



South Central Course Description Guide
for the
2021-22 School Year

A Note From The Guidance Department

The Guidance Department of South Central Jr. – Sr. High School is pleased to present the 2021-22 “Course Description Guide”. This guide can be of invaluable assistance to you in planning your academic course of study for next year and for the rest of your high school career. Please take the time to read through the guide carefully, noting specific course descriptions and recommended background/grade levels. The departments of study are listed alphabetically. We encourage you and your parents/guardians to discuss your course selections thoroughly. Parents/guardians are always encouraged to take an active role in helping their children select the right courses that match their goals and aspirations. Parents/guardians should feel welcome to contact the Guidance Department at 767-2266 should any questions arise regarding the different curriculums, their child’s placement in courses, or their “4-year plan”.

It is our hope that this guide will help you and your parents understand the courses we offer at South Central High School.

Tina Randall Guidance Director

Athletic Eligibility

The academic eligibility requirements as set forth by the Indiana High School Athletic Association (IHSAA) states that in order to be academically eligible to participate in high school athletics, a student must pass five (5) credit classes, in the previous grading period. If the previous grading period ends at a semester break instead of a nine-week break, the overall semester grade is the grade that is used to calculate eligibility. If not, the nine-week grade is used.

Therefore, student athletes must be very careful when auditing a class. Make sure that you, your counselor, and your parents are aware of your athletic eligibility requirements before committing to a class schedule of this type. Each student must pass five (5) credit classes from the previous grading period to be eligible. They must also be currently enrolled in five (5) credit classes. Please note that courses taken in the Virtual Lab do not count toward the five (5) required classes. Also, auditing a class (re-taking a class already passed) sometimes places a student at risk of falling below this maximum number.

Schedule Changes

As a general rule, schedules may not be changed after class registration. Students are provided ample time during the registration process to make course selections. Also, classes are scheduled based on student course selections. Teachers and classrooms are committed to these student selections. Ordinarily exceptions to this policy will be for one of the following reasons:

1. To meet immediate graduation requirements
2. Schedule conflicts or scheduling errors
3. An injury which makes it impossible for the student to take or continue in a class
4. A recommendation by a teacher for a change because the student is misplaced

Ordinarily, this involves a student who is trying, but is unable to do the work in a course and is dropped back to a less difficult course within the same department.

Graduation Requirements

Students may take up to 7 classes for credit each semester.

Beginning with the students who enter high school in 2007-08, the completion of Core 40 becomes an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

Note - Schools may have additional local graduation requirements. The minimum number of credits to graduate from South Central High School is **40**.

To graduate with less than CORE 40 (and get the Regular/General Diploma), the following formal opt-out process must be completed:

1) The student, the student's parent/guardian, and the student's counselor conference to discuss the student's progress.

2) The student's career and course plan is reviewed.

3) The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the CORE 40 curriculum.

If the decision is made to opt-out of CORE 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

All requirements must be completed before a student may participate in the Commencement Program and receive a diploma.

Whenever a student fails a required course, the failed class should be repeated as soon as possible.

Diploma Requirements

General (40 credits)	Core 40 (40 credits)	AHD (47 credits)	THD (47 credits)
English 4 years Algebra and one more year *All students must earn two math or quantitative reasoning credits during the student's junior or senior year. Quantitative Reasoning courses do not count as math credits.	English 4 years Algebra, Geometry, Algebra II *All students must earn six (6) math credits after entering high school. *All students must be enrolled in a math or quantitative reasoning course each year the student is enrolled in high school.	English 4 years Algebra, Geometry, Algebra II, 2 additional Core 40 Math credits– note @ SC MUST have Math Senior year *All students must earn at least six (6) of the requisite eight (8) math credits after entering high school. *All students must be enrolled in a math or quantitative reasoning course each year the student is enrolled in high school.	English 4 years Algebra, Geometry, Algebra II (recommend Pre Calc/Trig) *All students must earn six (6) math credits after entering high school. *All students must be enrolled in a math or quantitative reasoning course each year the student is enrolled in high school.
Biology and one more year of any AS LONG AS 1 CREDIT IS A PHYSICAL SCIENCE	Biology, ICP or Chem Any other Core 40	Biology ICP or Chem Any other Core 40	Biology, ICP or Chem Any other Core 40
2 sem. PE 1 sem. Health	2 sem. PE 1 sem. Health	2 sem. PE 1 sem. Health	2 sem. PE 1 sem. Health
2 US History 1 Gov. and 1 additional social studies class	2 US History 1 Gov, 1 Econ, 2 Geography or W. History	2 US History, 1 Gov, 1 Econ, 2 Geography or W. History	2 US History, 1 Gov., 1 Econ, 2 Geography or W. History
Personal Finance Preparing for College and Careers	Personal Finance Preparing for College and Careers	Personal Finance Preparing for College and Careers	Personal Finance Preparing for College and Careers
College and Career Pathway 6 Credits (selecting courses in a deliberate manner to take full advantage of career exploration and preparation opportunities) Flex Credits - 5 Credits To earn 5 Flex Credits, a student must complete one of the following: *Additional courses to extend the college and career pathway *Courses involving workplace learning *High school/college dual credit courses *Additional courses in: Language Arts Social Studies Mathematics Science World Language Fine Arts Electives 6 Credits (Specifies the number of electives required by the state)	Directed Electives - 5 Credits (World Language, Fine Arts, and Career/Technical) Electives - 6 Credits All students are recommended to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career exploration and preparation opportunities.	*6-8 credits foreign language (3 years in a single language or 2 years in two different languages) Complete one of the following: 1) Four (4) credits in two (2) or more Advanced Placement Courses with corresponding exams 2) Two (2) dual high school and college credit courses resulting in six (6) transcribed college credits 3) Two (2) of the following requirements: a) a minimum of three (3) transcribed college credits b) Two (2) credits of Advanced Placement Courses with corresponding exams 4) The SAT with a composite score of 1750 or higher and a minimum score of 530 on each section 5) The ACT with a composite score of 26 or higher and completion of the written section *All grades C- or better *Overall GPA at least 3.0	Students must also complete the following: 1) Earn a minimum of six (6) credits in the college and career preparation courses in a state-approved College & Career Pathway and earn one (1) of the following: A) Pathway designated industry-based certification or credential; or B) Pathway designated dual high school and college credit courses resulting in six (6) transcribed college credits 2) Complete one (1) of the following: A) Any of the options listed for the Core 40 with Academic Honors Diploma (1-5) B) Earn the following minimum scores on WorkKeys: Reading for Information, Level 6 Applied Mathematics, Level 6; and Locating Information, Level 5 C) Earn the following minimum score on Accuplacer: Writing, 80; Reading, 90; and Math, 75 D) Earn the following minimum score on Compass: Algebra, 66; Writing, 70; and Reading, 80 *All grades C- or better *Overall GPA at least 3.0

--	--	--	--

- Note – students may not count the same dual credit courses for both AHD and THD requirements.

Additional Graduation Requirements

Cohort 2022

In addition to meeting the requirements for one of the diplomas, students in the 2020-2022 Cohorts must also pass both the ELA and Math portions of the ISTEP+. Alternatively, students can graduate using the Graduation Pathways (see the information below and on the next page for a more detailed description of the Graduation Pathways) based on the following stipulations:

- Students will continue to take ISTEP+ as required once in 10th grade, twice during their Junior year (3 opportunities w/ summer), and at least once during their Senior year (3 opportunities)
- If students have not passed ISTEP+ at that point, but have already met requirements to graduate with the Graduation Pathways, we will allow them to opt out of further ISTEP+ testing
- Students who have not yet met Graduation Pathway requirements will continue to take ISTEP+ to allow the maximum chances of meeting graduation requirements in some way

<p>1 High School Diploma</p>	<p>Meet the State of Indiana requirements for a high school diploma:</p> <p><input type="checkbox"/>General <input type="checkbox"/>Core 40 <input type="checkbox"/>Academic Honors <input type="checkbox"/>Technical Honors</p>
<p>2 Learn and Demonstrate Employability Skills</p> <p>(Students must complete <u>at least one</u> of the following:)</p>	<p><input type="checkbox"/> Project-Based Learning: Working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make work public by explaining, displaying, and/or presenting it to people beyond the classroom. This can include completion of a research project, completion of a course capstone, an AP Capstone Assessment, or any other experience as approved by the State Board of Education.</p> <p>Description: _____</p> <p>Verification Product: _____</p> <p><input type="checkbox"/> Service-Based Learning: Integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility, and strengthen communities. This can include participation in a meaningful volunteer or civic engagement experience, engagement in a school-based activity, such as a co-curricular or extra-curricular activity or sport for at least one academic year, or another experience as approved by the State Board of Education.</p> <p>Description: _____</p> <p>Verification Product: _____</p> <p><input type="checkbox"/> Work-Based Learning: Reinforces academic, technical, and social skills learned in the classroom through collaborative activities and employer partners, allowing students to apply classroom theories to practical problems, explore career options, and pursue personal and professional goals. This can include completion of a course capstone, completion of an internship, obtaining the Governor’s Work Ethic Certificate, employment outside of the school day, or another experience as approved by the State Board of Education.</p> <p>Description: _____</p> <p>Verification Product: _____</p>
<p>3 Postsecondary-Ready Competencies</p> <p>(Students must complete <u>at least one</u> of the following:)</p>	<p><input type="checkbox"/> Honors Diploma: <input type="checkbox"/>AHD <input type="checkbox"/>THD</p> <p><input type="checkbox"/> ACT College Ready Benchmarks (18 in English or 22 in Reading and 22 in Math or 23 in Science) English or Reading: _____ and Math or Science: _____</p> <p><input type="checkbox"/> SAT College Ready Benchmarks (480 in EBRW, 530 in Math) EBRW _____ Math _____</p> <p><input type="checkbox"/> ASVAB (minimum score of 31) AFQT score _____</p> <p><input type="checkbox"/> State and Industry Recognized Credential or Certification Certification: _____</p> <p><input type="checkbox"/> CTE Concentrator (earn “C” average in at least 6 high school credits in career sequence- Perkins IV) CTE 1 _____ CTE 2 _____ CTE 3 _____ CTE 4 _____ CTE 5 _____ CTE 6 _____</p> <p><input type="checkbox"/> CTE Concentrator (earn “C” average in at least two non-duplicative advanced courses within a program – Perkins V) Program: _____ Course: _____ Course: _____</p> <p><input type="checkbox"/> AP/IB/Dual Credit/Cambridge International/CLEP Exam (earn “C” average in at least 3 courses – at least one in a core) AP/DC 1 _____ AP/DC 2 _____ AP/DC 3 _____ AP/DC GPA _____</p> <p><input type="checkbox"/> CLEP Exams (minimum score of 50 on at least 3 subject area exams – at least one in core)</p> <p><input type="checkbox"/> Locally Created and Approved Pathway LCP: _____</p>

The above is for students in Cohort 2022.

