the same time

Algebra II - CTE (Gr. 11-12) 2 semesters 6121/6122

This course will focus on the basic standards for Algebra II. This course is designed for students who do not plan to continue in higher-level math. Topics include complex numbers and expressions, functions, systems of equations, quadratic, exponential, logarithmic, polynomial, rational and other equations and functions, data analysis, statistics, and probability. All topics require the use of a calculator. (2522)

Prerequisite: Algebra I, Geometry (or concurrently)

Note: A TI-83+ or TI-84+ graphing calculator is highly recommended

Algebra II (Gr. 10-12) 2 semesters 6811/6812

This is an advanced mathematics course that builds on concepts from Algebra I, introducing more complex topics such as quadratic functions, polynomials, rational expressions, and exponential and logarithmic functions. Students explore systems of equations, sequences and series, and basic probability and statistics. The course emphasizes critical thinking and problem-solving skills, preparing students for higher-level mathematics and applications in various fields. Algebra II also enhances understanding of mathematical modeling and real-world applications. When choosing this course, please talk to your current math teacher and consider your grades you earned in Algebra I and Geometry. (2522)

Prerequisite: Algebra I, Geometry (or concurrently)

Note: A TI83+ or 84+ graphing calculator is highly recommended

Algebra II - STEM (Gr. 9-11) 2 semesters 6831/6832

This course is an advanced mathematics class designed for students interested in science, technology, engineering, and mathematics fields. Building on Algebra I concepts, the course covers topics such as complex numbers, polynomial functions, rational expressions, and logarithmic functions. Students also explore real-world applications of algebra in STEM contexts, including modeling and problem-solving techniques. Emphasizing critical thinking and analytical skills, this course prepares students for higher-level math and STEM coursework, fostering a strong foundation for future studies and careers in these areas. Throughout this course, students may be expected to complete some components without the use of a calculator (including assessments). When choosing this course, please talk to your current math teacher and consider your grades you earned in Algebra I and Geometry. (2522)

Prerequisite: Algebra I, Geometry (or concurrently)

Note: A TI83+ or 84+ graphing calculator is highly recommended

Pre-Calculus: Algebra (Gr. 10-12) 1 semester 6386

This course is designed to prepare students for calculus by deepening their understanding of algebraic concepts and functions. Topics typically include advanced polynomial, rational, exponential, and logarithmic functions, as well as systems of equations and inequalities. Students also explore sequences, series, and introductory trigonometry. The course emphasizes critical thinking and problem-solving skills, enabling students to analyze and model real-world situations. Precalculus: Algebra serves as a crucial foundation for success in calculus and other

advanced math courses. When choosing this course, please talk to your current math teacher and consider your grades you earned in Algebra I, Geometry, and Algebra II. (2564)

Prerequisite: Algebra II and Geometry

Note: A TI83+ or 84+ graphing calculator is highly recommended

Note: Students who score a C- or below in Algebra II are strongly recommended to retake Algebra II.

Pre-Calculus: Algebra (Dual Credit) -MA 15300 -PFW (Gr. 10-12) 1 sem 6496

This is a course designed to prepare students for calculus by deepening their understanding of algebraic concepts and functions. Topics typically include advanced polynomial, rational, exponential, and logarithmic functions, as well as systems of equations and inequalities. Students also explore sequences, series, and introductory trigonometry. The course emphasizes critical thinking and problem-solving skills, enabling students to analyze and model real-world situations. Precalculus: Algebra serves as a crucial foundation for success in calculus and other advanced math courses. When choosing this course, please talk to your current math teacher and consider your grades you earned in Algebra I, Geometry, and Algebra II. (2564)

Prerequisite: Algebra II with a B- or higher or Algebra II STEM with a C- or higher and 2.7 GPA

Note: TI83+or 84+ graphing calculator is highly recommended

Note: Students receive 3 credits from PFW for MA 15300/College Algebra at a cost of $75.00

Note: These college credits may not transfer to all universities - please check with admissions office on transferability

Pre-Calculus: Algebra - STEM (Gr. 10-12) 1 semester 6486

This is an advanced mathematics class designed for students interested in science, technology, engineering, and mathematics fields. The course is designed for students preparing for calculus and advanced STEM studies. This course emphasizes algebraic concepts and functions, including polynomial, rational, exponential, and logarithmic functions. Students engage in real-world applications, modeling, and problem-solving relevant to science, technology, engineering, and mathematics. The curriculum fosters critical thinking and analytical skills, providing a strong foundation for success in calculus and future STEM courses. Throughout this course, students may be expected to complete some components without the use of a calculator (including assessments). When choosing this course, please talk to your current math teacher and consider your grades you earned in Algebra I, Geometry, and Algebra II. (2564)

Prerequisite: Algebra II and Geometry

Note: TI83+or 84+ graphing calculator is highly recommended

Pre-Calculus:Trigonometry (Gr. 10-12) 1 semester 6366

This course is focused on the study of trigonometric functions and their applications. Students explore the properties and graphs of sine, cosine, tangent, and their inverses, as well as concepts such as the unit circle, trigonometric identities, and solving triangles. The course also covers real-world applications of trigonometry, including periodic phenomena and navigation. Emphasizing analytical and problem-solving skills, Precalculus: Trigonometry prepares students for calculus and advanced studies in mathematics and science. When choosing this course, please talk to your current math teacher and consider your grades you earned in Algebra I, Geometry, and Algebra II. (2566)

Prerequisite: Pre-calculus: Algebra

Note: A TI83+ or 84+ graphing calculator is highly recommended

Note: Students who score a C- or below in Algebra II are strongly recommended to retake Algebra II.

Pre-Calculus:Trigonometry(Dual Credit)-MA 15400 -PFW (Gr. 10-12) 1 sem 6456

This course is focused on the study of trigonometric functions and their applications. Students explore the properties and graphs of sine, cosine, tangent, and their inverses, as well as concepts such as the unit circle, trigonometric identities, and solving triangles. The course also covers real-world applications of trigonometry, including periodic phenomena and navigation. Emphasizing analytical and problem-solving skills, Precalculus: Trigonometry prepares students for calculus and advanced studies in mathematics and science. When choosing this course, please talk to your current math teacher and consider your grades you earned in Algebra I, Geometry, and Algebra II. (2566)

Prerequisite: Pre-calculus: Algebra (Dual Credit)- MA 15300 with a C- or higher and 2.7 GPA

Note: A TI83+ or 84+ graphing calculator is highly recommended

Note: Students receive 3 credits from PFW for MA 15400 Trigonometry at a cost of $75.00

Note: These college credits may not transfer to all universities - please check with admissions office on transferability

Pre-Calculus:Trigonometry - STEM (Gr. 10-12) 1 semester 6466

This course focuses on the study of trigonometric functions and their applications in science, technology, engineering, and mathematics. Students explore the properties and graphs of sine, cosine, and tangent functions, as well as concepts such as the unit circle, identities, and solving triangles. The course emphasizes real-world applications, including modeling periodic phenomena and understanding angles in various contexts. By developing analytical and problem-solving skills, this course prepares students for calculus and other advanced STEM coursework, reinforcing the importance of trigonometry in diverse fields. Throughout this course, students may be expected to complete some components without the use of a calculator (including assessments). When choosing this course, please talk to your current math teacher and consider your grades you earned in Algebra I, Geometry, and Algebra II. (2566)

Prerequisite: Pre-calculus: Algebra

Note: A TI83+ or 84+ graphing calculator is highly recommended

Calculus (Gr. 11-12) 2 semesters 6401/6402

This course focuses on the concepts of limits, derivatives, and integrals. Students learn to analyze and describe the behavior of functions, including rates of change and areas under curves. The course covers fundamental principles such as the Fundamental Theorem of Calculus, differentiation techniques, and applications of integration. Emphasizing problem-solving and critical thinking, Calculus provides a foundational understanding essential for higher-level mathematics and various fields, including physics, engineering, and economics. This course is equivalent to the first Calculus course offered at college. The content is the same as AP Calculus AB but due to not taking the AP Exam in the spring, additional time is given to learn and process standards. Students taking this course are planning to purse a college major that may require at least one semester of Calculus with few additional math courses. It is for students who would benefit from the slower pace offered in high school before they take the class at the university level. (2527)

Prerequisite: Pre-Calculus: Algebra and Pre-Calculus:Trigonometry

Note: A TI83+ or 84+ graphing calculator is highly recommended

Note: Option for dual credit with PFW – 4 college credits for MA 16500 at a cost of $100.00 payable to PFW

Note: If wanting dual credit for this class, students should choose the dual credit option on the course selection sheet. To be approved for dual credit, PFW requires a grade of C- or higher in Precalculus: Algebra and a 2.7 GPA

AP Calculus AB (Gr. 11-12) 2 semesters 6741/6742

This is an advanced placement course that covers the fundamentals of calculus, focusing on limits, derivatives, and integrals. Students learn to apply these concepts to analyze functions, solve real-world problems, and understand the relationships between rates of change and area under curves. The course emphasizes critical thinking and

includes both theoretical and practical applications. Success in AP Calculus AB can lead to college credit and prepares students for further studies in mathematics, science, and engineering. (2562)

Prerequisite: Pre-Calculus: Algebra and Pre-Calculus: Trigonometry

Note: Taking AP exam at completion of course is required and funded by school corporation

Note: A TI83+ or 84+ graphing calculator is highly recommended

Note: Option for dual credit with PFW – 4 college credits for MA 16500 at a cost of $100.00 payable to PFW

Note: If wanting dual credit for this class, students should choose the dual credit option on the course selection sheet. To be approved for dual credit, PFW requires a grade of C- or higher in Precalculus: Algebra and a 2.7 GPA. .

AP Calculus BC (Gr. 12) 2 semesters 6751/6752

This is an advanced placement course that extends the concepts of AP Calculus AB, covering additional topics such as parametric, polar, and vector functions, as well as sequences and series. Students explore advanced techniques of integration, including integration by parts and partial fractions, and delve into concepts like Taylor and Maclaurin series. The course emphasizes analytical thinking, problem-solving, and real-world applications of calculus. Success in AP Calculus BC can earn students college credit and prepares them for higher-level mathematics and science courses. (2572)

Prerequisite: AP Calculus AB

Note: Taking AP exam at completion of course is required and funded by school corporation

Note: A TI83+ or 84+ graphing calculator is highly recommended

Note: Option for dual credit with PFW – 4 college credits for MA 16600 at a cost of $100.00

Note: If wanting dual credit for this class, students should choose the dual credit option on the course selection sheet. To be approved for dual credit, PFW requires a grade of C- or higher in AP Calculus AB and a 2.7 GPA.

Finite Mathematics (Gr. 11-12) 2 semesters 6311/6312

This course explores mathematical concepts and techniques applicable to various fields, such as business, social sciences, and computer science. Topics typically include counting techniques, matrices, logic, graph theory, social choice, set applications, systems and probability. The course emphasizes practical applications of mathematics in decision-making and problem-solving scenarios. Finite Mathematics is designed to enhance analytical thinking and quantitative reasoning skills, making it relevant for students pursuing careers in diverse disciplines. (2530)

Prerequisite: Algebra II

Note: A TI83+ or 84+ graphing calculator is highly recommended

Finite Mathematics (Dual Credit) -MA 21300 - PFW (Gr. 11-12) 2 semesters 6351/6352

This course explores mathematical concepts and techniques applicable to various fields, such as business, social sciences, and computer science. Topics typically include matrix algebra, linear programming, probability, statistics, and graph theory. The course emphasizes practical applications of mathematics in decision-making and problem-solving scenarios. Finite Mathematics is designed to enhance analytical thinking and quantitative reasoning skills, making it relevant for students pursuing careers in diverse disciplines. (2530)

Prerequisite: Alg II with a B- or higher or Precalculus: Algebra Dual Credit MA 15300 with a C- or higher and 2.7 GPA

Note: A TI83+ or 84+ graphing calculator is highly recommended

Note: Students will receive 3 college credits from PFW for MA 21300/Finite Math at a cost of $75.00 payable to PFW. May be additional costs for a textbook

Note: These college credits may not transfer to all universities - please check with the admissions office on transferability**.**

Probability and Statistics (Gr. 11-12) 1 semester 6346

This course focuses on the principles of probability theory and statistical analysis. Students learn to collect, analyze, and interpret data, covering topics such as descriptive statistics, probability distributions, hypothesis testing, and regression analysis. The course emphasizes real-world applications and the use of statistical software for data analysis. By fostering critical thinking and analytical skills, this course prepares students to make informed decisions based on data and lays the groundwork for further studies in statistics and related fields. (2546)

Prerequisite: Algebra II

Note: A TI83+ or 84+ graphing calculator is highly recommended

AP Statistics (Gr. 11-12) 2 semesters 6771/6772

This is an advanced placement course that introduces students to the concepts and techniques of collecting, analyzing, and interpreting data. The curriculum covers topics such as exploratory data analysis, probability, statistical inference, and hypothesis testing. Students learn to apply statistical methods to real-world problems and use various tools for data analysis. The course emphasizes critical thinking, problem-solving, and effective communication of statistical findings. Success in AP Statistics can lead to college credit and prepares students for further studies in statistics and related fields. (2570)

Prerequisite: Pre-Calculus: Algebra

Note: Taking AP exam at completion of course is required and funded by school corporation

Note: A TI83+ or 84+ graphing calculator is highly recommended

Return to Course Offerings

PHYSICAL EDUCATION / HEALTH

Physical Education / Health

Grade 9-12	Grade 10	Grade 11-12
Elective PE: Team Sports Fitness Racquet Sports Fitness Personal Fitness Outdoor Adventures Aquatics Intro Strength/Cond Adv. Strength/Cond	Health & Wellness	Career Info Exploration: Coaching & Officiating Pre-Nursing/Certified Nursing Aid

Health & Wellness Education (Gr. 10) 1 semester 9206

Health education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas: (1) Growth and Development, (2) Mental and Emotional Health, (3) Community and Environmental health, (4) Nutrition, (5) Family Life, (6) Consumer Health, (7) Personal Health, (8) Alcohol, Tobacco, and Other Drugs, (9) Intentional and Unintentional injury; and (10) Health Promotion and disease Prevention. Students explore the effect of health behaviors on an individual's quality of life and learn that health is a lifetime commitment. (3506).

Note: This course is required for all diploma types.

Elective PE: Team Sports Fitness (Gr. 9-12) 1 semester 9536

This course provides opportunities for individual and team sports and outdoor pursuits. Some of the sports include basketball, soccer, volleyball, and team handball. Students develop and refine skills and attitudes that promote lifelong fitness. Ongoing assessment includes performance-based evaluation, written exams over strategies and rules of the sports, and other assigned projects. (3560).

Note: A maximum of 8 credits can be earned in elective physical education classes

Note: A maximum of 1 credit can be earned for this class

Note: Classes are co-educational

Elective PE: Racquet Sports Fitness (Gr. 9-12) 1 semester 9526

This course provides opportunities for individual and team sports and outdoor pursuits including, but not limited to, Tennis, Pickleball, and Badminton. Students develop and refine skills and attitudes that promote lifelong fitness. Ongoing assessment includes performance-based evaluation, written exams over strategies and rules of the sports, and other assigned projects. (3560).

Note: A maximum of 8 credits can be earned in elective physical education classes

Note: A maximum of 1 credit can be earned for this class

Note: Classes are co-educational

Elective PE: Personal Fitness (Gr. 9-12) 1 semester 9636

The goal for this course is for students to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. This class also includes the study of physical fitness concepts, health and nutrition, 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. (3560)

Note: The nature of this course allows students to take more than 1 time

Note: A maximum of 8 credits can be earned in elective physical education classes

Elective PE: Intro Strength & Conditioning (Gr. 9-12) 2 semesters 9511/9512

This course is designed to prepare students for the Advanced Strength & Conditioning class. With an initial emphasis on weight room safety and etiquette, beginning level lifters will progress into proper plyometric and weight room exercise technique. Students will be tested upon improvement in strength, power, speed, and mobility assessments. Promoting total body mobility and strength, this course is designed for any beginner who wants to learn more about fitness within a weight room environment. All students must complete at least one semester in the introduction class to be eligible for Advanced Strength & Conditioning. (3560)

Note: The nature of this course allows for successive semesters of instruction at advanced levels for a max of 2 credits

Note: This course can be taken 1st semester only, 2nd semester only, or both semesters. However, if taken for both semesters in one school year, students cannot take this class again as there is a 2 max credit

Note: Classes are co-educational

Elective PE: Adv. Strength & Conditioning (Gr. 9-12) 2 semesters 9521/9522

This course promotes and develops skills and health related components needed to compete in sports and/or live a healthy lifestyle. Program design coincides with standards developed by the National Strength and Conditioning Association and the American College of Sports Medicine. Ongoing assessment includes both written and performance-based skill evaluation. Students are expected to consistently be actively participating in individual workouts on a daily basis as there are high expectations for this course. This course is designed for students who compete in athletics. Testing will consist of muscular, power, and speed components important for athletic performance. (3560)

Prerequisite: One semester of Intro Strength/Cond or teacher rec if no Intro to Strength

Note: The nature of this course allows for successive semesters of instruction at advanced levels

Note: A maximum of 8 credits can be earned in elective physical education classes

Note: This course can be taken for 1st semester only, 2nd semester only, or both semesters

Elective PE: Outdoor Adventures (Gr. 9-12) 1 semester 9616

This course emphasizes health-related fitness and development of skills and habits necessary for a lifetime of activity in outdoor recreation. Students will learn skills that will help them be safe and successful in multiple outdoor recreational activities. Some examples of these activities are Indiana DNR programs such as learning to fish, hunt, trap, and shoot; wildlife education, archery, orienteering and GPS, basic survival skills, camping, hiking, backpacking, first aid, water safety, and outdoor cooking. (3560)

Note: A maximum of 8 credits can be earned in elective physical education classes

Elective PE: Aquatic Sports Fitness (Gr. 9-12) 1 semester 9576

This course provides the opportunity to engage in many water activities that could include, but are not limited to, water polo, basketball, volleyball, hockey, and diving. Also included are health related fitness activities that build cardiopulmonary endurance and flexibility such as lap swimming, water aerobics, and water jogging.. (3560)

Note: Students should be proficient with all swimming skills

Note: A maximum of 8 credits can be earned in elective physical education classes

Note: Classes are co-educational

Career Info Exploration: Coaching and Officiating (Gr 11-12) 1 semester 9256

This is for students interested in coaching youth sports or obtaining their license to officiate various youth sports in the near future at the middle school, high school, or club sports level. Topics include information in various sports but are not limited to football, soccer, baseball, softball, volleyball, and other IHSAA sanctioned sports. Students work in conjunction with the IHSAA to obtain licensure upon graduation. (0522)

Prerequisite: 1 semester of Strength & Conditioning and 1 PE Elective

Pre-Nursing/Certified Nursing Aide

Box 3 Option for Graduation Pathways: *Pre-Nursing/Certified Nursing Aide

Certified Nursing Aide
1. Principles of Healthcare 2. Healthcare Fundamentals 3. Healthcare Specialist: CNA

- Grades 11-12
- Students will take the 3 classes listed below at St. Francis during periods 1-3
- Students will be traveling later in the school year (periods 1-3) to complete clinicals
- Application required and available in the guidance office
- Limited number of spots available for this program and students who are selected must have good attendance, be on track for graduation, and have no behavior concerns

This program is structured to the Indiana State Nurse Aide 105 Hour Training Program. Time is spent learning theory on occupational safety, nurse aide regulations, patient care skills, professionalism, resident rights and standard precautions. In addition, students complete 75 hours of extended lab training in an approved health care facility. After successful completion of the course, students will take the state certification exam. Upon successful completion of the exam, students will be placed on the ISDH Nurse Aide Registry and receive a certificate of completion. Students will take the following three courses for this program:

***Principles of Healthcare 5021P/5022P (7168)**
***Healthcare Fundamentals 5021A/5022A (5274)**
***Healthcare Specialist: CNA 50011B/50012B (7166)**

***Students in the 2nd year of the program will take Healthcare Specialist Capstone 50011C/50012C for 6 credits**

Return to Course Offerings

Return to Course Offering

Grade 9	Options after Biology I	Options after Chemistry I	PLTW (Biomedical)
Standard Course Biology I Biology I STEM# Counselor Approval Life Science Physical Science As Electives *Chemistry I *Chemistry I STEM# Principles of Biomedical Science	Botany Chemistry I Chemistry I STEM# Adv Science-CC-Chemistry Earth & Space Science I Genetics Integrated Chemistry - Physics Physics I Physics I STEM# Solar Astronomy Stellar Astronomy Zoology	Anatomy & Physiology AP Biology AP Environmental Science AP Chemistry AP Physics C: Mechanics Chemistry II: Organic / Biochem	Principles of Biomedical Science (9-12) Human Body Systems (10-12) Medical Interventions (11-12)

Science STEM courses are designed around the perspective that students are possibly interested in a STEM career. Activities such as primary literature reviews, inquiry investigations, career profiling, professional guest speakers, field experiences, role playing activities, and application style assessments will be more common curricular components to help prepare future STEM professionals

*Chemistry can be taken in 9th grade based on math level. This allows a student interested in a possible future science career to take advanced science courses in 10th grade typically only available in grades 11 and 12.

Advisement sheets to help make scheduling decisions:

1. **Students entering Grade 9 = LINK**
2. **Students completing Biology I = LINK**
3. **Students completing Integrated Chemistry Physics = LINK**
4. **Students completing Chemistry I = LINK**

Box 3 Option for Graduation Pathways: *Biomed Science

Biomed Science
1. Principles of Biomed Science

2. Human Body Systems or Anatomy and Physiology
3. Medical Interventions

Life Science (Gr. 9-10) 1 semester 7016

This is an introduction to Biology course. Students develop problem resolution skills and strategies while performing laboratory investigations of fundamental biological concepts and principles which affect their well-being as well as that of their community and other living organisms in their environment. Students explore the functions and processes of cells within all living organisms, the sources and patterns of genetic inheritance and variation leading to biodiversity, and the relationships of living organisms to each other and to the environment as a whole. Students that are not quite ready for Biology I due to struggling with science in middle school should consider this class to build a foundation for success in Biology I as a Sophomore. (3030)

Recommendation: Teacher and/or counselor recommendation

Note: Not open to students with Biology I credit

Note: Counts as a science credit for General Diploma only

Biology I (Gr. 9-10) 2 semesters 7101/7102

This introductory biology course focuses on the four main core topics of modern biology: cell biology, genetics, evolution and ecology. Students work individually and cooperatively to study the structures and functions of living organisms and how they interact with their environment to use energy, reproduce, pass on genetic information, evolve, and interact with their environment. Students learn these concepts by performing labs, small group discussions, large group lectures, classwork assignments, and projects. (3024)

Prerequisite: Teacher and/or counselor recommendation

Biology I STEM (Gr. 9-10) 2 semesters 7841/7842

Are you interested in a science related career? Do you enjoy investigating scientific problems? Biology STEM is the place for you! This introductory biology course focuses on the four main core topics of modern biology: cell biology, genetics, evolution and ecology. Students work individually and cooperatively to study the structures and functions of living organisms and how they interact with their environment to use energy, reproduce, pass on genetic information, evolve, and interact with their environment. Students learn these concepts by performing labs, small group discussions, large group lectures, classwork assignments, and projects. (3024)

Prerequisite: No lower than a B- in 8th grade science and teacher/counselor recommendation

Note: A strong work ethic and disciplined study habits are essential to success in this course; organizational skills are a must

Note: Biology I STEM covers the same materials as Biology I, but fosters a deeper understanding of the fundamental scientific concepts.

AP Biology (Gr. 10-12) 2 semesters 7731/7732

Students cultivate their understanding of biology through inquiry-based learning as they explore the following topics: ecology, evolution, cellular processes, communication, genetics, and information transfer. Students will develop advanced inquiry and reasoning skills, such as designing plans for collecting and analyzing data, applying mathematical routings, and connecting concepts within and across topics studied throughout the year. This course is equivalent to a two-semester college biology course, worth up to 8 college credits based on performance on the AP exam in May. (3020)

Prerequisite: Biology I and Chemistry I
Recommendation: B- or higher in Biology I and Chemistry I
Note: Taking the AP exam is required at completion of course and is funded by the school corporation. College credits can be earned at no cost with successful performance on the exam.
Note: Counts as a quantitative reasoning course

Anatomy and Physiology (Gr. 11-12) 2 semesters 7151/7152

Do you have a body? Have you ever gone to the doctor and not had a clue what the doctor was talking about? Do you want to understand more? If the answer to any of these questions is yes, then Anatomy and Physiology is the class for you. Students will engage in an in-depth study of the structures and functions of the human body. All the body systems will be taught through a mix of hands-on activities and discussions, as well as student developed models and presentations. This class does require memorization and studying to be successful. This class will be very beneficial to students interested in a career in the medical, dental, or health related fields. (5276)

Prerequisite: Biology I or Biology I STEM
Recommendation: B- or higher in Biology I
Recommendation: Chemistry I or concurrently enrolled in Chemistry

Botany (Gr.10-12) 1 semester 7136

This biology course offers an in-depth study of plants through a project and lab-based curriculum. Students will work both individually and in small-groups to design and carry out long-term experiments and demonstrate knowledge through creative project assessments. Topics covered include plant evolution and diversity, photosynthesis, anatomical structures and their functions, reproduction, nutrition, and physiology. (3092)

Prerequisite: Biology I or Bio 1 STEM

Genetics (Gr. 10-12) 1 semester 7146

During this one-semester course, students will investigate classical and complex molecular aspects of genetics, use statistics to evaluate phenotypic inheritance, describe the genetic basis for diseases such as cancer, discuss ethical and social dilemmas relating to problems in genetics, use advanced laboratory techniques to investigate the molecular underpinnings of genetics and genomics (DNA structure and function, gene expression, sequencing, epigenetics, model organisms, patterns of inheritance, and others), and advances in the fields of genetics, genomics, and molecular biology. This course entails critical thinking and hands-on, inquiry-based learning. In addition, students will be expected to work collaboratively in groups for assignments and projects. (3092)

Prerequisite: Biology I or Bio 1 STEM

Zoology (Gr. 10-12) 1 semester 7126

Are you interested in learning more about how animals are classified? This biology course offers an in-depth study of animals. Students study the structure and bodily functions of invertebrate and vertebrate animals, their habits, where and how they live, their relationship with one another and with their environment, their classification, and many other features. Activities include dissection of various animals, microscope studies, and observations of live animals. (3092)

Prerequisite: Biology I or Bio 1 STEM

Physical Science (Gr. 9-10) 1 semester 7006

Students develop problem solving skills and strategies while performing laboratory investigations of fundamental chemical, physical, and related earth and space science concepts and principles. Students explore the structure and properties of matter, the nature of energy and its role in chemical reactions, and the physical and chemical laws

that govern earth's interconnected systems and forces of nature. The emphasis is on developing the skills, processes, concepts and attitudes which the students will need to become discriminating consumers, effective decision makers, and productive workers in a scientific and technological society. This class is paired with Life Science and will help students prepare for future science classes like Chemistry or Integrated Chemistry Physics (3102)

Recommendation: Teacher and/or counselor recommendation

Note: Counts as a physical science credit for General Diploma only

AP Environmental Science (Gr. 10-12) 2 semesters 7761/7762

This AP course interrelates many subject areas like economics, ecology, business, sociology, biology, chemistry, ethics, mathematics, and applies them to the real world. APES will significantly increase your critical thinking, communication, and problem solving abilities. You will continue to build your global perspective and understanding as you participate in laboratory investigations, simulations, field experiences (nature center/outside CHS/wastewater treatment plant/Indiana Dunes State Park), small and large group discussions, and current event analyses. Instead of engaging in polarizing arguments with minimal substance and support, you will refine your ability to confidently and effectively carry on intellectual discussions using scientific and economic principles to support your opinions and solutions. After taking this course, you will have a deeper understanding on how the success of our economy, our environment, and our future are interdependent. All students and future careers can benefit from the skills and understandings developed in AP Environmental Science. (3012)

Prerequisite: Chemistry I

Recommendation: B- or higher in Chemistry

Note: Taking the AP exam is required at completion of course and is funded by the school corporation. College credits can be earned at no cost with successful performance on the exam.