The counselor will work with each student individually to ensure they are picking classes wisely to ensure the best chance to meet the Graduation Pathway requirements

All South Central students will be encouraged to select a “Career Concentration” from the list below to help ensure they meet the CTE Concentrator Requirement of the Graduation Pathways. To be a CTE Concentrator for students in Cohorts 2020-2022 there are two different routes. One way (Perkins 4 state requirements) is that a student must earn 6 high school credits from the specific list of classes. Note that some of these classes may be offered off campus through our partnerships with AK Smith Career Center, Westville High School, and/or LaPorte High School.

Agriculture

- **Agribusiness (PCC, Intro to Ag, Animal Sciences, Agribusiness Management, SAE)**
- **Animal Science (PCC, Intro Ag, Animal Sciences, ALS Animal Science, SAE)**
- **Horticulture & Landscape (PCC, Intro to Ag, Horticulture, ALS Plants & Soils, Landscape, SAE)**
- **Natural Resources (PCC, Intro Ag, Intro Energy Industry, Natural Resources, SAE)**

Architecture & Construction

- **Architectural or Mechanical (PCC, Comp in Design & Prod, IED, POE)**
- **Construction (PCC, Intro to Construction, Construction Trades I & II)**
- **Electrical (PCC, Intro to Construction, Intro to Energy, Energy I & II)**

Arts, AV Technology and Communication

- **Radio/TV (PCC, Design Fundamentals, Radio TV I and II)**

Business and Marketing

- **Entrepreneurship & Management, Business Management Focus (PCC, Digital Apps, Principles of Marketing, Principles of Business Management, Admin & Office Management)**

Education and Training

- **Education Careers (PCC, Child Dev, Adv. Child Dev, Ed Prof I (at SC or at AK Smith), Ed Prof II)**

Health Science

- **Biomedical (PCC, Nutrition, PLTW Princ of Biomed, PLTW Human Body Systems, PLTW Medical Interventions)**

- **Comprehensive Health Science &/or Emerging Careers (PCC, Nutrition, Child Dev, Medical Term, HLTH Science I here or at AK Smith, A & P)**
- **Nursing (PCC, Nutrition, Child Dev, PLTW Princ of Biomed, Medical Term, A & P, HLTH Science I (here or at AK Smith, HLTH Science II)**
- **Veterinary (PCC, Animal Science, Medical Term, A & P, Vet Careers in VL)**

Hospitality & Human Services

- **Cosmetology (PCC, Nutrition, Adv. Nutrition, Cosmo I & II)**
- **Culinary (PCC, Nutrition, Adv. Nutrition, Intro to Culinary, Culinary I & II)**
- **Human & Social Services (PCC, Nutrition, Adv, Nutrition, Child Development, Human Development and Wellness, Human and Social Services I and II)**

Information Technology

- **Computer Science (PCC, Intro to Computer Science, Digital Apps, Computer Science I & II)**

Manufacturing & Logistics

- **Adv. Manufacturing (PCC, Int Adv. Manufacturing, Comp in Design and Prod, IED, POE, Advanced Manufacturing I & II)**
- **Machine Technology (PCC, Int Adv. Manufacturing, Comp in Design and Prod, PLTW CIM, Precision Machining I & II)**
- **Welding (PCC, Comp in Design and Prod, Int Adv. Manufacturing, PLTW IED, Welding I & II)**

STEM

- **Engineering (PCC, Computers in Design and Prod, PLTW IED, PLTW POE, PLTW CIM, PLTW AE, Robotics Design and Innovation)**

Transportation & Logistics

- **Automotive Technology (PCC, Intro to Transportation, Auto Services Tech I & II)**

Other

- **Criminal Justice (PCC, Criminal Justice I & II)**
- **EMT/Paramedic (PCC, Health Science I, EMS, Fire & Rescue I)**
- **Fire & Rescue (PCC, EMS, Fire and Rescue I & II)**

In addition, the options for the two non-duplicative Advanced Courses are listed on page 11 of this Course Description Guide.

Cohort 2023 and 2024

Beginning with students in the 2023 Cohort, the graduation requirements will change to the Graduation Pathways. This will take the place of having to pass the Graduation Qualifying Exam in Math and ELA (ISTEP+). The Graduation Pathways consist of students completing at least one requirement in each of the three boxes listed on the next page. For school accountability purposes, these students will also take some form of standardized test during their Junior year.



South Central Jr. – Sr. High School Graduation Pathway Checklist for Cohorts 2023 and 2024

<p>1 High School Diploma</p>	<p>Meet the State of Indiana requirements for a high school diploma:</p> <p><input type="checkbox"/>General <input type="checkbox"/>Core 40 <input type="checkbox"/>Academic Honors <input type="checkbox"/>Technical Honors</p>
<p>2 Learn and Demonstrate Employability Skills</p> <p>(Students must complete <u>at least one</u> of the following:)</p> <p>See reverse for more information.</p>	<p><input type="checkbox"/> Project-Based Learning: Working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make work public by explaining, displaying, and/or presenting it to people beyond the classroom. This can include completion of a research project, completion of a course capstone, an AP Capstone Assessment, or any other experience as approved by the State Board of Education.</p> <p>Description: _____</p> <p>Verification Product: _____</p> <p><input type="checkbox"/> Service-Based Learning: Integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility, and strengthen communities. This can include participation in a meaningful volunteer or civic engagement experience, engagement in a school-based activity, such as a co-curricular or extra-curricular activity or sport for at least one academic year, or another experience as approved by the State Board of Education.</p> <p>Description: _____</p> <p>Verification Product: _____</p> <p><input type="checkbox"/> Work-Based Learning: Reinforces academic, technical, and social skills learned in the classroom through collaborative activities and employer partners, allowing students to apply classroom theories to practical problems, explore career options, and pursue personal and professional goals. This can include completion of a course capstone, completion of an internship, obtaining the Governor’s Work Ethic Certificate, employment outside of the school day, or another experience as approved by the State Board of Education.</p> <p>Description: _____</p> <p>Verification Product: _____</p>
<p>3 Postsecondary-Ready Competencies</p> <p>(Students must complete <u>at least one</u> of the following:)</p> <p>See attached paper for current list of approved advanced CTE courses – list will not be finalized until the start of next school year as per the Department of Education</p>	<p><input type="checkbox"/> Honors Diploma: <input type="checkbox"/>AHD <input type="checkbox"/>THD</p> <p><input type="checkbox"/> ACT College Ready Benchmarks (18 in English or 22 in Reading and 22 in Math or 23 in Science) English or Reading: _____ and Math or Science: _____</p> <p><input type="checkbox"/> SAT College Ready Benchmarks (480 in EBRW, 530 in Math) EBRW _____ Math _____</p> <p><input type="checkbox"/> ASVAB (minimum score of 31) AFQT score _____</p> <p><input type="checkbox"/> State and Industry Recognized Credential or Certification Certification: _____</p> <p><input type="checkbox"/> CTE Concentrator (earn “C” average in at least two non-duplicative advanced courses within a program) Program: _____ Course: _____ Course: _____</p> <p><input type="checkbox"/> CTE Concentrator (earn “C” average the three course CTE Sequence) - NLPS Program: _____ Course: _____ Course: _____ Course: _____</p> <p><input type="checkbox"/> AP/IB/Dual Credit/Cambridge International/CLEP Exam (earn “C” average in at least 3 courses – at least one in a core) AP/DC 1 _____ AP/DC 2 _____ AP/DC 3 _____ AP/DC GPA _____</p> <p><input type="checkbox"/> CLEP Exams (minimum score of 50 on at least 3 subject area exams – at least one in core)</p> <p><input type="checkbox"/> Locally Created and Approved Pathway LCP: _____</p>



CTE Concentrator Options Currently available to South Central students in Cohorts 2022-2024. Some courses are offered off-campus at AK Smith Career Center or through our mutual partnership with Westville High School.

Students must earn a “C” average in at least two non-duplicative advanced courses within a program.

Note: Sometimes these advanced courses require Introductory level prerequisites that must be taken before taking the required courses.

Cluster	Pathway/Program of Study	DOE Code	Concentrator Course A (pick one)	DOE Code	Concentrator Course B (pick one)
Agriculture	Animal Systems	5070	ALS: Animals	5002	Agribusiness Management
Agriculture	Horticulture/ Landscape	5132	Horticulture Science	5136	Landscape Management
Agriculture	Landscape	5136	Landscape I	5137	Landscape II
Agriculture	Plant Systems	5074	ALS: Plants and Soils	5002	Agribusiness Management
Architecture and Construction	Building and Facilities Mgmt	5592	Building & Facilities Mgmt I	5595	Building & Facilities Mgmt II
Architecture and Construction	Construction	5580	Construction Trades I	5578	Construction Trades II
Architecture and Construction	Electrical	4830	Construction Trades: Electrical I	4832	Construction Trades: Electrical II
Arts, AV Tech and Comm	Radio TV	5986	Radio and Television I	5992	Radio and Television II
Business and Marketing	Office Mgmt	4562	Principles of Business Management	5268	Admin and Office Management
Ed and Training	Education Careers	5408	Education Prof I	5404	Education Prof II
Health Sciences	Biomed/Tech	5216	PLTW Human Body Systems	5217	PLTW Medical Interventions
Health Sciences	Nursing	5282	Health Science Ed I	5284	Health Science Ed II: Nursing
Hospitality and Human Services	Cosmo	5802	Cosmetology I	5806	Cosmetology II
Hospitality and Human Services	Culinary Arts	5440	Culinary Arts and Hospitality I	5346	Culinary Arts and Hospitality II
Hospitality and Human Services	Human and Social Services	5336	Human and Social Services I	5462	Human and Social Services II
STEM/Information Tech	Computer Science/Programming	4801	Computer Science I	5236	Computer Science II
Manuf and Logistics	Advanced Manuf	5608	Advanced Manufacturing I	5606	Advanced Manufacturing II
Manuf and Logistics	Machine Tech	5782	Precision Machining I	5784	Precision Machining II
Manuf and Logistics	Welding	5776	Welding Tech I	5778	Welding Tech II
Public Safety	Crim Justice	5822	Criminal Justice I	5824	Criminal Justice II
Public Safety	EMT/Paramedic	5282	Health Science I	5210	Emergency Medical Services
Public Safety	Fire and Rescue	5820	Fire and Rescue I	5210	Emergency Medical Services
STEM	Engineering	5644	Principles of Engineering	5518	Aerospace Engineering
STEM	Engineering	5644	Principles of Engineering	5534	Computer Integrated Manufacturing
Transportation	Auto Tech	5510	Automotive Services Tech I	5546	Auto Services Tech II

In addition, the options for the three course sequence for Next Level Programs of Study are listed on page 13 of this Course Description Guide.



South Central Jr. – Sr. High School Graduation Pathway Checklist for Cohorts 2025 and Younger

<p>1 High School Diploma</p>	<p>Meet the State of Indiana requirements for a high school diploma:</p> <p><input type="checkbox"/>General <input type="checkbox"/>Core 40 <input type="checkbox"/>Academic Honors <input type="checkbox"/>Technical Honors</p>
<p>2 Learn and Demonstrate Employability Skills</p> <p>(Students must complete <u>at least one</u> of the following:)</p> <p>See reverse for more information.</p>	<p><input type="checkbox"/> Project-Based Learning: Working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make work public by explaining, displaying, and/or presenting it to people beyond the classroom. This can include completion of a research project, completion of a course capstone, an AP Capstone Assessment, or any other experience as approved by the State Board of Education.</p> <p>Description: _____</p> <p>Verification Product: _____</p> <p><input type="checkbox"/> Service-Based Learning: Integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility, and strengthen communities. This can include participation in a meaningful volunteer or civic engagement experience, engagement in a school-based activity, such as a co-curricular or extra-curricular activity or sport for at least one academic year, or another experience as approved by the State Board of Education.</p> <p>Description: _____</p> <p>Verification Product: _____</p> <p><input type="checkbox"/> Work-Based Learning: Reinforces academic, technical, and social skills learned in the classroom through collaborative activities and employer partners, allowing students to apply classroom theories to practical problems, explore career options, and pursue personal and professional goals. This can include completion of a course capstone, completion of an internship, obtaining the Governor’s Work Ethic Certificate, employment outside of the school day, or another experience as approved by the State Board of Education.</p> <p>Description: _____</p> <p>Verification Product: _____</p>
<p>3 Postsecondary-Ready Competencies</p> <p>(Students must complete <u>at least one</u> of the following:)</p> <p>See attached paper for current list of approved advanced CTE courses – list will not be finalized until the start of next school year as per the Department of Education</p>	<p><input type="checkbox"/> Honors Diploma: <input type="checkbox"/>AHD <input type="checkbox"/>THD</p> <p><input type="checkbox"/> ACT College Ready Benchmarks (18 in English or 22 in Reading and 22 in Math or 23 in Science) English or Reading: _____ and Math or Science: _____</p> <p><input type="checkbox"/> SAT College Ready Benchmarks (480 in EBRW, 530 in Math) EBRW _____ Math _____</p> <p><input type="checkbox"/> ASVAB (minimum score of 31) AFQT score _____</p> <p><input type="checkbox"/> State and Industry Recognized Credential or Certification Certification: _____</p> <p><input type="checkbox"/> CTE Concentrator (earn “C” average the three course CTE Sequence) - NLPS Program: _____ Course: _____ Course: _____ Course: _____</p> <p><input type="checkbox"/> AP/IB/Dual Credit/Cambridge International/CLEP Exam (earn “C” average in at least 3 courses – at least one in a core) AP/DC 1 _____ AP/DC 2 _____ AP/DC 3 _____ AP/DC GPA _____</p> <p><input type="checkbox"/> CLEP Exams (minimum score of 50 on at least 3 subject area exams – at least one in core)</p> <p><input type="checkbox"/> Locally Created and Approved Pathway LCP: _____</p>



CTE Concentrator Options Currently available to South Central students in Cohorts 2025 and younger. Some courses are offered off-campus at AK Smith Career Center or through our mutual partnership with Westville High School.

Students must earn a “C” average in the three courses within a given CTE program.

Location	Cluster	Pathway	Principles Class	DOE #	Concentrator A Class	DOE #	Concentrator B Class	DOE#
SC	Advanced Manufacturing	TBD	Principles of Advanced Manufacturing	7108	TBD		TBD	
AK	Advanced Manufacturing	Precision Machining	Principles of Precision Machining	7109	Machining Fundamentals	7105	Precision Machining	7107
AK	Advanced Manufacturing	Welding	Principles of Welding Technology	7110	Shielded Metal Arc Welding	7111	Gas Welding Processes	7101
SC	Agriculture, Food, and Natural Resources	Agri-Science – Plants or Animals	Principles of Agriculture	7117	Animal Science	5008	Advanced Life Science, Animals	5070
SC	Agriculture, Food, and Natural Resources	Landscaping	Principles of Agriculture	7117	Horticulture Science NLPs	5132	Landscape and Turf Management	7115
AK	Architecture and Construction	Building Facilities Maintenance			Program still being developed			
AK	Architecture and Construction	Construction Trades - Carpentry	Principles of Construction Trades	7130	Construction Trades: General Carpentry	7123	Construction Trades: Framing and Finishing	7122
SC	Business Management and Administration	Business Administration	Principles of Business	7152	Business Administration Fundamentals	7143	Accounting Fundamentals	4524
AK	Education and Training	Education Professions	Principles of Teaching	7161	Child and Adolescent Development	7157	The Exceptional Child	7162
WV	Health Sciences	Biomedical Sciences	Principles of Biomedical Sciences	5218	Human Body Systems	5216	Medical Interventions	5217
AK	Health Sciences	Emergency Medical Technician	Principles of Healthcare	7168	Medical Terminology	5274	Emergency Medical Tech	7165
AK	Health Sciences	Pre-Nursing – Certified Nursing Aide (CAN)	Principles of Healthcare	7168	Medical Terminology	5274	Healthcare Specialist CNA	7166
AK	Hospitality and Tourism	Culinary Arts – Baking and Pastry	Principles of Hospitality	7173	Food Theory and Nutrition	7171	Culinary Arts	7169
AK	Human Services	Cosmetology			Program still being developed			
AK	Law, Public Safety, Corrections and Security	Criminal Justice	Principles of Criminal Justice	7193	Law Enforcement & Cultural Awareness	7191	Court & Corrections	7188
AK	Law, Public Safety, Corrections and Security	Fire and Rescue	Principles of Public Safety	7195	Fire Fighting Fundamentals	7189	Advanced Fire Fighting	7186
AK	STEM	Energy Technology	Principles of Energy Technology	7203	Fundamentals of Electricity and Motors	7200	Electrical Power and Distribution	7198
SC	STEM	Engineering	Intro to Engineering	4802	Principles of Engineering	5644	Aerospace Engineering	5518
SC	STEM	Engineering	Intro to Engineering	4802	Principles of Engineering	5644	Computer Integrated Manufacturing	5534
AK	Transportation	Automotive Services	Principles of Automotive Services	7213	Automotive Brakes and Electrical	7205	Engine Performance	7212

Career and Technical Education (CTE) course titles and descriptions are included in this document under the following subject areas and career clusters:

CTE General	Advanced Manufacturing	Agriculture
Architecture and Construction	Arts, AV Tech, and Communications	Business, Marketing, and Entrepreneurship
Education and Training	Family and Consumer Science (FACS)/CTE	Health Science
Hospitality and Human Services	Public Safety	STEM
Transportation		

CAREER CLUSTER: CTE GENERAL

PERSONAL FINANCIAL RESPONSIBILITY 4540 (PRS FIN RSP)

One Semester

One Credit

One Class Period

Open to: Sophomores-Seniors (required Sophomore year)

Fulfills Elective/Directed Elective and local graduation requirement for Class of 2020 and future classes

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

PREPARING FOR COLLEGE AND CAREERS 5394 (PRE CCS)

One Semester

One Credit

One Class Period

Required: 8th Grade (and any students new to South Central who have not taken it previously)

Recommended Background: None
Elective/Directed Elective and fulfills local graduation requirement

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

CAREER CLUSTER: ADVANCED MANUFACTURING

ADVANCED MANUFACTURING II 5606 (ADV MFTG II)

Two Semesters
Two Credits
One Class Period
Open to: Sophomores-Seniors

Required Background: ADV MFTG I
Fulfills Elective/Directed Elective
Students must fill out paperwork and qualify for dual credit through Ivy Tech. This course is taught as dual credit.