Note: Counts as a quantitative reasoning course

Earth & Space Science I (Gr. 10-12) 2 semesters 7201/7202

Ever wonder why Indiana has tornadoes and California has earthquakes? That and many other characteristics of our home planet are the focus of Earth & Space Science I. Students will analyze features of Earth systems including study of the lithosphere (the solid Earth), the hydrosphere (the Earth's water supply), the atmosphere (the Earth's gaseous layers), and the cosmos (the Earth's place in the universe). Students will use frequent laboratory and computer activities to explore the changing planet on which we live. (3044)

Solar Astronomy, Special Topics (Gr. 10-12) (Offered 1st semester only) 7206

Solar Astronomy is an advanced science, special topics course that is grounded in extended laboratory, field and literature investigations. 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 Solar Astronomy. Students 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 what was learned in this course. Astronomy provides for the in-depth investigation of celestial bodies inside the solar system. Areas of primary study will be as follows: light and electromagnetic spectrum, telescopes, nebular hypothesis, solar system celestial mechanics, and trans Neptune objects. Planetarium lab activities are included. (3092)

Prerequisite: Biology I, Algebra I

Note: Earth Space Science I is NOT a prerequisite for this course

Stellar Astronomy, Special Topics (Gr. 10-12) (Offered 2nd semester only) 7216

Stellar Astronomy is an advanced science, special topics course that is grounded in extended laboratory, field, and literature investigations. 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 Stellar Astronomy. Students 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 what was learned during this course. Areas of primary study will be as follows: light and electromagnetic spectrum, life cycles of stars, stellar classification and identification, and celestial mechanics. Planetarium lab activities are included. (3092)

Prerequisite: Solar Astronomy

Integrated Chemistry-Physics (Gr. 10-12) 2 semesters 7331/7332

This foundational course is designed to introduce and develop basic principles of chemistry and physics and their associated laboratory skills. It is expected that upon completion of this course students will need minimal review and reinforcement of these skills if they choose to enroll in either Chemistry I or Physics I. Real world applications of science and technology are introduced in this class. Topics include the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. (3108)

Prerequisite: Earned at least 1 credit in Algebra I

Recommendation: Students enrolled in Alg II or any student who has passed Alg II with a C- or higher should take Chemistry I or Physics I

Recommendation: Students who did not receive a B- or better in Algebra I should take ICP rather than Chemistry

Note: Not open to students with Chemistry 1 or Physics 1 credit

Note: Counts as a quantitative reasoning course

Chemistry I (Gr. 9-12) 2 semesters 7321/7322

You have mass, you take up space, YOU MATTER! Chemistry I offers the opportunity for students to investigate matter beginning at the atomic level and progressing through compounds, chemical reactions, and ending with properties of gasses and solutions. Math skills are used daily so a student taking Chemistry should have been successful in Algebra I. . These skills are also applied in a laboratory setting and students will learn how to communicate lab data and observations through scientific writing. (3064)

Prerequisite: Completed Algebra I with a B- or higher

Prerequisite: Teacher and/or counselor recommendation if taking in 9th grade

Note: Good math and study skills are necessary to be successful in Chemistry I

Note: Counts as a quantitative reasoning course

Note: Chemistry I is a prerequisite for many higher level science courses

Adv. Science College Credit -Chemistry-CHEM C101/121-IU (Gr. 10-12) 2 sem 7781/7782

This course is similar to Chemistry I and will count towards the same requirement for seeking any diploma type. Topics will be covered in more depth. This dual credit Chemistry course is intended for students planning to go to college and use it as a core science requirement. Students considering being a physician should take Chemistry STEM and then AP Chemistry instead of this course. The benefit of this course is the opportunity to earn college credits through IU while in high school. This course enables students to receive 3 college credits from Indiana University for CHEM C101 and 2 college credits for the lab portion of the class for C121 for a total of 5 credits. This course will introduce students to aspects of general chemistry as well as the techniques and reasoning of experimental chemistry. (3090).

Prerequisite: Algebra I with a B- or higher as well as a 2.7 or higher GPA

Note: Counts as a quantitative reasoning course

Note: Fulfills the Chemistry requirement for graduation

Note: These college credits may not transfer to all universities - please check with admissions office on transferability

Chemistry I STEM (Gr. 9-12) 2 semesters 7851/7852

Are you interested in a science related career? Do you enjoy investigating scientific problems? Chemistry STEM is the place for you! This course dives into the principle concepts of chemistry through laboratory investigations and inquiry based activities. Chemistry STEM offers students the opportunity to design and perform labs while examining chemistry content. Excellent math skills and a commitment to disciplined study are necessary in order to be successful. Faster pace and more in depth than Chemistry I. (3064).

Prerequisite: Algebra II or Algebra II STEM or concurrently enrolled in Algebra II or Algebra II STEM
Prerequisite: Teacher and/or counselor recommendation if taking in 9th grade
Recommendation: B- or higher in Biology I, Algebra I, Geometry
Note: Counts as a quantitative reasoning course
Note: Chemistry I is a prerequisite for many higher level science courses
Note: Open to Freshmen concurrently enrolled in Algebra II or Algebra II STEM
Note: Chemistry I STEM covers the same materials as Chemistry I, but fosters a deeper understanding of the fundamental scientific concepts.

Chemistry II (Organic/Biochemistry)(Gr. 11-12) 2 semesters 7311/7312

This course investigates advanced topics in chemistry. Semester 1 will focus on organic chemistry topics. This involves investigation of common classes of organic compounds, properties of organic compounds and reactions. Students will engage in a variety of in-depth laboratory investigations involving advanced techniques in compound synthesis and isolation. Semester 2 focuses on biochemistry. Biochemistry involves investigation of the major classes of biomolecules and how the structures of these biomolecules correlate to their function in metabolic reactions, as information carriers, and as structural elements in living organisms. Students interested in chemistry or planning a career in the veterinary, medical, or health sciences fields greatly benefit from this course. Both courses are taken in preparation for many medical, chemistry, veterinary, or nursing programs in college. (3066)

Prerequisite: Chemistry I, Algebra II or can be concurrently enrolled in Alg II
Recommendation: B- or higher in Chemistry I and Algebra II
Note: Counts as a science course for all diploma types
Note: Counts as a quantitative reasoning course

AP Chemistry (Gr. 10-12) 2 semesters 7771/7772

Are you interested in jumpstarting your college career and setting yourself up for success in a collegiate science field of study? If so, AP Chemistry is for you. The design of the AP Chemistry curriculum is designed to be the equivalent of the freshman level college chemistry course. The course will allow for an in-depth study of chemistry topics and work to deepen understanding so that the student can solve problems with greater levels of complexity. The class also includes 25 different labs that help students gain the skills and independence that is necessary for a proficient college science major. Due to the nature of the course the student will be required to spend time outside of class reading, watching video lectures, problem solving, and working on lab analysis to properly prepare themselves to be successful. It is highly recommended that students take a study hall when enrolled in this course. Students have the potential to earn college credits upon the successful completion of the AP Chemistry Exam. (3060)

Prerequisite: Chemistry I, Algebra II
Recommendation: B- or higher in Chemistry I and Algebra II
Note: Taking the AP exam is required at completion of course and is funded by the school corporation. College credits can be earned at no cost with successful performance on the exam.
Note: Counts as a quantitative reasoning course

Physics I (Gr. 10-12) 2 semesters 7411/7412

The course focuses on the following core topics: Motion, Newton's Laws, Momentum, Universal Gravitation,Energy, Electric Charge, Electric Force and DC Circuits, and waves. Instruction focuses on describing natural phenomena both conceptually and mathematically. Although some memorization is required, the bulk of the course is

mathematical application and conceptual explanation. Students spend much of the class time in small groups explaining physical phenomena both conceptually and mathematically. Homework is an important component to the course. Time to complete homework is divided between in-class and home. An underlying philosophy throughout the course is that scientific knowledge is gained from observation of natural phenomena and experimentation. Within the lab setting, students work collaboratively as they collect and analyze data and formulate conclusions. Ample time is provided to complete the lab in class. (3084)

Prerequisite: Algebra I
Recommendation: B- or higher in Algebra I
Note: Counts as a quantitative reasoning course

Physics I STEM (Gr. 10-12) 2 semesters 7461/7462

Are you interested in a science related career? Do you enjoy investigating scientific problems? Physics STEM is the place for you! Physics I STEM is designed for students who plan to attend college in a Science related field. The course focuses on the following core topics: Motion, Newton's Laws, Energy, Electric Charge, Electric Force and DC Circuits. Instruction focuses on describing natural phenomena both conceptually and mathematically. Although some memorization is required, the bulk of the course is mathematical application and conceptual explanation. Students spend much of the class time in small groups explaining physical phenomena both conceptually and mathematically. Homework is an important component to the course. Time to complete homework is divided between in-class and home. An underlying philosophy throughout the course is that scientific knowledge is gained from observation of natural phenomena and experimentation. Within the lab setting, students work collaboratively as they collect and analyze data and formulate conclusions. Ample time is provided to complete the lab in class. (3084)

Prerequisite: Algebra II or concurrently enrolled in Alg II
Recommendation: B- or higher in Bio I, Alg I, Geometry, Alg II
Note: Counts as a quantitative reasoning course
Note: Physics I STEM covers mostly the same materials as Physics I, but fosters a deeper understanding of the fundamental scientific concepts.

AP Physics C: Mechanics (Gr. 11-12) 2 semesters 7861/7862

AP Physics C is designed for students who plan to study physics, engineering, or chemistry beyond high school. The course applies calculus to Newtonian physics. The course allows the student to gain an understanding of the physical behavior of the universe as it applies to mechanics (motion, force, energy, momentum, oscillations). The course is primarily lecture based due to the breadth of topics required. Homework is an important component of the course with most homework assignments completed outside of class. Students complete one lab per unit with ample time to complete the lab in class. Students have the potential to earn college credits upon successful completion of the AP Physics exam. Students who are concurrently enrolled in any Calculus course must remain in Calculus to take this course. (3089)

Prerequisite: Concurrently enrolled in any Calculus course or have completed any Calculus course. Physics or math instructor's approval required
Recommendation: Physics I helpful but not necessary
Note: Taking AP exam at completion of course is required and funded by the school corporation. College credits can be earned at no cost with successful performance on the exam
Note: Counts as a quantitative reasoning course

Science PLTW

PLTW
Principles of Biomedical Sciences (9-12) Human Body Systems (10-12) Medical Interventions (11-12)

Whether discovering new cancer treatments or teaching healthy lifestyle choices to their communities, today's biomedical professionals are tackling big challenges to make the world a better place.

Working with the same equipment and tools used by lab professionals, PLTW Biomedical Science students are empowered to explore and find solutions to some of today's most pressing medical challenges. Through scaffolded activities that connect learning to life, students step into the roles of biomedical science professionals and investigate topics including human medicine, physiology, genetics, microbiology, and public health. Students work together in teams to find unique solutions, and in the process, learn in-demand, transferable skills like critical thinking and communication.

Principles of Biomedical Sciences PLTW (PBS)(Gr. 9-12) 2 semesters 7161P/7162P

In this course, students explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems. This course provides an overview of all the courses in the biomedical sciences program and lays the scientific foundation for subsequent courses. (5218)

Prerequisite: Students should have earned either an "A" or "B" in 8th Grade Science or Biology I or have recommendation from a current science teacher.

Note: This course and pathway are designed for students considering a career in health sciences or healthcare.

Note: Students can earn college credit at select colleges based on their performance on the ECA

Note: Counts as Advanced Science Credits for Core 40, Academic Honors, and Technical Honors

Human Body Systems PLTW (HBS) (Gr. 10-12) 2 semesters 7811A/7812A

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal Maniken®, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries. (5216)

Prerequisite: Principles of Biomedical Sciences

Note: This course and pathway are designed for students considering a career in health sciences or healthcare

Note: Counts as Advanced Science credits for Core 40, Academic Honors, and Technical Honors

Note: Students can earn college credit at select colleges based on their performance on the ECA

Medical Interventions PLTW (MI) (Gr. 11-12) 2 semesters 7821B/7822B

Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. A "How-To" manual for maintaining overall health and homeostasis in the body, the course explores how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a wide range of interventions related to Immunology, Surgery, Genetics, Pharmacology, Medical Devices, and Diagnostics. Each family case scenario introduces multiple types of interventions and reinforces concepts learned in the previous two courses, as well as present new content. Interventions may range from simple diagnostic tests to treatment of complex diseases and disorders. These interventions are showcased across the generations of the family and provide a look at the past, present and future of biomedical science. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future. (5217)

Prerequisite: PBS and either HBS or Anatomy & Physiology

Note: Counts as Adv. Science credits for Core 40, Academic Honors and Technical Honors

Note: Students can earn college credit at select colleges based on their performance on the ECA

Return to Course Offerings

SOCIAL STUDIES

Grade 9-10	Grade 10-12	Grade 11	Grade 12
Geography & History of the World World History & Civilizations World History & Civ/Honors - (Gr 9 only)	AP European History AP Psychology Psychology Sociology Indiana Studies Ethnic Studies US History of Rock & Roll Constitutional Law & the Supreme Court The World Wars & the Holocaust	U.S. History U.S. History - Dual Credit AP U.S. History	Economics Econ- Dual Credit AP Microeconomics U.S. Government U.S. Government - Dual Credit AP U.S. Government & Politics

Geography and History of the World (Gr. 9-10) 2 semesters 8111/8112

Students use geographical skills and historical concepts to deepen their understanding of major global themes. Themes include: change over time, population, migration, culture, language, world religions, ethnicities, political geography, development, food and agriculture, industry, urbanization, and resources. Geographical and historical skills include forming research questions, investigating a variety of primary and secondary sources, and analyzing information to determine and explain patterns and trends. Students analyze, evaluate, and make predictions about major global developments. This course is designed to nurture cultural perspectives, responsible citizenship, and to encourage and support the development of critical thinking skills and lifelong learning.. (1570)

World History and Civilization (Gr. 9-10) 2 semesters 8101/8102

This course takes a chronological approach with history, beginning in Ancient Civilizations and ending with modern issues. World History emphasizes past events and developments that greatly impact large numbers of people throughout history and today. As we move through history, students understand content by making history come alive. Emphasis on content knowledge is intertwined with the development of research, analytical writing, and problem solving skills. (1548)

World History and Civilization/ Honors (Gr. 9) 2 semesters 8771/8772

World History Honors meets the same Indiana diploma requirements as World History and Civilization but assumes a greater level of student autonomy and places more emphasis on expressing ideas both verbally and in writing. While the core curriculum is nearly identical to World History, the Honors course explores these topics in more depth. Through primary source analysis, in-class discussions, research projects, or writing activities, students go beyond the basic requirements. In short, World History Honors is an "advanced" or "accelerated" World History class that prepares students for future accelerated and Advanced Placement courses. (1548)

Note: Starting with the Class of 2028, this class will no longer receive a bump in the GPA

Psychology (Gr. 10-12) 1 semester 8426

Psychology is the scientific study of behavior and mental processes. In this immensely interesting social studies course with a reliance on scientific knowledge, we will learn about 1) psychology's history and how psychologists use the scientific method, 2) how our biological functioning influences our behavior, 3) how humans develop physically, cognitively, emotionally, socially, and morally throughout their lives, 4) how humans learn, remember, and process information, 5) how our personalities develop, 6) classifying psychological disorders and the therapies available to treat them, and 7) how the presence of others can influence our behavior. This class will help you better understand other people, but more importantly, it will help you better understand yourself. (1532)

AP Psychology (Gr. 10-12) 2 semesters 8421/8422

In this social studies course, which relies on critical thinking and scientific knowledge, students will learn about 1) psychology's history and contemporary approaches, 2) the research methods psychologists use, 3) the biological influences on behavior, 4) how our senses function and the perceptions we create, 5) different states of consciousness, including sleep, 6) how humans learn, 7) how humans remember and think, 8) theories of motivation and emotion, 9) how humans develop throughout their lives, 10) how our personalities develop and how we assess them, 11) how we establish differences between each other using tests, 12) abnormal behavior and psychological disorders, 13) therapies available to treat psychological disorders, and 14) how the presence of other people can influence one person's thoughts and behaviors. A more thorough course description can be found at https://secure-media.collegeboard.org/apc/ap-psychology-course-description.pdf (1558)

Prerequisite: Recommendation from current social studies teacher. If you do not have social studies, you need current English or science teacher recommendation

Note: This course is equivalent to an introductory course at the college level. There will be nightly reading and out-of-class work expectations.Taking AP exam at completion of course is required and is funded by the school corporation

Sociology (Gr. 10-12) 1 semester 8416

Students study human social behavior from a group perspective. The sociological perspective is a method of studying recurring patterns in people's attitudes and actions. These patterns vary across time, cultures, in social settings, and in groups. The influence of culture on group behavior is addressed through social institutions, such as the family, religion, education, economics, government, and social groups. Students also analyze the role of individuals in the community and social problems in today's world. (1534)

Indiana Studies (Gr. 10-12) 1 semester 8136

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. This one semester 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 is included. Students will examine the participation of citizens in the political process. Topics may include: Indiana Territory, Statehood, Civil War through WWI, Indiana in the 1900's Civics and Government, Constitution and Indiana Citizens, Indiana Culture, and famous Hoosiers and landmarks. (1518)

Ethnic Studies (Gr. 10-12) 1 semester 8126

Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will focus on various ethnic groups and use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of ethnic or cultural groups. The course will also analyze the political impact of ethnic diversity in the United States. Topics may include: Historical experiences of African Americans, Latino Americans, Asian Americans, Native Americans, and the modern condition of race and ethnicity. (1516)

AP European History (Gr. 10-12) 2 semesters 8731/8732

This course is the equivalent of a freshman college Western Civilization survey class. It is taught over the course of two semesters and is structured around themes and concepts in four different chronological periods from 1450 to the present. Within each period, concepts are prioritized around themes that work to develop historical thinking skills. Major topics of interest include the Renaissance, Reformation, Enlightenment, French Revolution, the Industrial Revolution, World War I, Russian Revolution, Age of Anxiety, World War II, the Cold War, and formation of the European Union. To learn almost six hundred years' worth of history in this amount of time, students must be prepared for a reading-intensive and writing-intensive class. (1556)

Prerequisite: Recommendation of current social studies teacher. If you do not have social studies, recommendation of current English teacher is needed

Note: Writing intensive with much daily reading

Note: Taking AP exam at completion of course is required and is funded by the school corporation

United States History (Gr. 11) 2 semesters 8221/8222

This course builds on information from 8th grade U.S. History (pre-Civil War) and highlights the interaction of important events, people, and political, economic, social, and cultural influences in national developments from the late 1800's through the present. Students identify and review significant events, people, and movements in the early development of the nation. Students examine the significant themes and ideas in U.S. History. They develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time. (1542)

United States History (Dual Credit) HIST 10501/10601-PFW (Gr. 11) 2 sem 8251/8252

The first semester of this course is American History to 1877. It includes a study of the development of American political, economic, social, cultural, and intellectual history from the early explorations and colonial settlements through Reconstruction. Students will read, research, debate, and write about historical concepts while developing substantive knowledge about the major events in early American history, with an emphasis on key events, people, themes, and movements during the colonial era, the Revolution, the early Republic, the market Revolution, the antebellum South, the Civil War, and Reconstruction. The second semester covers American History since 1877. It includes a study of the evolution of American political, economic, social, cultural, and intellectual history from the Gilded Age to the present. Emphasis will be on key events, people, themes, and movements during the Gilded Age, New Imperialism, the Progressive Era, World War I, the 1920's, the Great Depression, World War II, the Civil Rights Movement, and the Cold War. (1542)

Prerequisite: Students must have a 2.7 GPA

Note: Course fees – approximately $25 per credit hour for 6 college credits (total approx. $150) and possible additional college textbook fee

Note: Students will receive 3 credits from PFW for HIST 10501 and 3 credits from PFW for HIST 10601

AP United States History (Gr. 11) 2 semesters 8721/8722

This course is based on content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts. Students analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. A comprehensive description can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html. Students must also be prepared to do reading assignments prior to class and then be ready to analyze and participate in discussions that are in-depth about the reading done prior to class. (1562)

Prerequisite: Recommendation from current English teacher

Note: Students need to understand this course is writing intensive with a large amount of reading

Note: Taking AP exam at completion of course is required and is funded by the school corporation

Economics (Gr. 12) 1 semester 8506

Economics is about how to make good decisions, how to efficiently use scarce resources that have alternative uses to maximize satisfaction. This course examines the behaviors of various people (e.g., consumers and producers, workers and employers) toward that end. Because resources are limited, people must make choices, which in turn affect supply, demand, prices, and profits. Those factors, at both the smaller "micro" and larger "macro" levels, can be affected by different market structures, the role of the government, and various financial institutions (1514)

Note: Counts as a quantitative reasoning course

Economics (Dual Credit) - ECON 20000-PFW (Gr. 12) 1 semester 8526

Economics is the study of how to satisfy human needs and wants by efficiently using scarce resources that have alternative uses. Because resources are limited, people must make choices, which in turn affect supply, demand, prices, and profits. Those factors, at both the smaller "micro" and larger "macro" levels, can be affected by different market structures, the role of the government, and various financial institutions. This class is designed to help you think more like an economist when it comes to decisions and the incentives they create: looking at the long run, examining the effects on all groups, and seeing the unseen. The course has four parts: key elements of economics, sources of economic progress, the role of government with economics, and practical elements of personal finance. That last part, in particular, is a strength of the course, as it is something that the Academic Economics course barely addresses. (1514)

Prerequisite: Students must have a 2.7 GPA

Note: Students will receive 3 college credits for Econ 20000-Fundamentals of Economics from PFW

Note: Cost is $75.00 payable to PFW. Students have the option of purchasing a textbook - Common Sense Economics - 4th/2024 edition, Gwartney, et al, St. Martin's Press or a free online version is available

Note: These college credits may not transfer to all universities - please check with admissions office on transferability

Note: Counts as a quantitative reasoning course

AP Microeconomics (Gr. 12) 1 semester 8756

This is a course based on content established by the College Board. The course gives students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the free market economic system. Topics include: (1) basic economic concepts, (2) the nature and functions of product markets, (3) factor markets, and (4) market failure and the role of government. A comprehensive description can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html. (1566)

Prerequisite: Algebra II (Alg II or Alg II STEM)

Note: Taking AP exam at completion of course is required and funded by the school corporation

Note: This course is only offered second semester

Note: Counts as a quantitative reasoning course

Note: Expectations of daily reading

United States Government (Gr. 12) 1 semester 8326

This course provides a framework for understanding the nature of citizenship, politics, and governments while understanding the rights and responsibilities of citizens participating in local, state, and national government. Students examine how the U.S. Constitution protects rights, providing the structure and functions of various levels of government, as well as, the means for international diplomacy. Using historical and modern resources, students analyze, articulate and defend positions on political issues thereby, understanding the role of citizens in political engagement and support of a democratic society. (1540)

United States Government (Dual Credit)- POLS Y103-IU (Gr. 12) 1 semester 8346

This course is a joint effort between Indiana University and Carroll High School to provide a college level introduction to American government and politics. A Political Science professor at Indiana University Bloomington will work in conjunction with Carroll staff to provide a college learning atmosphere as well as college level rigor for this course. This course will follow several topics of study including the founding of the US government, civil liberties and civil rights, federalism, the branches of government, the bureaucracy, public opinion, political parties, interest groups and the mass media. (1540)

Prerequisite: Students must have a 2.7 GPA or higher and have earned a "C-" or higher in U.S. History

Note: These college credits may not transfer to all universities - please check with admissions office on transferability

AP United States Government and Politics (Gr. 12) 1 semester 8746

AP United States Government and Politics provides a college-level, non-partisan 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 will study United States 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 will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. Units of study will include foundations of American democracy, interaction among branches of government, civil liberties and civil rights, American political ideologies and beliefs, and political participation. (1560)

Note: Taking AP exam at completion of course is required and funded by the school corporation

Note: This course is only offered second semester

Topics in History: United States History of Rock & Roll (Gr. 10-12) 1 sem 8476

This course will bring together the history of the United States from the 1950's on with the history and progression of American popular music. In this course, students will consider how musical genres such as Rock & Roll, Latin, Folk, and Hip Hop have both reflected and informed the cultural, social and political development that have occurred in the recent decade of U.S. History. Throughout the course, students will work with sources to engage in the music and the context of this more recent history in the United States, all while working on their social studies skills, such as critical thinking, application processes, and inquiry and research skills. This course is divided into four chronological units: The Birth of Rock, Teenage Rebellion, Transformations, and Fragmentations.(1538)

Topics in History: Constitutional Law & the Supreme Court (Gr. 10-12) 1 sem 8486

This course introduces students to the basic principles of constitutional law through case law, moot court simulations, and selection of legal articles and podcasts. This course aims to develop legal analysis, legal writing, and oral advocacy skills while equipping students with the tools to follow contemporary cases before the Supreme Court. This course will develop a deep understanding of the inner workings of the Supreme Court and its history. A variety of topics will be covered including the history of the Supreme Court from the Warren Court to the present,

1st amendment cases, 4th amendment cases, other rights in the Bill of Rights, Civil Rights cases and a review of the current docket of the Supreme Court. (1538)

Topics in History: The World Wars and the Holocaust (Gr. 10-12) 1 sem 8496

This course offers an in-depth perspective of three events that shaped the 20th century: World War I, World War II, and the Holocaust. Students will have the opportunity to examine the causes, major events, and global impact these events had on our world. This course is designed for anyone who is interested in history, political science, and human rights, and will provide a foundational understanding of some of the most consequential events in human history. (1538)

Return to Course Offerings

SPECIAL EDUCATION APPLIED COURSES

Services students may receive to support success in the general education curriculum include:

1. Indirect support (plug-in) – special staff in the general education classroom to assist the student
2. Indirect support – special educator serves as a consultant to the student and teacher in the general education classroom
3. Direct assistance (pull-out) – students receive direct assistance through a non-credited course

Students with an IEP receiving special education services and who are on a certificate track as determined by their case conference committee, will be expected to complete 40 units or credits or a combination in order to complete the new requirements for a certificate of completion. For those students on a certificate track, Applied Courses that are connected to Indiana's alternate standards are provided to meet this new requirement. This new requirement does not apply to students already working toward a certificate of completion. In addition, the Applied Courses are only applicable for students on a certificate of completion track and not appropriate for students earning a high school diploma. The Applied Courses are modified courses where units will be earned; credits cannot be earned for Applied Courses. For example, Applied Algebra 1 is a modified course and does not include the same content as regular Algebra 1 and therefore does not meet the requirements for a high school diploma. However, it does meet the requirement for a unit.

High expectations for students on a certificate track will enable students with more significant cognitive disabilities to be exposed to a rigorous curriculum with an emphasis on academic exposure and developing skills for postsecondary opportunities. If you have specific questions about the Applied Courses and new certificate of completion requirements please contact your child's special education teacher of record (TOR).

Strategic Instruction (Gr. 9-12) 2 semesters 0151/0152

This course is IEP driven to meet the students' needs. Activities entail research based strategies that can be applied in all classes as well as on state-assessments. Assistance with learning strategies is presented in a small group setting.