- Qualifies as a quantitative reasoning course

Advanced Manufacturing II builds on classroom and lab experiences students experienced in Advanced Manufacturing I. Domains include safety and impact, drafting principles, manufacturing programming, CAD/CAM and CNC technologies, automation and robotics, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Students continue this course with the goal of being a skilled machine operator, repair technician, or management at any company that produces goods and services using advanced manufacturing techniques. Work based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

PRINCIPLES OF ADVANCED MANUFACTURING 7108

Two Semesters
Two Credits
One Class Period
Open to: Freshman-Seniors

Recommended Background: None
Fulfills Elective/Directed Elective
Students must fill out paperwork and qualify for dual credit through Ivy Tech. This course is taught as dual credit.

Principles of Advanced Manufacturing is a course that includes classroom and laboratory experiences in Industrial Technology and Manufacturing Trends. Domains include safety and impact, manufacturing essentials, electricity, fluid power principles, mechanical principles, lean manufacturing, drafting principles, manufacturing programming, and careers in advanced manufacturing. Hands-on projects and team activities will allow students to apply learning on the latest industry technologies. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

PRECISION MACHINING I AND II 5782/5784 (PCSN MACH I & II)

Two Semesters
Three Credits Per Semester
Three Class Periods
Open To: Juniors-Seniors

Required Background: Passing all core classes, application process
Note: This course is taken off campus through AK Smith Career Center; additional fees apply

*Students have opportunity to earn dual credits through Ivy Tech if requirements are met, contact AK Smith Instructor for info on how to qualify

*Both courses count as Quantitative Reasoning classes

This course allows students to learn basic machining techniques, Computer Numerically Controlled (CNC) machining, computer aided machining (CAM), quality control processes and basic mechanics. Upon completion of the program, students will be prepared for a career in machining or a step ahead in any engineering major at college.

WELDING TECHNOLOGY 5776/5778 (WELD TECH I & II)

Two Semesters

Required Background: Passing all core classes, application process

Three Credits Per Semester

Three Class Periods

Note: This course is taken off campus through AK Smith Career Center; additional fees apply

Open To: Juniors-Seniors

*Students have opportunity to earn dual credits through Ivy Tech if requirements are met, contact AK Smith Instructor for info on how to qualify

This course prepares students for entry-level employment in the metalworking industry. Areas of instruction include: oxyacetylene welding, shielded metal arc welding, gas metal arc welding, gas tungsten arc welding, and flux cored arc welding, along with oxy-acetylene and plasma cutting. The program also offers students practical experience in computer-assisted welding, burning, and programming. Students work toward AWS entry-level skills and AWS Certification.

CAREER CLUSTER: AGRICULTURE

INTRODUCTION TO AGRICULTURE, FOOD AND NATURAL RESOURCES 5056 (INT AGFNR)

Two Semesters

Recommended Background: None

Two Credits

Elective/Directed Elective

One Class Period

Open to: 8th Grade Only

This is a yearlong course that is highly recommended as a prerequisite and foundation for all other agricultural classes. Areas to be covered include: agricultural literacy, the importance of agriculture and career opportunities, plant and soil science, animal science, environmental science, horticulture and landscape management, agricultural biotechnology, agricultural science and business tools and equipment, basic principles the agricultural/horticultural industry, basic agribusiness principles and skills, developing leadership skills in agriculture, and supervised experience in agriculture/horticulture purposes and procedure. Instruction includes not only agriculture education standards but many academic standards through the use of hands-on problem-solving individual and team activities. Hands-on labs, use of the greenhouse, natural trail labs, and other field trips allow students the opportunity to better understand textbook concepts.

PRINCIPLES OF AGRICULTURE 7117

Two Semesters

Recommended Background: None

Two Credits

Elective/Directed Elective

One Class Period

Open to: Freshmen and Sophomores,
Other Grades considered on
Individual Basis

Note: Students must fill out paperwork and qualify for dual credit through Ivy Tech. This course is taught as dual credit.

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

ANIMAL SCIENCE 5008 (ANML SCI)

Two Semesters

Recommended Background: Intro to Ag.

Two Credits

Fulfills Science requirement for all diplomas

One Class Period

Open to: Freshmen – Seniors (9th graders would have to take Principles of Ag concurrently)

Note: Students must fill out paperwork and qualify for dual credit through Ivy Tech. This course is taught as dual credit.

Animal Science is a two semester program that provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects such as ear tagging and notching, dissecting, artificial insemination, making food products from animal products, and designing your own farm operation. Guest speakers and field trips to different farms allow for students to see both small local and large scale animal operations. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science.

ADVANCED LIFE SCIENCE: ANIMAL SCIENCE 5070 (ALS ANML)

Two Semesters

Recommended Background: Intro to Ag., Animal Science, Biology, and Chemistry

Two Credits

Fulfills Science requirement for all diplomas

One Class Period

Open to: Sophomores/Juniors/Seniors

Note: Students must fill out paperwork and qualify for dual credit through Ivy Tech. This course is taught as dual credit. Students that take and pass the Purdue ACE Exam will also have the opportunity to earn Purdue credits as well.

Advanced Life Science: Animals provides students with opportunities to participate in a variety of activities including laboratory work that will prepare them for college majors in Animal Sciences, Veterinary Medicine, Zoology, and even Marine Biology. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture and raising animals to reach their full potential. Class projects and labs allow students several hands-on opportunities to explore and discuss concepts and ideas from the textbook. Through instruction, including laboratory, fieldwork, leadership development, supervised agricultural experience and the exploration of career opportunities, they will recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, and ecology, historical and current issues in animal agriculture in the area of advanced life science in animals.

- Qualifies as a quantitative reasoning course

HORTICULTURAL SCIENCE 5132 (HORT SCI)

Two Semesters

Recommended Background: Intro to Ag. or Biology

Two Credits

Fulfills Life Science or Physical Science for General Diploma only or

One Class Period

Elective/Directed Elective for Core 40, AHD, or THD

Open to: Freshmen – Seniors

Note: Students must fill out paperwork and qualify for dual credit through

(9th graders would have to take

Ivy Tech. This course is taught as dual credit.

Principles of Ag concurrently)

Horticultural Science is a yearlong course designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, hydroponics, floriculture and floral design, management practices for field and greenhouse production, interior plantscapes, marketing concepts, production of herbaceous, woody, and nursery stock, fruit, nut, and vegetable production, integrated pest management and employability skills. Students participate in a variety of growing and processing activities

LANDSCAPE MANAGEMENT I 5136 (LAND MGMT I)

Two Semesters

Recommended Background: Intro to Ag

Two Credits

Fulfills Elective/Directed Elective for other diplomas

One Class Period

Open to: Sophomores – Seniors

Note: Students must fill out paperwork and qualify for dual credit through Ivy Tech. This course is taught as dual credit.

NOTE: Pathway Assessment: Dual credit course final exam

Landscape Management is a two semester course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. Students will design and will work outside to revitalize a portion of our school's landscaping as part of this course. Upon completion of the program, students have the opportunity to become Indiana Landscape Industry Certified through a state approved program. In addition, students will have the opportunity to take Landscape Management II to learn how to install advanced landscape designs.

- Qualifies as a quantitative reasoning course

CAREER CLUSTER: ARCHITECTURE AND CONSTRUCTION

BUILDING FACILITY MAINTENANCE 5593/5594 (BF MAINT I & II)

Two Semesters

Required Background: Passing all core classes, application process

Three Credits Per Semester

Three Class Periods

Note: This course is taken off campus through AK Smith Career Center; additional fees apply

Open To: Juniors-Seniors

This course is designed for special-needs students who would like to acquire the skills in the general maintenance of large facilities. Topics addressed include basic cleaning, electrical and plumbing repair, framing, drywalling, painting and wallpapering, and landscaping. Students learn safety procedures related to tools and bio-hazardous materials, and gain experience in the proper use of hand and power tools.

CONSTRUCTION TECHNOLOGY 5580/5578 (CONST TECH I & II)

Two Semesters

Required Background: Passing all core classes, application process

Three Credits Per Semester

Three Class Periods

Note: This course is taken off campus through AK Smith Career Center; additional fees apply

Open To: Juniors-Seniors

Hands-on projects are used to teach students the skills they need for success in the building and construction trades. Courses cover a variety of disciplines, including: carpentry, plumbing, heating, masonry, drywall, roofing, insulation, electricity, interior decorating, and finishing. Our students also learn the requirements of home ownership and come away with practical experience in home construction.

*Students have opportunity to earn dual credits through Ivy Tech if requirements are met, contact AK Smith Instructor for info on how to qualify

CONSTRUCTION TRADES: ELECTRICAL I and II 4830/4832 (CONST ECT I & II)

Two Semesters

Required Background: Passing all core classes, application process

Three Credits Per Semester

Three Class Periods

Note: This course is taken off campus through AK Smith Career Center; additional fees apply

Open To: Juniors-Seniors

*Students have opportunity to earn dual credits through Ivy Tech if requirements are met, contact AK Smith Instructor for info on how to qualify

* Year 2 counts as a Quantitative Reasoning Course.

In partnership with NIPSCO, the Energy Academy will prepare students for high-demand jobs in the electronics, energy, and utility industries. Students will work with state-of-the art electrical and mechanical equipment in the classroom – and will also have hands-on opportunities for field work and internships. When students successfully complete the program, they will earn NCCER certifications in Electrical and Alternative Energy, giving them a head start on college and/or careers such as line worker, technician, power plant operator and many others.