Note: Non-credit/unit course

BUSINESS / MARKETING / INFORMATION TECHNOLOGY

Applied Preparing for College and Careers (Gr. 9-11) 1 semester 2006A

This course addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national

career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project-based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended. (5394A) *2 Units Max

Applied Business Math (Gr. 10-12) 2 semesters 2241A/2242A

This course is designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of application of money management skills, navigating industry specific technology and apps, establishing and managing budgets, and maintaining inventory for products and other necessary skills that provides the foundation for students interested in careers in business related fields and everyday life. The content includes basic mathematical operations related to accounting, banking and finance, marketing, management, and retail. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences. (4512A) *4 Units Max

CAREER & TECHNICAL EDUCATION

Applied Interpersonal Relationships (Gr. 9-10) 1 semester 0536A

This is an introductory course that is relevant for students interested in careers that involve interacting with people and for everyday life relationships. This course addresses the knowledge and skills needed for positive and productive relationships in career, community, and family settings. Major course topics include communication skills; leadership, self-determination, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships. A project or community based approach is recommended in order to apply these topics of interpersonal relationships. This course provides a foundation for all careers and everyday life relationships that involve interacting with people both inside and outside of a business/organization, including team members, clients, patients, customers, the general public, family and friends. (5364A) *2 Units Max

Applied Adult Roles and Responsibilities (Gr. 11-12) 1 semester 0706A

This course is recommended for all students as life foundations and academic enrichment for students with an interest in family and community services, personal and family finance, and similar areas. This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the study of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. A project or community based approach that utilizes problem solving skills, communication, leadership, self-determination skills, management processes, and fundamentals to college, career and community membership success. Service learning and other authentic applications are strongly recommended. (5330A) *2 Units Max

Applied Career Information & Exploration (Gr. 10-11) 1st semester only 0461A

This class explores and develops an understanding of career opportunities. Students reflect on their individual values and interests as they learn about and explore many different career options as well as the requirements for such careers. Students go through the job search process of completing applications, creating a personal resume, and participating in a mock interview. Vocabulary specific to the world of work is emphasized, as well as the expectations of employers. (0522)

Note: Determined through IEP conference

Note: Unit earning course -4 units max

Applied Work Based Learning Capstone (Gr. 11-12) 2 semesters 5481A/5482A

This course prepares students for a job in the community. It builds individual students' skills and knowledge within an area of interest. Progress and performance in this area are evaluated to help students grow in the skills needed to be successful in a job. (5974A) *6 Units Max

Applied Career Exploration Internship (Gr. 11-12) 2 semesters 1-Period 5831A/5832A
2-Periods 5681A/5682A

This course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. Unlike a cooperative education program in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties - the student, parent, employer, and instructor (0530A) *4 Units Max

ENGLISH

Applied Basic Skills Development: Reading (Gr. 9-12) 2 semesters 3991A/3992A

This course provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) note taking, (6) study and organizational skills, and (7) problem-solving skills, (8) employability skills, which are essential for high school achievement and post-secondary outcomes. Determination of the skills to be emphasized in this course is based on Indiana's standards and Content Connectors, 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 and may be applied using instructional practices related to community based instruction. (0500A) *8 Units Max

Note: Counts as an Employability credit or an elective

Applied Language Arts Lab (Gr. 9-12) 1 or 2 semesters 3051A/3052A

This is a supplemental course that provides students with individualized or small group instruction designed to support skills and content aligned to Indiana Academic Standards or Content Connectors for English/Language Arts.. All students should be concurrently enrolled in an English course or have met the ELA requirements for the Certificate of Completion. (1010A) *4 Units Max

Applied Speech (Gr. 9-12) 1 semester 3536A

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/or multimedia presentations, including student portfolios, viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Student products are aligned to their mode of communication. (1076A) *2 Units Max

Applied English 9 (Gr. 9) 2 semesters 3101A/3102A

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

appropriate. Students deliver appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information. (1002A) *4 Units Max

Applied English 10 (Gr. 10) 2 semesters 3111A/3112A

This is an integrated English course based on the Indiana Content Connectors for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and communication, focusing on literature and nonfiction within an appropriate level of complexity for each individual student. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a variety of texts. Students form responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and research tasks when appropriate. Students deliver appropriate presentations with attention to audience and purpose and access, analyze, and evaluate online information. (1004A) *4 Units Max

Applied English 11 (Gr. 11) 2 semesters 3121A/3122A

This is an integrated English course based on the Indiana Content Connectors English/Language Arts in Grades 9-10 and applicable employability skills. This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access online information. (1006A) *4 Units Max

Applied English 12 (Gr. 11-12) 3131A/3132A

This course is a study of language, literature, composition, and communication focusing on literature with an appropriate level of complexity for each individual student. Students analyze, compare and evaluate a variety of classic and contemporary literature and nonfiction texts, including those of historical or cultural significance. Students write narratives, responses to literature, academic responses (e.g. analytical, persuasive, expository, summary), and research tasks when appropriate. Students analyze and create visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access online information. This course may be used for students in 18-22 year-old programming. (1008A) *4 Units Max

Applied Composition (Gr. 12) 1 semester 3146A

This course is a study and application of 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. (1090A) *2 Units Max

Applied Technical Communication (Gr. 11- 12) 1 semester 3676A

This course is the application of the processes and conventions needed for effective technical writing-communication. 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 complete a project, such as a multimedia presentation, proposal, or portfolio that demonstrates knowledge, application , and writing progress. (1096A) *2 Units Max

MATHEMATICS

Applied Algebra I (Gr. 9-12) 2 semesters 6111A/6112A

This course is made up of 4 strands: Numbers Sense, Expressions and Computation; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions. The strands are further developed by focusing on the content of the Algebra content connectors. (2520A) *4 Units Max

Applied Algebra I Lab (Gr. 9-12) 2 semesters 6101A/6102A

This is a mathematics support course. This lab should be taken while students are concurrently enrolled in a math course or have met the math requirements for the certificate of completion. This course provides students with additional time to build the foundations necessary for high school math courses and work on specific, individualized math skills, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas align with the critical areas of Math: Number Sense, Computation, Data Analysis, Geometry, Measurement and Algebraic Thinking. Algebra I Lab combines standards from high school courses with foundational standards from the middle grades. (2516A) *4 Units Max

Applied Geometry (Gr. 9-12) 2 semesters 6201A/6202A

These critical areas comprise this course: 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. (2532A) *4 Units Max

Applied Basic Skills Development: Math (Gr. 9-12) 2 semesters 6051A/6052A

This is a course that provides students continuing opportunities to develop basic skills including: (1) mathematical computation, (2) note taking, (3) study and organizational skills, and (4) problem-solving skills, (5) employability skills, which are essential for high school achievement and post-secondary outcomes. Determination of the skills to be emphasized in this course is based on Indiana's standards and Content Connectors, 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 and may be applied using instructional practices related to community based instruction. (0500A) *8 Units Max

PHYSICAL EDUCATION / HEALTH

Applied Nutrition and Wellness (Gr. 9-12) 1 semester 0516A

This is an introductory course valuable for all students as a life foundation and academic enrichment. It introduces students to the basics of food preparation so they can become self- sufficient in accessing healthy and nutritious foods. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and science, technology, and careers in nutrition and wellness. A project-based approach that utilizes higher order thinking, communication, leadership, self-determination, and management processes, and fundamentals to college and career success is recommended in order to integrate these topics into the study of nutrition, food, and wellness. Food preparation experiences are a required component. Direct, concrete mathematics and language arts proficiencies will be applied. (5342A) *2 Units Max

Applied Physical Education I (Gr. 9-12) 1 semester 9021A

This course focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that 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 which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation. (3542A)*2 Units Max

Applied Physical Education II (Gr. 9-12) 1 semester 9022A

This course focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in four of the following areas that were not covered in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes individual progress and performance-based skill evaluation. (3544A) *2 Units Max

Applied Elective PE/Strength/Conditioning (Gr. 10-12) 2 semesters 9511A/9512A

This course 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 cardiorespiratory 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. 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. With staff support, students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness and includes self monitoring. Ongoing assessment may include individual progress and/or performance-based skill evaluation. (3560A) *8 Units Max

Applied Health and Wellness (Gr. 10) 1 semester 9206A

This course provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills. (3506A) *2 Units Max

SCIENCE

Applied Biology I (Gr. 9-12) 2 semesters 7101A/7102A

This course is based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. (3024A) *4 Units Max

Applied Life Science (Gr. 9-12) 1 semester 7016A

This is an introduction to biology course. Students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental biological concepts and principles. Students explore the functions and processes of cells within all living organisms, general concepts of genetics, and the relationships of living organisms to each other and to the environment as a whole. (3030A) *2 Units Max

Applied Physical Science (Gr. 9-12) 1 semester 7006A

This is an introduction to biology course. Students develop problem-solving skills and strategies while performing laboratory and field investigations of fundamental biological concepts and principles. Students explore the functions and processes of cells within all living organisms, general concepts of genetics, and the relationships of living organisms to each other and to the environment as a whole. (3102A) *2 Units Max

Applied Earth and Space Science (Gr. 10-12) 2 semesters 7201A/7202A

This course is focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation and experimentation by conducting investigations and evaluating and communicating the results of those investigations. This Course may include a variety of learning experiences and tools which support the process of investigation, data collection and analysis. (3044A) *4 Units Max

SOCIAL STUDIES

Applied Geography and History of the World (Gr. 9-10) 2 semesters 8111A/81122A

This course is designed to enable students to use geographical tools, skills and historical concepts to apply their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of sources, organizing information by creating graphic representations, analyzing information to understand, determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. Students use the knowledge, tools, and skills obtained from this course in order to understand, analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century. (1570A) *4 Units Max

Applied Indiana Studies (Gr. 10-12) 1 semester 8136A

This 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. Examination of individual leaders (state or local) and their roles in a democratic society will be included. Students will examine the participation of citizens in the political process to understand their role. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions. (1518A) *2 Units Max

Applied United States History (Gr. 11) 2 semesters 8221A/8222A

This course builds upon concepts 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 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 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 specific topics or the cause for changes in the nation over time. (1542A) *4 Units Max

Applied Economics (Gr. 12) 1 semester 8506A

This course examines the allocation of resources and their uses for satisfying human needs and wants. The course identifies economic 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. Students may be offered opportunities to better understand and apply course content through a variety of instructional strategies including project- and community-based instruction and real world experiences. (1514A) *2 Units Max

Applied United States Government (Gr. 12) 1 semester 8326A

This course 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; the rights and responsibilities of citizens; and how these are part of local, state, and national government. Students examine how the United States Constitution protects the rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be included. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will recognize their own impact, 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. (1540A)*2 Units Max

Return to Course Offerings

WORLD LANGUAGE

Grade 9-12	Grade 10-12	Grade 11-12	Grade 12
American Sign Language I English as a New Language French I Japanese I Spanish I Spanish II	French II Japanese II Spanish III	American Sign Language II French III Japanese III Spanish IV	American Sign Language III AP Spanish & Culture French IV AP Japanese

World language courses are designed primarily for students planning to attend a four-year college after completion of their high school studies. Although the world language curriculum is an accelerated one, quite a few students whose after-high school plans have included vocational training, two-year post-secondary schooling, or immediate entry into the job market; have enrolled in foreign language classes and completed course requirements successfully. Certain students experiencing difficulties in English classes have also experienced difficulties in world language classes. For this reason, it is highly recommended that students confer and seek the recommendations of their English teachers when making decisions to enroll in world language for the first year course. Click this link for more information

American Sign Language I (Gr. 9-12) 2 semesters 4901/4902

American Sign Language I 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 the development of receptive and expressive language skills. Students develop visual acuity, follow brief verbal instructions, understand short statements, questions, and dialogues, and develop short descriptions with guidance. Students also learn to recognize the difference between the pathological and cultural 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. (2156)

Note: Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

American Sign Language II (Gr. 11-12) 2 semesters 4911/4912

American Sign Language II 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). 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, and begin to use classifiers appropriately. Students also examine some of the political issues associated with the deaf community, and further develop an understanding of the relationship between languages and cultures as a whole. (2158)

Prerequisite: American Sign Language I

Note: Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

American Sign Language III (Gr. 12) 2 sem 4921/4922

American Sign Language III continues to focus on the students' non-verbal communication skills at advanced levels of competency. 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 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. (2162)

Prerequisite: American Sign Language II

Note: Fulfills a World Language requirement for the Core 40 with Academic Honors diploma

French I (Gr. 9-12) 2 semesters 4301/4302

This is an introductory course to the French language designed to teach students basic French language skills in an immersive environment. Students discuss the many reasons for learning languages and develop an understanding of the people who speak them. Students apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. The course provides opportunities for students to do the following: respond to oral directions and commands, make routine requests in the classroom and in public places, understand and use appropriate forms of address in courtesy expressions, be able to tell about daily routines and events, ask and answer simple questions, participate in conversations related to their needs and interests, read isolated words and phrases in a situational context such as menus, signs, and schedules, comprehend brief written directions and information, read short narrative texts on simple topics, write familiar words and phrases in appropriate contexts and respond in writing to various stimuli. (2020)

Note: It is strongly recommended that a student have a C- or higher in English to begin French I

French II (Gr. 10-12) 2 semesters 4311/4312

This is a beginner-intermediate course to the French language designed to teach students language skills in an immersive environment. Students participate in classroom activities related to the language studied and participate in conversations dealing with daily activities and personal interests. Students are able to do the following: ask questions regarding routine activities, participate in conversations on a variety of topics, relate a simple narrative about a personal experience or event, interact in a variety of situations to meet personal needs such as asking permission, asking for or responding to an offer of help, expressing preferences pertaining to everyday life, understand main ideas and facts from simple texts over familiar topics, read aloud with appropriate intonation and pronunciation, write briefly in response to given situations for example, postcards, personal notes, phone messages, and directions, as well as write letters using culturally appropriate format and style. Students become familiar with the following aspects of the culture: visual arts, architecture, literature, music, using the foreign language where appropriate, able to extend and respond to hospitality as a host or a guest, participate appropriately at special family occasions such as birthdays, weddings, and anniversaries, and become aware of time expectations, such as arriving for appointments and social engagements. (2022)

Prerequisite: Completion of French I with a C- or higher or have recommendation of current language teacher

French III (Gr. 11-12) 2 semesters 4321/4322

This is an intermediate course to the French language designed to teach students French language skills in an immersive environment. Level III courses enable students to understand and appreciate other cultures by comparing social behaviors and values of people using the languages being learned. Students are willing to initiate and participate in discussions concerning these cultures. In addition, students will do the following: respond to factual and interpretive questions, interact in a variety of social situations, read for comprehension from a variety of authentic materials such as advertisements in newspapers, magazines, cartoons and personal correspondence, read short literary selections of poetry, plays and short stories, complete authentic forms and documents, write paraphrases, summaries, and brief compositions, describe different aspects of the culture using the foreign language where appropriate including major historical events, political structures, value systems, visual arts, architecture, geography, literature, and music. (2024)

Prerequisite: Completion of French II with a C- or higher or have recommendation of current language teacher

Note: French III dual credit option with Ivy Tech. Students must take the Reading Knowledge Assessment and score at least a 70.

French IV (Gr. 12) 2 semesters 4331/4332

This is an intermediate-advanced course of the French language designed to teach students French language skills in an immersive environment. It focuses on the development of advanced listening comprehension, reading without the use of a dictionary, expanded conversational skills, fluent and accurate written expression, and strong command of vocabulary and structure of the language. Course content best reflects interests shared by the students and the teacher, e.g. the arts, current events, sports, etc. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than being limited to any specific body of subject matter. Extensive practice in the organization and writing of compositions is emphasized with a course objective of developing students' interpretive, interpersonal and presentational skills, as well as the skill of inference, and their knowledge of the language and culture. (2026)

Prerequisite: Completion of French III with a C- or higher or have recommendation of current language teacher

Note: Dual Credit option available with Ivy Tech if dual credits were earned for French III

Japanese I (Gr. 9-12) 2 semesters 4501/4502

Students discuss the many reasons for learning Japanese and the importance of learning about another culture. Students apply effective strategies for language learning in each of the four language skills of listening, speaking, reading and writing, as well as developing a curiosity about various aspects of Japanese culture. The course provides opportunities such as the following: respond to oral directions and commands, make routine requests in the classroom and in public places, understand and use appropriate forms of address in courtesy expressions, describe daily routines and events, ask and answer simple questions, participate in brief guided conversations related to their needs and interests, read and write words and phrases in a situational context such as menus, signs, and schedules, comprehend brief written directions and information, read short narrative texts on simple topics, and respond in writing and orally to various stimuli. Students will develop "survival level" Japanese during the course of the year. They will learn the two phonetic alphabets, hiragana and katakana, and begin their study of kanji. Students will view films and documentaries in class, sample food, as well as research an aspect of traditional Japanese culture and present their findings through a paper and a presentation. Multiple opportunities will be available for immersive field trips that provide excellent language and cultural experiences. A two-week study abroad opportunity is available every other year for students to travel to Japan. Students may also host a pair of Japanese students every other year for two weeks. (2060)

Japanese II (Gr. 10-12) 2 semesters 4511/4512

Students participate in classroom and extracurricular activities related to the language studied and participate in conversations dealing with daily activities and personal interests. Students are able to do the following: ask questions regarding routine activities, participate in conversations on a variety of topics, relate a simple narrative about a personal experience or event, interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, express preferences pertaining to everyday life, understand main ideas and facts from simple texts over familiar topics, read aloud with appropriate intonation and pronunciation, and write briefly in response to given situations, for example postcards, personal notes, phone messages, and directions, as well as write letters using culturally appropriate format and style. Students learn major geographical features, historical events, become familiar with different aspects of Japanese culture (including the visual arts, architecture, literature and music, using the foreign language where appropriate), are able to extend and respond to hospitality as a host or a guest, and will develop further awareness of cultural expectations in Japanese society. Students will view films and documentaries in class, sample food, as well as research an aspect of traditional or modern Japanese culture and present their findings through a paper and a presentation. Multiple opportunities will be available for immersive field trips that provide excellent language and cultural experiences. A two-week study abroad opportunity is available every other year for students to travel to Japan. Students may also host a pair of Japanese students every other year for two weeks. (2062)

Prerequisite: Japanese I

Japanese III (Gr. 11-12) 2 semesters 4521/4522

This course enables students to understand and appreciate Japanese culture by comparing social behaviors and values of Japanese culture with their own. Students initiate and participate in discussions concerning these cultures. In addition, students will do the following: respond to factual and interpretive questions and interact in a variety of social situations such as expressing regrets, condolences, and complaints, use more than rote memory formula phrases, read for comprehension from a variety of authentic materials such as advertisements in newspapers, magazines, cartoons and personal correspondence, read short literary selections of poetry, plays, and short stories, complete authentic forms and documents and take notes that require familiar vocabulary and structures. Students will write paraphrases, summaries, a speech, and brief compositions that describe different aspects of the culture using the foreign language where appropriate. Students will view films and documentaries in class, sample food, and conduct research on an aspect of traditional Japanese culture, presenting their findings through development of a personal web page. Multiple opportunities will be available for immersive field trips that provide excellent language and cultural experiences. A two-week study abroad opportunity is available every other year for students to travel to Japan. Students may also host a pair of Japanese students every other year for two weeks. (2064)

Prerequisite: Japanese II

Note: Japanese III dual credit option with Ball State University

AP Japanese (Gr. 12) 2 semesters 4551/4552

This course expands on previously learned grammatical, communicative and cultural concepts of Japanese language and culture. It serves as a review and an expansion of the concepts studied in levels I-III; therefore it is essential that every student has completed the previous levels. This course will prepare students to successfully take the AP Exam and/or college placement tests. The emphasis will be on journal and essay writing, conversational skills, as well as advanced reading and listening comprehension, grammatical accuracy and cultural competence. Students will view films and documentaries in class, sample food, and plan their ultimate trip to Japan. Multiple opportunities will be available for immersive field trips that provide excellent language and cultural experiences. A two-week study abroad opportunity is available every other year for students to travel to Japan. Students may also host a pair of Japanese students every other year for two weeks. A comprehensive description of this AP course can be found on the College Board site at:
https://apcentral.collegeboard.org/pdf/ap-japanese-course-description.pdf?course=ap-japanese-language-and-culture (2074)

Prerequisite: Japanese III

Note: Completion of the AP exam is required and funded by the school corporation

Spanish I (Gr. 9-12) 2 semesters 4101/4102

Spanish I is taught based upon the truth that language is directly connected to its speakers and their cultures. The goal is to acquire Spanish in a more natural way by being immersed in the language. Almost the entire class is conducted in comprehensible Spanish. The Somos Curriculum teaches language and culture simultaneously through conversation, writing, reading, and listening in Spanish. Examples of cultural topics include the Running of the Bulls, Human Towers of Tarragona, Day of the Dead, the Panama Canal, and famous Hispanic figures. General topics are also addressed such as school, music, and food.
Standards-based Somos units meet American Council on the Teaching of Foreign Languages (ACTFL) standards for interpretive, interpersonal, presentational, and cultural proficiency. (2120)

Note: It is strongly recommended that a student have a C- or higher in English to begin Spanish I

Spanish II (Gr. 9-12) 2 semesters 4111/4112

This course is a continuation of developing basic Spanish skills from Spanish I. The course is taught based upon the truth that language is directly connected to its speakers and their cultures. The goal is to acquire Spanish in a more natural way by being immersed in the language. Almost the entire class is conducted in comprehensible Spanish. The Somos Curriculum teaches language and culture simultaneously through conversation, writing, reading, and listening in Spanish. Examples of cultural topics include the la quinceañera, social strife in Hispanic countries, myth/legends in Hispanic culture, immigration, and conservation.

Standards-based Somos units meet American Council on the Teaching of Foreign Languages (ACTFL) standards for interpretive, interpersonal, presentational, and cultural proficiency. (2122)

Prerequisite: Completion of Spanish I with a C- or higher or teacher recommendation of current language teacher

Spanish III (Gr. 10-12) 2 semesters 4121/4122

This is an intermediate course to the Spanish language designed to build upon the students' Spanish language skills in an immersive environment. Level III courses enable students to understand and appreciate other cultures by comparing social behaviors and values of people using the languages being learned. Students are willing to initiate and participate in discussions about various topics. In addition, students respond to factual and interpretive questions and interact in a variety of social situations, read for comprehension from a variety of authentic materials such as short literary selections of poetry, short stories, and biographies. Students will write summaries and original compositions as a response to cultural and thematic prompts using new and already learned vocabulary and grammar. Students will learn and use new verb tenses and vocabulary in written, oral, and aural communication with peers and teacher.(2124)

Prerequisite: Spanish II with a grade of a C- or higher or recommendation of current language teacher

Note: Spanish III dual credit option with Ivy Tech. Students must take the Reading Knowledge Assessment and receive a score of at least a 70

Note: Ivy Tech (Spanish III) transcript grade is based on the average of grade earned in semester 1 and semester 2

Spanish IV (Gr. 11-12) 2 semesters 4131/4132

This course will further foster the development of the Spanish language via review and new vocabulary and grammatical structures. Emphasis will be placed on preparing students to use Spanish in the AP classroom or in college and careers, as seen under "AP Spanish Language & Culture". Spanish IV will provide instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. The willingness of students to use the language in a variety of formats on a variety of topics is strongly encouraged. (2126)

Prerequisite: Spanish III with a grade of a C- or higher or recommendation of current language teacher

Note: Spanish IV dual credit option with Ivy Tech only if dual credit has been awarded for Spanish III.

Note: Ivy Tech (Spanish IV) transcript grade is based on the average of grade earned in semester 1 and semester 2

AP Spanish Language & Culture (Gr. 12) 2 semesters 4171/4172

At the core of the AP Spanish Language and Culture course are six groups of learning objectives identifying what students should know and be able to do across the three modes of communication. These objectives outline expectations of student abilities in the following areas: Spoken Interpersonal Communication, Written Interpersonal Communication, Audio, Visual, and Audiovisual Interpretive Communication, Written and Print Interpretive Communication, and Spoken Cultural Comparison. Themes include Influences of Beauty and Art; Effects of Science and Technology; Factors that Affect Quality of Life; Environmental, Political, and Societal Challenges. Student performance will be evaluated using the AP rubrics. They will research in the target language and develop a deeper understanding of the target culture. This will prepare students to successfully compare their own culture with a Hispanic culture as required on the exam. Practice will include analysis of authentic short stories, ads, songs, radio programs, poems, art, etc. (2132)

Prerequisite: Spanish IV with a C- or higher or teacher recommendation of current language teacher

Note: Completion of the AP exam at the end of the course is required and funded by school corporation

English As A New Language (9-12) 2 semesters 4061/4062

English as a New Language is the study of language, literature, composition and oral communication for English Language Learner (ELL) students to 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. The intent is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12. (2188)

Note: The nature of this course allows for successive semesters of instruction at advanced levels (up to a maximum of eight credits)

Note: English/Language Arts credit – if ENL course work addresses Indiana's Academic Standards for English/Language Arts and is based on general ELA curriculum and the student's individualized Learning Plan, up to 8 credits can be counted as the required English/Language Arts credits for all diplomas

Note: World Language credit - If ENL course work addresses Indiana's Academic Standards for World Languages and is taken concurrently with another English/Language Arts course, up to eight credits can be counted as World Language credits for all diplomas.

Return to Course Offerings

Health & Human Services (Gr. 11-12) Full year/3 credits per semester

Prerequisite: 8th grade reading level, strong science and math background, excellent attendance, good attitude, caring and compassionate individual, interested in healthcare, student organization involvement and uniforms required

Note: Criminal history/drug testing required

Note: All of the following programs are held at the Parkview Education Center inside the LG3 Harris Building at 1919 W. Cook Road

Central Service Tech/Surgical Tech

This program is for students who are interested in exploring careers in the healthcare industry. Activities connect academic coursework to career fields and will include an unpaid community experience in a health care setting during the Spring Term for those students successful in the Fall Term. Students will learn about patient nursing care, health and medical abbreviations, symbols, and Greek/Latin word part meanings within the content of body systems, as well as identifying surgical instruments by category type and usage. Students will also learn about cleaning and sterilizing the operating room prior to a surgery. Students will take the following three courses for this program:

***Principles of Healthcare 5021P/5022P (7168)**
***Healthcare Fundamentals 5021A/5022A (5274)**
***Central Service Technician Fundamentals 5021B/5022B (7163)**

During the 2nd year of this program, students will take the following course:

***Central Service Technician Capstone 5021C/5022C (7257)**

***Note:** 2nd year acceptance is based solely on instructor approval. Instructors take into consideration the following: attendance, attitude, work ethic, grade and certifications earned

Dental Careers I

Dental Careers I prepares the student for an entry level dental assisting position. Emphasis is placed on the clinical environment, chair-side assisting, equipment/instrument identification, tray set-ups, sterilization, and characteristics of microorganisms and disease control. In addition, oral, head and neck anatomy, basic embryology, histology, tooth morphology, charting dental surfaces, and illness are all introduced. Simulated in-school laboratories and/or extended laboratory experiences are also included to provide opportunities for students to further develop clinical skills and the appropriate ethical behavior. Students have the opportunity to compete in a number of competitive events at both the state and national level. Students will take the following three courses for this program:

***Principles of Dental Careers 50091P/50092P (7315)**
***Dental Careers Fundamentals 50091A/50092A (7316)**
***Advanced Dental Careers 50091B/50092B (7317)**

During the 2nd year of this program, students will take the following course:

***Dental Careers Capstone 500091C/50092C (7318)**

***Note:** 2nd year acceptance is based solely on instructor approval. Instructors take into consideration the following: attendance, attitude, work ethic, grade and certifications earned

Medical Assisting

Students will learn about patient nursing care, health and medical abbreviations, symbols, and Greek/Latin word part meanings within the content of body systems, as well as taking and recording vital signs, preparing patients for examination, patient education, and assisting the physician during the exam. The collecting and preparation of laboratory specimens and basic laboratory tests will be covered. This program prepares students for the administration of medication, venipuncture, ECG, and wound care. A full internship experience is a large component of this program. Through this program, students will prepare for the National Healthcare Association CCMA Exam. This certification is recognized by Lutheran and Parkview. Students can be hired as medical assistants with this certification. Students will take the following three courses for this program:

***Principles of Healthcare 5021P/5022P (7168)**
***Healthcare Fundamentals 5021A/5022A (5274)**
***Certified Clinical Medical Assistant 50001B/50002B (7164)**

During the 2nd year of this program, students will take the following course:

***Healthcare Specialist Capstone (CCMA) 50001C/50002C (7255)**
***Note:** 2nd year acceptance is based solely on instructor approval. Instructors take into consideration the following: attendance, attitude, work ethic, grade and certifications earned

Supply Chain & Transportation (Gr. 11-12) Full year/3 credits per semester

Prerequisite: Students should possess an interest in automotive careers, be reliable and responsible and have good attendance.