INTRODUCTION TO CONSTRUCTION (Woods 1) 4792 (INT CONST)

Two Semesters	Recommended Background: None
Two Credits	Fulfills Elective/Directed Elective
One Class Period	Students must fill out paperwork and qualify for dual credit
Open to: Freshman – Seniors	through Ivy Tech. This course is taught as dual credit.

During this class you will learn various skills that have to do with the Construction Field. We will cover different types of materials and how they are used in the construction industry. Some of the equipment used will be table saws, router stations, pneumatic nailers, and various other tools used in the construction industry. We will construct small projects in the first semester and then, as a class, construct bigger more elaborate projects in the second semester. Skills attained will be in residential framing, basic electricity, hanging and finishing of drywall.

INTRODUCTION TO THE ENERGY INDUSTRY 5614 (INTRO ENG IND)

Two Semesters	Recommended Background: None
Two Credits	Fulfills Elective/Directed Elective
One Class Period	Students must fill out paperwork and qualify for dual credit
Open to: Freshman-Seniors	through Ivy Tech. This course is taught as dual credit.

Introduction to the Energy Industry provides students with an understanding of the occupations in the energy industry and the education and training to enter and advance in careers in the field. Students will explore all aspects of the energy industry including nuclear, natural gas and renewable energy. Schools certified through the Center for Energy Workforce Development (CEWD) can offer their students the opportunity to earn the Energy Industry Fundamentals Certificate

CAREER CLUSTER: ARTS, AV AND COMMUNICATIONS**DESIGN FUNDAMENTALS 4834 (DES FUND)**

Two Semesters	Recommended Background: None
One Credit	Fulfills Fine Arts or Elective/Directed Elective
One Class Period	
Open to: Freshmen – Seniors	

This class is focused on using software to create video games. Students will be required to work on computers to design, edit, critique, and de-bug video games. This is a fun and exciting class that allows students to be creative and work with others to solve problems. Students will gain experience in computer coding.

INTRODUCTION TO FASHION AND TEXTILES 5380 (FSHNTX)

Two Semesters

Recommended Background: None

Two Credits

Fine Arts or Elective/Directed Elective

One Class Period

Open to: Freshmen-Seniors

Introduction to Fashion and Textiles is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. This course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashion, textile, and apparel arena. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; 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, aesthetics, criticism, history and production; 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. Direct, concrete mathematics proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers

RADIO AND TELEVISION I/II 5986/5992 (RAD TV I & II)

Two Semesters

Required Background: Passing all core classes, application process

Two Credits Per Semester

Fulfills: Directed Elective/Elective

Three Class Periods

Note: This course is taken off campus at LaPorte High School; students

Open To: Juniors-Seniors

provide their own transportation to and from; additional fees apply

Radio and Television I focuses on communication, media and production. Emphasis is placed on career opportunities, production, programming, promotion, sales, performance, and equipment operation. Students will also study the history of communication systems as well as communication ethics and law. Students will develop oral and written communication skills, acquire software and equipment operating abilities, and integrate teamwork skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, job shadowing, field trips, and internships.

Radio and Television II prepares students for admission to television production programs at institutions of higher learning. Students train on professional equipment creating a variety of video projects. During this second-year program students integrate and build on first-year curriculum while mastering advanced concepts in production, lighting and audio.

CAREER CLUSTER: BUSINESS, MARKETING, AND ENTREPRENEURSHIP

ADMINISTRATIVE AND OFFICE MANAGEMENT 5268 (ADV BUS)

Two Semesters
Two Credits
One Class Period
Open to: Juniors and Seniors or
Teacher Approval

Required Prerequisites: Marketing or Business Management
Fulfills Elective/Directed Elective
Note: May be taken for dual credit through Ivy Tech (College level Principles of Business Management) – must fill out paperwork and qualify for dual credit

Administrative and Office Management prepares students to plan, organize, direct, and control the functions and processes of a firm or organization and to perform business-related functions. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business administration, management, and finance. Individual experiences will be based upon the student's career and educational goals

BUSINESS MATH 4512 (BUS MATH)

Two Semesters
Two High School Credits
One Class Period Required
Open To: Juniors-Seniors

Required Background: Successful completion of Algebra
Fulfills: Elective/General Elective and counts as Mathematics for General Diploma and Certificate of Completion only

Business Math is a course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics, and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

- Qualifies as a quantitative reasoning course

PRINCIPLES OF BUSINESS MANAGEMENT 4562 (BUS MGMT)

Two Semesters
Two Credits
One Class Period
Open to: Sophomores - Seniors

Fulfills Elective/Directed Elective
Note: May be taken for dual credit through Ivy Tech (College level Intro to Business) – must fill out paperwork and qualify for dual credit

Describes the functions of manager, including the management of activities and personnel. Focuses on application of the guiding principles of management.

Examines the American business system in relation to the economic society. Studies business ownership, organization principles and problems, management, control facilities, administration, and development practices of American business enterprise.

CAREER CLUSTER: EDUCATION AND TRAINING

EDUCATION PROFESSIONS I/II 5408/5404 (ED PROF I & II)

Two Semesters
Three Credits Per Semester
Three Class Periods
Open To: Juniors-Seniors

Required Background: Passing all core classes, application process

Note: This course is taken off campus through AK Smith Career Center; additional fees apply

*Students have opportunity to earn dual credits through Ivy Tech if requirements are met, contact AK Smith Instructor for info on how to qualify

Education Professions I provides the foundation for employment in education and related careers and prepares students for study in higher education. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Exploratory field experiences in classroom settings and career portfolios are required components. A standards-based plan guides the students' field experiences. Students are monitored in their field experiences by the Education Professionals I teacher

Education Professions II prepares students for employment in education and related careers and provides the foundation for study in higher education in these career areas. An active learning approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education and related careers. The course of study includes, but is not limited to: the teaching profession, the learner and the learning process, planning instruction, learning environment, and instructional and assessment strategies. Extensive field experiences in one or more classroom settings, resumes, and career portfolios are required components

CAREER CLUSTER: FAMILY AND CONSUMER SCIENCES/CTE

HUMAN DEVELOPMENT AND WELLNESS 5366 (HUMAN DEV)

Two Semesters

Recommended Background: None

Two Credits

Fulfills Elective/Directed Elective

One Class Period

Open to: Freshmen – Seniors

Human Development and Wellness is valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers impacted by individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of these topics. Authentic applications through service learning are encouraged.

CAREER CLUSTER: HEALTH SCIENCE

ANATOMY AND PHYSIOLOGY 5276 (A & P)

Two Semesters

Required Background: Biology I and Chemistry I

Two High School Credits

Fulfills 2 credits of Science

One Class Period

Note: Students taking Health Careers at AK Smith get this content in coursework there

Open To: Juniors – Seniors

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

HEALTH SCIENCE EDUCATION I and II 5282/5284 (HLTH ED I & HSE II NURS)

Two Semesters Required Background: Passing all core classes, application process

Three Credits Per Semester

Three Class Periods

Open To: Juniors-Seniors

Note: This course is taken off campus through AK Smith Career Center; additional fees apply

*Students have opportunity to earn dual credits through Ivy Tech if requirements are met, contact AK Smith Instructor for info on how to qualify

Our program offers students a head start in the high-demand healthcare industry. Course work covers medical terminology and basic anatomy, along with patient care skills such as taking blood pressures, administering first aid, and performing CPR. Students may obtain a Certified Nursing Assistant (C.N.A.) license while still in high school. Apprenticeships at area health care facilities are available for second-year students.

PLTW PRINCIPLES OF BIOMEDICAL SCIENCES 5218 (PRIN BIOMED)

Two Semesters

Required Background: : Biology I or concurrent enrollment in Biology I

Two High School Credits

Elective/Directed Elective or Science Credit

One Class Period

Open To: Freshmen-Seniors

Note: This course will be offered at Westville High School and will require students to be gone from SC for two class periods, Additional fees may apply

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

PLTW HUMAN BODY SYSTEMS 5216 (HUMAN SYST)

Two Semesters

Required Background: Completion of PLTW PRIN BIOMED

Two High School Credits

Elective/Directed Elective or Science Credit

One Class Period

Open To: Sophomores-Seniors

Note: This course will be offered at Westville High School and will require students to be gone from SC for two class periods, Additional fees may apply

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

PLTW MEDICAL INTERVENTIONS 5217 (MED INTERV)

Two Semesters
Two High School Credits
One Class Period
Open To: Juniors-Seniors

Required Background: Completion of PLTW PRIN BIOMED & HUMAN SYSTEMS

Elective/Directed Elective or Science Credit

Note: This course will be offered at Westville High School and will require students to be gone from SC for two class periods, Additional fees may apply

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

CAREER CLUSTER: HOSPITALITY AND HUMAN SERVICES

COSMETOLOGY 5802/5806 (CSMTL I & II)

Two Semesters
Three Credits Per Semester
Three Class Periods
Open To: Juniors-Seniors

Required Background: Passing all core classes, application process

Note: This course is taken off campus through AK Smith Career Center; Students will leave SC after Period 3 and must provide their own transportation to and from Michigan City; additional fees apply

*Students have opportunity to earn dual credits through Vincennes University if requirements are met, contact AK Smith Instructor for info on how to qualify

This two year program is designed to build the skills and knowledge necessary to perform beauty treatments, including the care and beautification of the hair, complexion, and hands. Upon completion, students are prepared to test for state certification. Classes meet a minimum of 20 hours per week.