Note: Students must be mature and be able to handle the college curriculum of this mechanics class.They should also possess good reading and math skills, be able to exercise good diagnostic and troubleshooting skills and good eye-hand coordination.

Note: Both programs below are located at 1219 Lafayette St at the Automotive Building acoss from Main Bldg

Automotive Services

This is a NATEF/ASE certified curriculum. There will be lectures, class discussions, videos and hands-on practice with live work. There will be utilization of tools necessary to perform these tasks, some being hand tools, power tools, highly specialized tools and technical service manuals. Students must be able to handle the college curriculum of the mechanics class and be able to exercise good diagnostic and troubleshooting skills with good eye-hand coordination. Students will learn about the following topics: Engine Performance – the theory and diagnosis of fuel injection and computerized engine controls, Auto Electronics – instruction covering the electrical system, diagnosis and repair of electrical systems, Engine Principles/Manual Transmissions – instruction covering the theory and repair of gasoline engines and transmissions, Brakes, Suspension and Steering Alignment – instruction on the brake systems, suspension and steering systems. Students will take the following three courses for this program:

***Principles of Automotive Services 5051P/5052P (7213)**
***Brake Systems 5051A/5052A (7205)**
***Steering & Suspensions 5051B/5052B (7212**)

During the 2nd year, students take **Automotive Service Capstone 5051C/5052C** (7375)

***Note:** 2nd year acceptance is based solely on instructor approval. Instructors take into consideration the following: attendance, attitude, work ethic, grade and certifications earned

Automotive Collision Repair

This program offers instruction and lab work in repairing, straightening and painting vehicles using the latest technology on today's vehicles. Students will take the following three courses for this program:

***Principles of Collision Repair 50081P/50082P (7215)**
***Automotive Body Repair 50081A/50082A (7204)**
***Plastic Body Repair & Paint Fundamentals 50081B/50082B (7206)**

During the 2nd year of this program, students will take the following course:

***Collision Repair Capstone 50081C/50082C (7380)**

***Note:** 2nd year acceptance is based solely on instructor approval. Instructors take into consideration the following: attendance, attitude, work ethic, grade and certifications earned

Construction (Gr. 11-12) Full year/3 credits per semester

Training in construction trades is an investment that can give you a lifelong career! Job entry trade skills will provide the student with security and work satisfaction. The program offers excellent opportunities for students to be exposed to the various areas in construction and to learn basic knowledge and hands on skills.

Note: Solid math background is helpful

Note: All programs below are located at the Construction Trades Bldg - 125 Murray St

Note: These programs require students to be working in both hot and cold environments. Heavy lifting is also to be expected.

Carpentry

Students are exposed to many phases of carpentry skills while working at a job site building or remodeling residential homes. Skills taught include reading blueprints, estimating costs and materials and safe use of ladders and power tools. Students will frame the walls and rafters, apply sheeting and shingles to the roof, and install windows, doors and siding. Students will take the following three courses for this program:

***Principles of Construction Trades 5221P/5222P (7130)**

***Construction Trades: General Carpentry 5221A/5222A (7123)**

***Construction Trades: Framing and Finishing 5221B/5222B (7122)**

During the 2nd year of this program, students will take the following course:

***Construction Trades: General Carpentry Capstone 5221C/5222C (7242)**

***Note:** 2nd year acceptance is based solely on instructor approval. Instructors take into consideration the following: attendance, attitude, work ethic, grade and certifications earned

Electrical

Students are exposed to all the mechanical parts of a house with the emphasis and practice in electrical. Projects include blueprint reading, electrical service installations, rough wiring or rewiring and installation of receptacles, switches and light fixtures. Students will take the following three courses for this program:

***Principles of Construction Trades 5221P/5222P (7130)**

***Electrical Fundamentals 50021A/50022A (7124)**

***Advanced Electrical 50021B/50022B (7119) (Counts as a quantitative reasoning course)**

During the 2nd year of this program, students will take the following course:

***Construction Trades: Electrical Capstone 50021C/50022C (7263)**

***Note:** 2nd year acceptance is based solely on instructor approval. Instructors take into consideration the following: attendance, attitude, work ethic, grade and certifications earned

Masonry

Students are exposed to all aspects of the installation of driveways, sidewalks and brick and block walls or fireplaces. Students will take the following three courses for this program:

***Principles of Construction Trades 5221P/5222P (7130)**

***Construction Trades: General Carpentry 5221A/5222A (7123)**

***Masonry Fundamentals 5221B1/5222B1 (7390)**

Note: For the 2nd year of this program, students will take the following course:

***Construction Trades: Masonry Capstone 5221C1/5222C1 (7391)**

***Note:** 2nd year acceptance is based solely on instructor approval. Instructors take into consideration the following: attendance, attitude, work ethic, grade and certifications earned

HVAC

Students experience both classroom and lab experiences. Classes will focus on installation of furnaces, air conditioning, and plumbing. Students learn all aspects of installation and learn how to troubleshoot equipment failure. Students will take the following three courses for this program:

***Principles of Heating, Ventilation, and Air Conditioning 50031P/50032P (7131)**
***HVAC Fundamentals 50031A/50032A (7125)**
***HVAC Service 50031B/50032B (7126)**

During the 2nd year of this program, students will take the following course:

***HVAC Capstone 50031C/50032C (7244)**
***Note:** 2nd year acceptance is based solely on instructor approval. Instructors take into consideration the following: attendance, attitude, work ethic, grade and certifications earned

Plumbing/Pipefitting

This program covers the following topics: introduction to the plumbing profession, basic safety, tools used in the plumbing trade, introduction to plumbing drawings, and plumbing installations such as piping, valves, drains, fixtures, and water heaters. Students will take the following three courses for this program:

***Principles of Plumbing & Pipefitting 50041P/50042P (7133)**
***Plumbing & Pipefitting Fundamentals 50041A/50042A (7129)**
***Advanced Plumbing & Pipefitting 50041B/50042B (7120)**

Civil Construction (Heavy Highway)

This program covers the following topics: identification of equipment used in heavy highway construction, heavy highway construction safety, work zone safety, soils, site work, excavation math, interpretation of civil drawings, crane safety and emergency procedures, basic principles of cranes and crane communications.
Note:: This program is located at the Construction Trades Bldg - 125 Murray St
Students will take the following three courses for this program:

***Principles of Construction Trades 5221P/5222P (7130)**
***Civil Construction Fundamentals 50051A1/50052A1 (7121)**
***Advanced Civil Construction 50051B1/50052B1 (7118)**

Supply Chain Management (Gr. 11-12) Full year/3 credits per semester

Supply Chain Management refers to the management of the production, transportation and distribution of goods throughout a business' overall supply chain. It encompasses both inbound logistics (how materials and supplies are brought into a business) and outbound logistics (how the business' resulting products get to retailers and consumers).
Note:: This program is located at the Construction Trades Bldg - 125 Murray St
Students will take the following three courses for this program:

***Principles of Business Management 2561P/2562P (4562)**
***Logistics and Management 50111A/50112A (7155)**
***Supply Chain Management 50111B/50112B (7142)**
During the 2nd year of the program, students will take the following course:
***Supply Chain Management Capstone 50111C/50112C (7258)**

Cosmetology I, II (Gr. 11-12) Full year/3 credits per semester

Excellent attendance during the 9th and 10th grades, and a strong desire to learn this profession with the ability to cope with repetitive practice and stand for long periods of time, are all characteristics needed to be a cosmetologist. Dependable transportation to and from class is necessary. This is a two year program requiring 1500 clock hours of instruction in all phases of cosmetology. Students enter the program in June after the completion of the 10th grade with a requirement of attending the summer sessions. While in the program during the summer and following junior and senior year, students must have excellent attendance. Students will have additional instruction to attend on Tuesday or Thursday with the hours being either 2:30-5:30 or 3:00-5:00. After

applying, completing, and passing the State Board examination, students receive an Indiana Cosmetology License. (5802/5806)

Prerequisite: Strong reading level
Note: Required summer session after sophomore year before junior year (20 days, 8:00-4:00 p.m.) 2 credits
Note: Juniors in Cosmetology also attend class one night weekly during the school year
Note: Fee of $200.00 per year (subject to change)
Note: This program is located in the main Anthis Career Center building- 1200 S. Barr St

During the 1st year of this program, students will take the following three courses:
***Principles of Barbering & Cosmetology 5041P/5042P (7330)**
***Barbering & Cosmetology Fundamentals 50411A/50422A (7331)**
***Advanced Cosmetology 5041B/5042B (7332)**
During the 2nd year of this program, students will take the following course:
***Barbering & Cosmetology Capstone 5041C/5042C (7334)**

Early Childhood Education (Gr. 11-12) Full year/3 credits per semester

This program allows students to explore careers in elementary and early childhood fields while developing skills to work at early childhood facilities. In addition to the above checks, students may also be required to pass a drug screening and central registry fingerprint check. Throughout the year, students participate in practicum opportunities such as Montessori, Head Start, nursery schools, Title I preschools, day care and special needs preschools. Successful 1st year students may apply to the Careers in Early Education Internship Program their senior year. Interns develop a Child Development Associate (CDA) Resource File to apply for this nationally recognized credential. Students will take the following three courses for this program:

***Principles of Early Childhood Education 0671P/0672P (7160)**
***Early Childhood Education Curriculum 0671A/0672A (7158)**
***Early Childhood Education Guidance 0671B/0672B (7159)**
During the 2nd year of this program, students will take the following course:
***Early Childhood Education Capstone 0671C/0672C (7259)**
***Note:** 2nd year acceptance is based solely on instructor approval. Instructors take into consideration the following: attendance, attitude, work ethic, grade and certifications earned
Prerequisite: Positive attitude, excellent attendance and communication skills, dress code, transportation for practicum assignments
Note: To participate in practicum -must pass criminal history and background check; TB Test required; Social Security Number and ID required, fingerprints required
Note: This program is located in the main Anthis Career Center building- 1200 S. Barr St

Advanced Manufacturing (Gr 11-12) Full year/3 credits per semester

Welding

Students are taught to join metals using ARC, MIG, TEG, and oxyacetylene welding and brazing, and will learn how to cut metals with the plasma arc, oxyacetylene cutting torch and rail torch. A must for the welding field of work is blueprint reading. The American Welding Society (AWS) curriculum and certification is offered. Students will take the following three courses for this program:

***Principles of Welding Technology 5101P/5102P (7110)**
***Shielded Metal Arc Welding 5101A/5102A (7111)**
***Gas Welding Processes 5101B/5102B (7101)**
During the 2nd year of this program, students will take the following course:
***Welding Technology Capstone 5101C/5102C (7226)**
***Note:** 2nd year acceptance is based solely on instructor approval. Instructors take into consideration the following: attendance, attitude, work ethic, grade and certifications earned
***Note:** This program is located at Local 166- 2930 W. Ludwig Rd and at 1219 Lafayette St

Public Service & Safety (Gr. 11-12) Full year/3 credits per semester

Note: Criminal history check required

Fire and Rescue

The Firefighter Program is the combined effort of the Anthis Career Education Program and the Fort Wayne and Allen County Fire Departments. The program is proficiency-based, preparing students to pass the national accreditation tests for Firefighter I and II status. Instruction is provided by certified and experienced firefighters who will provide students with a clear understanding of the requirements and skills necessary to become candidates for area fire departments. Students will have a chance to practice putting on equipment quickly and practice using the equipment used by firefighters. Students will take the following three courses for this program:

***Principles of Fire and Rescue 5071P/5072P (7195)**
***Fire Fighting Fundamentals 5071A/5072A (7189)**
***Advanced Fire Fighting 5071B/5072B (7186)**
Note: Must be age 17 by March in order to obtain industry certifications
Note: Classes will be held at the Auto Center directly across from Anthis Career Academy - 1219 Lafayette
Note: If Fire & Rescue is taken as a junior, 2nd year students as seniors may be placed in the Fire and Rescue Capstone 5071C/5072C (7229) which will prepare you to earn the EMT Certification
***Note:** 2nd year acceptance is based solely on instructor approval. Instructors take into consideration the following: attendance, attitude, work ethic, grade and certifications earned

Criminal Justice

Interested in crime scene investigation or how the legal system works? Students will experience classroom and practical activities related to criminal justice and law enforcement. Students will learn about the 911 Call Center, have the opportunity to set up crime scenes and then analyze the scene, as well as gain practice in reacting to different scenarios in this field. This program is a must if you have a passion for a career in public service, probation, or the legal system. Students will take the following three courses for this program:

***Principles of Criminal Justice 5091P/5092P (7193)**
***Law Enforcement Fundamentals 5091A/5092A (7191)**
***Corrections & Cultural Awareness 5091B/5092B (7188)**
Note: This program is located in the main Anthis Career Center building- 1200 S. Barr St
Note: The 1st year of this program is in the PM only

Digital Technology Academy (Gr. 11-12) Full year/3 credits per semester

Get your CERTIFICATION in an area of high-tech computer careers while earning Industry certifications and dual credits at area colleges. You will learn and work with the latest computer software and equipment in a team-based professional setting. As students study for certification in their field, they may also have an opportunity to showcase their skills while on internship at local companies. Students are encouraged to return for a second year to diversify their skills and earn other certifications.

Software Development

Students will learn the skills to become a software developer. Students will start with computer science principles and learn the basics of computer science. Next, they will learn the Python programming language and then another language of their choice. Finally, students could be assigned an internship site or a non-profit project. It is recommended that students have passed Algebra and have taken basic computer science classes. This is not a game programming class. Students will take the following three courses for this program:

***Principles of Computing 2521P/2522P (7183) (Counts as a quantitative reasoning course)**
***Website and Database Development 50051A/50052A (7185) (Counts as a quantitative reasoning course)**
***Software Development 50051B/50052B (7184) (Counts as a quantitative reasoning course)**
During the 2nd year of this program, students will take the following course:

***Software Development Capstone 50051C/50052C (7184)**

***Note:** 2nd year acceptance is based solely on instructor approval. Instructors take into consideration the following: attendance, attitude, work ethic, grade and certifications earned

Note: Interview Required at the Career Center

Note: This program is located in the main Anthis Career Center building- 1200 S. Barr St

Graphic imaging

Utilizing the latest in graphic software, students will learn to design and create various publications. Student projects include business cards, logo design, newsletters, billboards, posters, photo manipulation and illustration. Each student will have the opportunity to work with business owners in the community to showcase their skills on real projects allowing students to build a portfolio to showcase their talent. Students will learn various software programs relating to this field such as: Adobe Illustrator, Photoshop, and InDesign. Students will take the following three courses for this program:

***Principles of Digital Design 50061P/50062P (7140)**

***Digital Design Graphics 50061A/50062A (7141)**

***Graphic Design & Layout 50061B/50062B (5550)**

During the 2nd year of this program, students will take the following course:

***Digital Design Capstone (Graphic Design) 50061C/50062C (7246)**

***Note:** 2nd year acceptance is based solely on instructor approval. Instructors take into consideration the following: attendance, attitude, work ethic, grade and certifications earned

Note: This program is located in the main Anthis Career Center building- 1200 S. Barr S

Interactive Media

Interactive Media uses text, graphics, sound, animation and video for the creation of stylistic presentations. This class is for students who enjoy the creative aspect of putting human motion and sound to computer-generated characters. Projects include e-cards, promotional and information presentations and Web site development. During the course students will learn the following software: Adobe (Flash, Dreamweaver, Fireworks) Director, and Bryce. Students will take the following three courses for this program:

***Principles of Digital Design 50061P/50062P (7140)**

***Digital Design Graphics 50071A/50072A (7141)**

***Interactive Media Design 50071B/50072B (7138)**

During the 2nd year of this program, students will take the following course:

***Digital Design Capstone (Interactive Media) 50071C/50072C (7246)**

***Note:** 2nd year acceptance is based solely on instructor approval. Instructors take into consideration the following: attendance, attitude, work ethic, grade and certifications earned

Note: This program is located in the main Anthis Career Center building- 1200 S. Barr S**t**

Information Technology Operations: Networking & Cybersecurity Operations

This program allows students to explore how computers, tablets, and smart phones work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands-on-activities and labs, students learn how to assemble, configure and repair desktop and laptop computers, install operating systems and software, and troubleshoot hardware, software, and connection issues in both computers and other mobile devices. Students will take the following three courses for this program:

***Principles of Computing 2521P/2522P (7183)**

***Information Technology Fundamentals 2521A/2522A (7180)**

***Networking & Cybersecurity Operations 2521B1/2522B1 (7181)**

During the 2nd year of this program, students will take the following course:

***Cybersecurity Operations Capstone 2521C1/2522C1 (7249)**

***Note:** 2nd year acceptance is based solely on instructor approval. Instructors take into consideration the following: attendance, attitude, work ethic, grade and certifications earned

Note: This program is located in the main Anthis Career Center building- 1200 S. Barr S**t**

Amp Lab (FWCS)

Box 3 Option for Graduation Pathways: *Entrepreneurship

Entrepreneurship
1. Principles of Entrepreneurship 2. New Venture Development 3. Entrepreneurial Operations

Amp Lab is a half-day program for juniors and seniors located at Electric Works and at Pearl Street Arts Center. Students can either attend in the morning or in the afternoon. The morning session runs from 7:40-10:30 and the afternoon session runs from 11:10-2:00. Students must provide their own transportation. Students immerse themselves in a problem-solving design "think tank" in which they are given a problem from various businesses and organizations to solve. The Pearl Street location of Amp Lab focuses on innovation and entrepreneurship in the music industry. All problems are real and all of the potential solutions are considered or implemented. Examples of problems students were asked to help solve:

- Parkview Mirro Center tasked students with creating and fabricating a memento for parents who were dealing with the loss of a child. Students used engineering, 3D design, and fabrication skills to develop prototypes and final products to the Parkview team.
- Amani Family Services supports immigrant and refugee families. In this challenge, students were tasked with using videography and production to develop a storytelling series in relation to support "Welcoming Week." Students conducted field research, empathy interviews, and handled all production aspects of the video series.
- Artemis International is a leading supplier of nutraceutical ingredients. In this challenge, students used urban farming and food science to conduct research and develop new product offerings in both the gummy and snack bar categories for Artemis to consider for production.

Interested students should pick up an application in guidance and apply and be accepted to participate.
Student schedules would look like the following:

AM Amp Lab-
Per 1-3 - Amp Lab
Per 4 - Travel
Per 5-7 Classes at CHS

PM Amp Lab-
Per 1-2 - Classes at CHS
Per 3 - Travel
Per 4-6 - Amp Lab
Per 7 - No class (Unless a student needs a 3rd class, then, the student would come back to CHS for a 7th period class on Edmentum)

Students will take the following 3 classes while at Amp Lab. These 3 classes will fulfill a Box 3 pathway for graduation requirements:

***Principles of Entrepreneurship 2121P/2122P (7154)**
***New Venture Development 2121A/2122A (7148))**
***Entrepreneurial Operations 2121B/2122B (7147)**

If students choose to do a 2nd year of this program, students will take the following course:

***Small Business Operations Capstone 2121C/2122C (7201)**

Return to Course Offerings

Student Name: _____

Carroll High School Graduation Pathways
Project-Based Learning

Student must complete and pass one of the courses listed below to count towards the Project-Based Learning Experience.

Project-Based Option	Description	Required Documentation
_____Biology I _____Biology I STEM _____Technical Communication _____Adv. CC Dual Credit Composition _____AP Language & Composition ____ Aerospace Engineering (AE) - PLTW ____ Civil Engineering & Architecture (CEA) - PLTW ____ Computer Integrated Manufacturing (CIM) - PLTW ____ Digital Electronics (DE) - PLTW ____ Engineering Design & Development (EDD) - PLTW ___ Computer Science III: Cybersecurity ____ Medical Interventions PTLW	• Must complete both semesters of Biology I or Biology I STEM or AP Language • Tech Comm and Dual Credit Comp are both a 1 semester course	• Official transcript verifying completion of course and credit earned • Completed **Employability Skills Verification Form** (Not needed for Biology I, Biology I STEM, Tech Comm, Dual Credit Comp, or AP Lang**)**

Carroll High School
Employability Skills Verification Form

Student _____ Date _____ Grad Year_____
Grade Level _____

RETURN COMPLETED FORM TO YOUR COUNSELOR

Check below which experience you completed:
Project Based Experience _____ **Service** Based Experience _____ **Work** Based Experience _____

If you completed a class for Project Based or Work Based Experience, list the class that you completed:
_____

By completing this learning experience for Box 2, you have learned Employability Skills such as self-confidence, initiative, self-direction, work ethic, professionalism, stress management, planning, critical thinking, problem solving skills, teamwork, leadership, and personal safety.

Mindsets and Self-Management Skills Describe how you learned Self Confidence, Initiative and Self-Direction, Work Ethic, Professionalism, Stress Management:
_____
_____
_____
_____

Learning Strategies Describe how you learned Planning and Management, Critical Thinking and Problem Solving skills:
_____
_____
_____
_____

Social Skills and Workplace Skills Describe how you learned Communication Skills, Teamwork, Leadership, Personal Safety:
_____
_____
_____
_____

Carroll High School Graduation Pathways

Service-Based Learning

For Service-Based Learning, students must participate in an extra-curricular or co-curricular activity/sport which also has a community service component to it in order to count for this learning experience.

Service-Based Option	Description	Required Documentation
___ Extra-Curricular or Co-Curricular Activity These include: Marching Band, Baseball, Basketball, Cheerleading, Cross Country, Dance Team, Drumline, Football, Golf, Gymnastics, Show Choir, Soccer, Softball, Swim/Dive, Tennis, Track, Volleyball, Wrestling, Unified Flag Football, Unified Track, Unified Basketball, Winter Guard, FCCLA, Eagle Scouts, Student Council, 4-H, Peer Tutoring, Freshmen Peer Mentoring Program, and FFA	● Must be an active member of the entire season of the sport or activity ● Activity or Sport must be part of Carroll High School or activity must be on the state approved list (These are FCCLA, Eagle Scouts, Student council, 4-H, and FFA) ● Activity or Sport MUST include a community service component	● Completed **Service-Based Learning Experience Verification Form** ● Completed **Employability Skills Verification Form**

Carroll High School

Service-Based Learning Experience Verification Form

Please provide the following information as confirmation that the student listed below was a member of the Extra-Curricular or Co-Curricular Sport or Activity

Student Name: _____

Extra-Curricular/Co-Curricular Sport or Activity:

_____

Student was an active member for the entire season:

___Yes ___ No

Student was involved in a community service component for the sport/activity:

___ Yes ___No

Activity/Sport Sponsor or Coach Signature: _____

Date: _____

Student Signature: _____

*Please return the completed form to your guidance counselor.

Student Name: _____

Carroll High School Graduation Pathways
Work-Based Learning

Students must select one of the following Work-Based Options. All required documentation must be completed and turned in to counselor

Work-Based Option	Description	Required Documentation
___ **Carroll High School Course** ➢ Work Based Learning Capstone/Internship ➢ Career Exploration Internship ➢ Cooperative Education ➢ Supervised Ag Experience ___ Completed (Student Initials) ___ Verified (Counselor Initials)	● Must complete at least one semester of the course and earn 1 credit	● Official transcript verifying completion of course and credit earned ● Completed **Employability Skills Verification Form**
___ **Employment** ____ Completed (Student Initials) ____ Verified (Counselor Initials)	● Paid Workplace-based opportunity or occupation	● Completed **Employment Verification Form** showing continued employment at the same location for at least 2 months (average 10 hours/week) ● Completed **Employability Skills Verification Form**
____ **Internship** (On your own -- outside school hours -- not CHS internship program) ____ Completed (Student Initials) ____ Verified (Counselor Initials)	● Student learns about a career or industry ● The amount of time spent in internship should be at least 5 hours a week for at least 8 weeks.	● Completed **Internship Verification Form** ● Completed **Employability Skills Verification Form**

Work-Based Option	Description	Required Documentation
____ **Anthis Career Academy** ➢ Automotive Services ➢ Automotive Collision Repair ➢ Architecture & ➢ Construction (Carpentry, Electrical, Plumbing, Masonry, HVAC) ➢ Cosmetology ➢ Criminal Justice ➢ Dental Careers ➢ Early Childhood Educ ➢ Emergency Med Services ➢ Fire and Rescue ➢ Graphic Imaging ➢ Interactive Media ➢ Welding	● Must complete 2 semesters in a school year	● Official transcript verifying completion of course and credits earned ● Completed **Employability Skills Verification Form**

Carroll High School Employment Verification Form

Please provide the following information as confirmation that the student listed below is currently employed by your company, or was continuously employed for a period of at least 2 months

Student Name: _____

Date Hired: _____

Date Left (if applicable): _____

Company Name: _____

Company Representative's Name: _____

Phone Number: _____

Email: _____

Student worked an average of 10 hrs/week? ___Yes ___No

Is/Was this student in good standing as an employee? ___Yes ___No

Do you believe this student has employability skills? ___ Yes ___No

If you were hiring, would you hire this student again? ___Yes ___No

List the student's specific work duties:

_____

_____

Company Representative's Signature: _____

Title: _____

Date: _____

Student Signature: _____

Parent Signature: _____

Carroll High School
Internship Verification Form

Please provide the following information as confirmation that the student listed below is currently serving as an intern by your company.

Student Name: _____
Date of Internship: _____
Company Name: _____
Company Representative's Name: _____
Phone Number: _____
Email: _____

Is this student in good standing as an intern? ___Yes ___No
Do you believe this student has employability skills? ___ Yes ___No
If you were hiring, would you hire this student? ___Yes ___No
Did student intern at least 5 hrs/week for 8 weeks? ___Yes ___No
List specific internship duties: _____
_____

Company Representative's Signature: _____
Title: _____
Date: _____
Student Signature: _____
Parent Signature: _____

Steps to take when leveling down from an AP, STEM, Dual Credit or Honor course

Before seeing your counselor about leveling down, you must complete the following steps first:

- **Talk to your teacher about your concerns**
- **Talk to your parents about your concerns**
- **Have your parents talk with the teacher about the concerns**

If these steps have been taken, and everyone is in agreement, see your counselor to discuss the change.
Remember, if you do get approved to level, here is what happens with your grade:
***If you level within the first 10 days of a semester, you would need to make up the work that had been completed in the new class and do a "grade re-start" with those grades that you earn on those assignments/quizzes/tests. You would also be responsible for taking the final exam which covers all this material**

***If you level AFTER the first 10 days of a semester, your current grade in the AP, STEM, Dual Credit, or Honors class would go with you to the new class and this grade would be entered into the gradebook for all assignments that were completed prior to you entering the class. You would also be responsible for taking the final exam which covers all material.**

However, if it is after P1, (or P5 if a 2nd semester class), you will have to remain in the AP, STEM, Dual Credit or Honors class until the end of the semester. (If it is a yearlong class, you will be able to drop the class at the end of semester 1)

NOTE: If you are leveling from English 11 Honors during S1, you will be placed in American Lit. If you are leveling from English 11 Honors at the beginning of S2, you will be placed in either Themes in Lit or Dramatic Lit.

NOTE: If you are dropping a yearlong AP class at the semester, you need to let your teacher know by Nov 1st that you will not be continuing the class for the 2nd semester. If you do not let your teacher know by Nov 1st, you will be charged a $40.00 (subject to change) AP exam return fee. This fee is due to the need to order AP tests by a certain date. The charge is incurred if unused tests

are returned due to students dropping the course and no longer taking the exam.

<u>IMPORTANT INFORMATION TO KNOW IF DROPPING A DUAL CREDIT CLASS</u>

- **The purpose of having a deadline to drop a dual credit class is to help with a smoother transition from a dual credit class to the "non-dual credit" equivalent and to avoid having a "withdrawal" on your college transcript and possibly not receiving any kind of a refund.**

- **Final Thoughts:**
  - **If the "non-dual credit" equivalent of the class is full, students will not be able to drop the dual credit class**
  - **If dropping Literary Interpretations, you will be put into Novels as long as there is room in that class**
  - **If dropping Composition, you will be put into Technical Communications as long as there is room in that class**