CULINARY ARTS AND HOSPITALITY I AND II 5440/5458 (CUL HOSP I & II)

Two Semesters
Three Credits Per Semester
Three Class Periods
Open To: Juniors-Seniors

Required Background: Passing all core classes, application process

Note: This course is taken off campus through AK Smith Career Center; additional fees apply

*Students have opportunity to earn dual credits through Ivy Tech if requirements are met, contact AK Smith Instructor for info on how to qualify

Our curriculum follows that of the National Restaurant Association's Pro Start Program, providing students with the general knowledge and skills required for entry-level positions in the food services industry. Student chefs cater events at our facility and for outside clients, providing hand-on experience that closely equates to work in the culinary industry.

INTRODUCTION TO CULINARY ARTS AND HOSPITALITY 5438 (INT CUL HOS)

Two Semesters

Required Background: None

Two Credits

Elective/Directed Elective

One Class Period

Open to: Freshmen-Seniors

Introduction to Culinary Arts and Hospitality is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts and hospitality 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 recommended. Topics include basic culinary skills in the foodservice industry, safety and sanitation, nutrition, basic hospitality skills, customer relations and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course.

CAREER CLUSTER: PUBLIC SAFETY

CRIMINAL JUSTICE AND LAW 5822/5824 (CRIME I & II)

Two Semesters

Required Background: Passing all core classes, application process

Three Credits Per Semester

Three Class Periods

Note: This course is taken off campus through AK Smith Career Center; additional fees apply

Open To: Juniors-Seniors

*Students have opportunity to earn dual credits through Vincennes University if requirements are met, contact AK Smith Instructor for info on how to qualify

Criminal Justice I Introduces specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss prevention services, and homeland security. This course provides an introduction to the purposes, functions, and history of the three primary parts of the criminal justice system as well as an introduction to the investigative process. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports. This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

Criminal Justice II introduces students to concepts and practices in controlling traffic as well as forensic investigation at crime scenes. Students will have opportunities to use mathematical skills in crash reconstruction and analysis activities requiring measurements and performance of speed/acceleration calculations. Additional activities simulating criminal investigations will be used to teach scientific knowledge related to anatomy, biology, and chemistry as well as collection of evidence and search for witnesses, developing and questioning suspects, and protecting the integrity of physical evidence found at the scene and while in transit to a forensic science laboratory. Procedures for the use and control of informants, inquiries keyed to basic leads, and other information-gathering activity and chain of custody procedures will also be reviewed.

EMERGENCY MEDICAL SERVICES 5210 (EMS)

Two Semesters

Required Background: Passing all core classes, application process

Three Credits Per Semester

Three Class Periods

Note: This course is taken off campus through AK Smith
Career Center; additional fees apply

Open To: Juniors-Seniors

*Students have opportunity to earn dual credits through Ivy Tech if requirements are met, contact AK Smith Instructor for info on how to qualify

Emergency Medical Services prepares students for a state certification which may lead to a career in Emergency Medical Services. Examples of those careers include Emergency Medical Technician and Paramedic. This course is designed for persons desiring to perform emergency medical care. Theories, techniques, and operational aspects of pre-hospital emergency care, within the scope and responsibility of the basic emergency medical technician, are covered in this course. Students will learn to recognize the seriousness of the patient's condition, use the appropriate emergency care techniques and equipment to stabilize the patient, and safely transport them to the hospital. The handling of victims of hazardous materials accidents is also addressed in this course. Opportunities for laboratory practice and clinical observation in a hospital emergency room and ambulance are also included to provide occasions for students to further develop clinical skills and the appropriate ethical behavior. Leadership skills are developed and community service opportunities are provided through participation in HOSA. Students have the opportunity to compete in a number of competitive events at both the state and national level.

FIRE AND RESCUE I AND II (FIRE RECU I & II) 5820/5826

Two Semesters

Required Background: Passing all core classes, application process

Three Credits Per Semester

Three Class Periods

Note: This course is taken off campus through AK Smith
Career Center; additional fees apply

Open To: Juniors-Seniors

*Students have opportunity to earn dual credits through Ivy Tech if requirements are met, contact AK Smith Instructor for info on how to qualify

Students will learn about fire extinguishing methods and equipment, special extinguishing methods and equipment, special extinguishing agents, hazard considerations and principles of emergency response. Upon completion, students will be trained in all facets of basic fire/rescue operation and earn CPR certification.

CAREER CLUSTER: STEM

INTRODUCTION TO ENGINEERING DESIGN PLTW 4802 (IED)

Two Semesters

Recommended Background: None

Two Credits

Fulfills Elective/Directed Elective

One Class Period

Open to: High School Students

Students must fill out paperwork and qualify for dual credit

Open to: Freshman-Seniors

through Ivy Tech. This course is taught as dual credit.

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. Schools using the curriculum and are part of the Project Lead the Way network must follow all training and data collection requirements.

PRINCIPLES OF ENGINEERING PLTW 5644 POE

Two Semesters

Required: IED

Two Credits

Fulfills Elective/Directed Elective and counts as Science credits for all diplomas

One Class Period

Open to: Sophomores-Seniors

Students must fill out paperwork and qualify for dual credit

through Ivy Tech. This course is taught as dual credit.

- Qualifies as a quantitative reasoning course

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

AEROSPACE ENGINEERING 5518 PLTW (AE)

Two Semesters

Required: IED and POE

Two Credits

Fulfills Science Elective/Directed Elective for all diplomas

One Class Period

Open to: Juniors-Seniors with required
pre-requisite classes

- Qualifies as a quantitative reasoning course

Aerospace Engineering provides 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 144 Indiana Department of Education High School Course Titles and Descriptions 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. Schools using the curriculum and are part of the Project Lead the Way network must follow all training and data collection requirements.

COMPUTER SCIENCE I 4801 (COM SCI I)

Two Semesters

Required Prerequisites: None

Two Credits

Counts as a Science for all diploma types

One Class Period

Open to: Sophomores-Seniors

- Qualifies as a quantitative reasoning course

Computer Science I introduces the structured techniques necessary for the efficient solution of business related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, control breaks, and offers students an opportunity to apply skills in a laboratory environment.

COMPUTER SCIENCE II 5236 (CS II PROG)

Two Semesters

Required Prerequisites: Computer Science I

Two Credits

Counts as a Science for all diploma types

One Class Period

Open to: Juniors-Seniors

- Qualifies as a quantitative reasoning course

Computer Science II explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers, and data file access methods. An emphasis on logical program design using a modular approach, which involves task-oriented program functions

CAREER CLUSTER - TRANSPORTATION

AUTOMOTIVE SERVICES TECHNOLOGY 5510/5546 (AUTO TECH I & II)

Two Semesters

Required Background: Passing all core classes, application process

Three Credits Per Semester

Three Class Periods

Note: This course is taken off campus through AK Smith

Open To: Juniors-Seniors

Career Center; additional fees apply

*Students have opportunity to earn dual credits through Ivy Tech if requirements are met, contact AK Smith Instructor for info on how to qualify

Students study several facets of the automobile service trades under an ASE certified instructor and receive training in troubleshooting and repairing automotive problems. Auto Tech students are trained on engine performance and rebuilding, as well as on heating/air, transmission/transaxle, electrical, brake, and suspension systems. Training in this NATEF-certified program focuses on OBD I & OBD II computer systems used in today's vehicles. Certification in R12 refrigerants handling and MIG welding augment the skills needed to prepare for ASE certification.

INTRODUCTION TO TRANSPORTATION 4798 (INT TRANS)

Two Semesters

Recommended Background: None

Two Credits

Fulfills Elective/Directed Elective

One Class Period

Open to: Freshmen – Seniors

Students will gain and apply knowledge and skills in the safe application, design, production, and assessment of products, services, and systems as it relates to the transportation industries. This is a lab intensive course that will allow students to utilize all tools in the shop. Skills learned will vary from basic wood tools such as the table saw to metal working tools like the metal lathe, mill and basic welding. Students will be required to design and “build” a final working project that showcases their learned skills and abilities.

English/Language Arts

Placement in HONORS 9/10 and 11 English classes will be based on test scores and other data. Please note that Honors English classes are faster paced and require more intense analysis.

ENGLISH 9/HONORS ENGLISH 9 1002 (ENG 9)

Two Semesters
Two Credits
One Class Period
Required: Freshmen

Recommended Background: Successful Completion of 8th grade English
Fulfills 2 credits of English graduation requirement

This class 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 representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

ENGLISH 10/HONORS ENGLISH 10 1004 (ENG 10)

Two Semesters
Two Credits
One Class Period
Required: Sophomores

Recommended Background: Successful Completion of 9th grade English
Fulfills 2 credits of English graduation requirement

This class is a study of language, literature, composition, and oral communication with a focus on exploring universal themes across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 10 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

ENGLISH 11/HONORS ENGLISH 11 1006 (ENG 11)

Two Semesters
Two Credits
One Class Period
Required: Juniors

Recommended Background: Successful Completion of 10th grade English
Fulfills 2 credits of English graduation requirement

This class is a study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes and a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. American Literature is the basis for this course. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

ENGLISH 12 1008 (ENG 12)

Two Semesters
Two Credits
One Class Period
Required: Seniors must earn 2 English credits

Recommended Background: Successful Completion of 11th grade English or equivalent
Fulfills 2 credits of English graduation requirement

English 12 explores a variety of modern and contemporary short stories and books, especially nonfiction pieces. Lessons will focus on examining the purposes for writing, the effectiveness of texts, and the different ways writers share their experiences and ideas. Students will read for various perspectives on issues, engage in meaningful arguments on text interpretations, and will analyze how bringing in context shapes or changes reader understanding and response. Additionally, students will produce written and verbal responses to the readings and discussions, use web tools for sharing ideas, and will practice precise and accurate communication techniques.

DRAMATIC LITERATURE 1028 (DRAMA LIT)

One Semester
One Credit
One Class Period
Open to: Juniors and Seniors

Recommended Background: Completion of 9th and 10th grade English
Fulfills 1 credit of English graduation requirement

Dramatic Literature is a study of plays and literary art as different from other literary genres. Students view live, televised, or filmed productions and stage scenes from plays or scripts. Students examine tragedies, comedies, melodramas, musicals or operas created by important playwrights and screenwriters representing the literary movements in dramatic literature. Students analyze how live performance alters interpretation from text and how developments in acting and production have altered the way we interpret plays or scripts. Students analyze the relationship between the development of dramatic literature as entertainment and as a reflection of or influence on the culture.

FILM LITERATURE 1034 (FILM LIT)

One Semester
One Credit
One Class Period
Open to: Juniors and Seniors who have received a B or higher in 10th and/or 11th Grade English or have a rec from their current English teacher.

Recommended Background: English 9 and 10 or teacher approval
Fulfills 1 credit of English graduation requirement

This course involves the study of classic and award-winning films. Students will learn to critique both the artistic and technical merits of films. They will also study each film's development of theme, plot, characterization, and setting using prior knowledge of these literary terms. Students will also learn and utilize the vocabulary associated with the film industry in critiques, essays, discussions, and the creation of their own projects. All Language Arts academic standards will be met in this course with a heavy emphasis on persuasive writing.

In addition to watching films, students will regularly read, write, and engage in discussions as part of daily lessons. Some of the reading for this course will take place in the classroom. Homework will consist of written reactions and analysis of the films. Students will be given detailed descriptions, grading rubrics, and deadlines for all assignments. All student writing will be submitted electronically to Canvas. Chromebooks will be used regularly for research and writing. Students are expected to keep class notes and handouts organized in a binder or folder.

NOVELS 1042 (NOVELS)

One Semester
One Credit
One Class Period
Open to: Juniors and Seniors

Recommended Background: Completion of 9th and 10th grade English
Fulfills 1 credit of English graduation requirement

Novels, a course based on the Indiana Academic Standards for English/Language Arts, is a study of the distinct features of the novel, such as narrative and fictional elements of setting, conflict, climax, and resolution. Our focus of study will be on Gothic/Suspense novels. Students examine novels from this period and examine what distinguishes novels from short stories, epics, romances, biographies, science fiction, and others.

SPEECH 1076 (SPEECH)

One Semester
One Credit
One Class Period
Open to: Juniors-Seniors mainly

Recommended Background: None
Fulfills 1 credit of English graduation requirement

Speech is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multi-media presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.

ADVANCED SPEECH AND COMMUNICATION 1078 (ADV SPEECH) – IU COLL - P155 PUBLIC SPEAKING, FUNDAMENTALS OF

One Semester
One Credit
One Class Period
Open to: Juniors-Seniors

Required Background: English 10 or 11 and Speech with B or better and letter of rec from English 10 or 11 teacher and GPA of 2.7 or higher
Fulfills 1 credit of English graduation requirement

Note: Books for the course must be purchased by student prior to start of class. Cost of books is not part of book rental. There is a tuition fee charged to the student directly by IU for this course as well.

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

This course prepares students in the liberal arts to communicate effectively with public audiences. Emphasizes oral communication as practiced in public contexts: how to advance reasoned claims in public; how to adapt public oral presentations to particular audiences; how to listen to, interpret, and evaluate public discourse; and how to formulate a clear response.

HONORS ENGLISH 12 1008 (HON ENG 12) - IU W131 – ENGLISH COMPOSITION 1

One Semester

Required Background: Must meet the requirements below

One Credit

Fulfills 1 credit of English graduation requirement

One Class Period

Open to Seniors

Note: Books for the course must be purchased by student prior to start of class. Cost of books is not part of book rental. There is a tuition fee charged to the student directly by IU for this course as well.

Instruction and practice in the reading, writing, and critical thinking skills required in college. Emphasis is on written assignments that require synthesis, analysis, and argument based on sources. This is a one-semester course that concentrates on analytical composition based on college-level readings, lecture, and discussion. To take the W131 course, students must:

ð have a grade average of B or better in English 11 Honors (OR) if the student was not in an advanced English course prior to the senior year, they must have two letters of recommendation from core subject area teachers attesting to the student's readiness for college writing and work expectations.

ð have successfully completed English 9 and 10 and one additional year of English credits

ð have a minimum cumulative grade point average of 2.7 a 4.0 scale

ð have earned adequate scores on a college readiness tests:

*have minimum PSAT (2015 and beyond) scores of 430 in the "Evidence-Based Reading & Writing" portion

(OR)

*have minimum SAT (2015 and prior) scores of 460 in the "Writing" portion, and a 460 in the "Critical Reading" portion or have minimum SAT (2016 and beyond) scores of 460 in the "Evidence-Based Reading & Writing" portion

(OR)

*have minimum ACT scores of 18 in the "English" portion, and a 21 on the "Reading" portion

(OR)

*have minimum ACCUPLACER scores of 78 in the "Reading Comprehension" portion and 86 in "Sentence Skills"

ð agree to locate and purchase the required books (about \$25 -- \$150, depending on where you obtain books & in what condition)

ð agree to pay IU for the course (\$25 per credit hour for a total of \$75 for the class)

ð agree to adhere to Indiana University's attendance, conduct and grading policies

ð return a signed agreement form"

ADVANCED ENGLISH COLLEGE CREDIT (ADV ENG CC) - IU L202 – APPRECIATION OF LITERATURE/LITERARY INTERPRETATION

One Semester
One Credit
One Class Period
Open to: Seniors

Required Background: English 11 and ENG W131 w/C or above or SAT Reading score or 670 or higher or ACT English score of 32 or higher and GPA of 2.7 or higher
Fulfills 1 credit of English graduation requirement

Note: Books for the course must be purchased by student prior to start of class. Cost of books is not part of book rental. There is a tuition fee charged to the student directly by IU for this course as well.

Develops critical skills essential to participation in the interpretive process. Through class discussion and focused writing assignments, introduces the premises and motives of literary analysis and critical methods associated with historical, generic, and/or cultural concerns.

Fine Arts – Performing Arts

APPLIED MUSIC 4200 (APPL MUS)

One or Two Semesters
One or Two Credits
One Class Period
Open to: Freshmen-Seniors

Recommended Background: None
Fine Arts or Elective/Directed Elective

Do you want to get better at your instrument? Applied Music offers high school students the opportunity to receive small group or private instruction designed to develop and refine performance skills in music. Students have a large amount of control over the style of music they choose to perform. The course is open to musicians of all experience levels and all instruments (concert band instruments, guitarists, drummers, etc.). A variety of music methods and repertoire is utilized to refine students' abilities in performing, creating, and responding to music.

HIGH SCHOOL BAND 4160 (BAND)

Two Semesters
Two Credits
One Class Period
Open to: Freshmen-Seniors

Recommended Background: None
Fine Arts or Elective/Directed Elective

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

HIGH SCHOOL CHOIR 4182

One or Two Semesters

One or Two Credits

One Class Period

Open to: Freshmen-Seniors

Recommended Background: None

Fine Arts or Elective/Directed Elective

Students taking choir develop musicianship and performance skills through the study of quality choral literature in diverse styles and levels. Solo opportunities are available for those willing to audition. Choir classes perform several times during the year outside of the school day. Attendance at all performances is required, including evenings and some weekends. A schedule will be provided at the beginning of the school year.

MUSIC HISTORY AND APPRECIATION: CLASSICAL MUSIC 4206c (MUS HIST)

One Semester

One Credit

One Class Period

Open to: Freshmen-Seniors

Recommended Background: None

Fine Arts or Elective/Directed Elective

Students receive instruction designed to explore Classical Music. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

MUSIC HISTORY AND APPRECIATION: THE HISTORY OF ROCK AND ROLL 4206RR (MUS HIST)

One Semester

One Credit

One Class Period

Open to: Freshmen-Seniors

Recommended Background: None

Fine Arts or Elective/Directed Elective

Students receive instruction designed to explore popular music (NOT CLASSICAL MUSIC) from World War II to modern times. Students will study major musical styles and periods in the evolution of popular music (rock & roll, British invasion, arena rock, punk, alternative, etc.) Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

THEATRE ARTS (L) 4242 (THTR ARTS)

One or Two Semesters

One or Two Credits

One Class Period

Open to: Sophomores-Seniors

Recommended Background: None

Fine Arts or Elective/Directed Elective

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

ADVANCED THEATRE ARTS 4240 (ADV THTR)

One or Two Semesters

One or Two Credits

One Class Period

Open to: Juniors-Seniors

Required Background: Completion of at least one semester
of Theatre Arts

Fine Arts or Elective/Directed Elective

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

Fine Arts – Visual Arts

INTRODUCTION TO THREE-DIMENSIONAL ART 4002 (3D ART)

One Semester

One Credit

One Class Period

Open to: Sophomores-Seniors (Freshmen with Teacher Recommendation)

Required Background: 2D/Adv. 2D or teacher recommendation

Fine Arts or Elective/Directed Elective

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

ADVANCED THREE-DIMENSIONAL ART 4006 (ADV 3D ART)

One Semester

One Credit

One Class Period

Open to: Sophomores-Seniors (Freshmen with Teacher Recommendation)

Required Background: Intro to 3D Art (and 3D prereqs)

Fine Arts or Elective/Directed Elective

Advanced Three-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students in this course build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about 188 Indiana Department of Education High School Course Titles and Descriptions artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

INTRODUCTION TO TWO-DIMENSIONAL ART 4000 (2D ART)

One Semester

Recommended Background: None

One Credit

Fine Arts or Elective/Directed Elective

One Class Period

Open to: Freshmen-Seniors

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

ADVANCED TWO-DIMENSIONAL ART 4004 (ADV 2D ART)

One Semester

Required Background: Intro to 2D Art

One Credit

Fine Arts or Elective/Directed Elective

One Class Period

Open to: Freshmen-Seniors

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

CERAMICS 4040 (CERAMICS)

One Semester

Required Background: 2D/Adv. 2D or teacher recommendation

One Credit

Fine Arts or Elective/Directed Elective

One Class Period

Open to: Juniors-Seniors

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

ADVANCED CERAMICS 4040 (ADV. CERAMICS)

One Semester

Required Background: Ceramics (and Ceramics prereqs)

One Credit

Fine Arts or Elective/Directed Elective

One Class Period

Open to: Juniors-Seniors

This course is a continuation of the things learned in Ceramics.

ADVANCED CERAMICS: WHEEL THROWING 4040WT

One or Two Semesters

Required Background: Adv. Ceramics and teacher approval

One or Two Credits

Fine Arts or Elective/Directed Elective

One Class Period

Open to: Juniors-Seniors

This course will operate as an Independent Study.

DIGITAL DESIGN – Yearbook 4082 (DIG DESIGN)

Two Semesters

Required: Application, Decent grades in English

Two Credits

Directed Elective, Fine Arts for AHD

One Class Period

Open to: Sophomores -Seniors

This class is designed to teach the skills necessary to produce the school yearbook which will offer a last product for the student body. The class will be setting the theme for the book and then creating a magazine-like look for the production. Students will learn and produce their own design techniques, creatively write, create headlines, and produce high quality photos for the book. This class will look at ad sale techniques from major companies through television and internet media before doing sales of their own. Students will create an ad campaign for the book and will use it to sell the book. At times, deadlines require that staff members work after school and on weekends to complete the book. By the end of the year, students will: be better creative writers and have a usable college writing portfolio, be familiar with various types of advanced design software, learn about advanced photography, and combine the two together for a lasting product. The yearbook is a constantly improving product at SC and looks great on resumes!

Health/Physical Education

HEALTH & WELLNESS EDUCATION 3506 (HLTH&WELL)

One Semester

Recommended Background: None

One Credit

Meets Health & Wellness graduation requirement

One Class Period

Required: Sophomores

Health & Wellness 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, 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.

PHYSICAL EDUCATION I 3542 (PHYS ED)

One Semester

Recommended Background: None

One Credit

Fulfills part of Physical Education graduation requirement

One Class Period

Required: Freshmen

Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness.

PHYSICAL EDUCATION II 3544 (PHYS ED II)

One Semester

Recommended Background: Physical Education I

One Credit

Fulfills part of Physical Education graduation requirement

One Class Period

Required: Freshmen

In Physical Education II, students actively participate in four of the following that were not 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 both written and performance-based skill evaluation.

ELECTIVE PHYSICAL EDUCATION: ATHLETIC DEVELOPMENT AND TRAINING 3560 (ELECT PE)

One or Two Semesters

Required Background: PE I & PE II, Varsity Letter or at least 2.8

One or Two Credits

GPA

One Class Period

Elective

Open to: Sophomores-Seniors

Note: Enrollment will be capped at 30 students with
upperclassmen having dibs

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 cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime fitness, strength, and speed development and provides an opportunity for an in-depth study in one or more specific areas. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness.

Mathematics

** Students will be placed in Math classes based on the recommendation of the Math Department.

ALGEBRA I 2520 (ALG I)

Two Semesters

Recommended Background: Successful completion of JH Math

Two High School Credits

Fulfills 2 credits of Mathematics graduation requirement

One Class Period Required

Open To: Freshmen (JH students by recommendation of GT committee)

Algebra I formalizes and extends the mathematics that students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content 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.

MATH 10 2531 (MTH10)

Two Semesters

Two High School Credits

One Class Period Required

Recommended Grade Level: 10-12 as recommended

Recommended Background: Students who have attempted/completed Alg I

Fulfills 2 credits of Mathematics graduation requirement for General

Diploma or an Elective for all other Diplomas

Math 10 is a two-semester course designed to reinforce and elevate the Algebra 1 and 7th and 8th grade geometry knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra 1 and essentials for passing the state's graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra I teacher based on diagnostic results of performance in Algebra I and/or mathematics competency assessments. The standards for this course are aligned to the state standards that students need to master for success with the state's graduation qualifying exam in mathematics and the next level math courses. Emphasis is on a variety of instructional methods designed to meet each student's needs and delivered through competency-based units with frequent pre and post assessment data analyzed to drive instructional design and delivery.

GEOMETRY 2532 (GEOM)

Two Semesters

Two High School Credits

One Class Period

Open To: Freshmen.-Seniors

Required Background: Algebra I

Fulfills 2 credits of Mathematics graduation requirement

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. These critical areas comprise the Geometry course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that develops their ability to make sense of problem situations.

ALGEBRA II 2522 (ALG II)

Two Semesters

Two High School Credits

One Class Period

Open To: Sophomores-Seniors typically

Required Background: Algebra I & Geometry and teacher approval

Fulfills 2 credits of Mathematics graduation requirement

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including mastery of quadratic equations and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that develops use of their ability to make sense of problem situations.

ANALYTICAL ALGEBRA II 2524 (ANA ALG)

Two Semesters
Two High School Credits
One Class Period
Open To: Juniors-Seniors typically

Required Background: Algebra I, Geometry, and teacher and parent approval
Fulfills 2 credits of Mathematics graduation requirement

Analytical Algebra II builds on previous work with linear, quadratic and exponential functions and extends to include polynomial, rational, radical, logarithmic, and other functions. Data analysis, statistics, and probability content should be included throughout the course, as students collect and use univariate and bivariate data to create and interpret mathematical models. Additionally, Analytical Algebra II should focus on the application of mathematics in various disciplines including business, finance, science, career and technical education, and social sciences, using technology to model real-world problems with various functions, using and translating between multiple representations. 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 develops their ability to make sense of problem situations.

This course is not recommended for students interested in pursuing a STEM degree at a four-year institution; this course does not prepare students for Pre Calculus/Trigonometry. If students use this course to fulfill the Algebra 2 credit requirement, the parent and student must sign a consent form notifying the parent and the student that enrollment in Analytical Algebra II may affect the student's ability to attend a particular post-secondary educational institution or enroll in a particular course at a particular post-secondary educational institution because Analytical Algebra II may not align with academic requirements established by the postsecondary educational institution.

PRE-CALCULUS: ALGEBRA 2564 (PRECAL AL)

One Semester
One High School Credit
One Class Period
Open To: Juniors-Seniors typically

Required Background: Algebra I & II and Geometry
Fulfills 2 credits of Mathematics graduation requirement
Note: Must fill out paperwork and qualify for dual credit through Ivy Tech ***

Pre-Calculus extends the foundations of algebra and functions developed in previous courses to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. Pre-Calculus is made up of four strands: Functions in general; Quadratic, Polynomial, and Rational Equations and Functions; Exponential and Logarithmic Equations and Functions; and Parametric Equations. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses. The Process Standards for Mathematics apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that develops their ability to make sense of problem situations

PRE-CALCULUS: TRIGONOMETRY 2566 (PRECAL TRIG)

One Semester
One High School Credit
One Class Period
Open To: Juniors-Seniors typically

Required Background: Algebra I & II and Geometry
Fulfills 2 credits of Mathematics graduation requirement
Note: Must fill out paperwork and qualify for dual credit through Ivy Tech ***

Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of seven strands: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The Process Standards for Mathematics apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that improves their ability to make sense of problem situations

QUANTITATIVE REASONING 2550 (QUANT REAS)

Two Semesters
Two High School Credits
One Class Period
Open To: Juniors-Seniors typically

Required Background: Algebra I and II and Geometry
Fulfills 2 credits of Mathematics graduation requirement

Quantitative Reasoning is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics course is designed to align with college-level quantitative reasoning courses for dual secondary/college credit. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that strengthens their ability to make sense of problem situations

AP STATISTICS 2570 (AP STAT)

Two Semesters
Two High School Credits
One Class Period
Open To: Juniors and Seniors typically

Required Background: Algebra I & II and Geometry
Fulfills 2 credits of Mathematics graduation requirement
Note: Teacher approval is highly recommended

AP Statistics is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Statistics course is equivalent to a one-semester, introductory, noncalculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

AP CALCULUS AB 2562 (CALC AB AP)

Two Semesters
Two High School Credits
One Class Period
Open To: Juniors and Seniors typically Note: Teacher approval is highly recommended

Required Background: Algebra I & II, Geometry, and Pre-Calculus
Fulfills 2 credits of Mathematics graduation requirement

Calculus AB, Advanced Placement is a course based on content established by the College Board. Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf>

Science Courses

BIOLOGY I 3024 (BIO I)

Two Semesters
Two High School Credits
One Class Period
Open To: Freshmen – Seniors

Recommended Background: Successful completion of JH Science
Fulfills Biology graduation requirement
An entry level Science class

Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction 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.

AP BIOLOGY 3020 (BIO AP)

Two Semesters
Two High School Credits
One Class Period
Open To: Juniors and Seniors

Required Background: Must have earned at least C's in Biology I & Chemistry 1 and/or achieved a passing Biology ISTEP+ score and show AP Potential (shown on College Board account)
Fulfills 2 credits of Science graduation requirement

AP Biology is a course based on the content established by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, Living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. A comprehensive description of this course can be found on the College Board AP Central Course Description webpage at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- Qualifies as a quantitative reasoning course

CHEMISTRY I 3064 (CHEM I)

Two Semesters

Two High School Credits

One Class Period

Open To: Sophomores – Seniors

Required Background: Biology I

Fulfills 2 credit requirement of Chemistry, ICP, or Physics

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

- Qualifies as a quantitative reasoning course

EARTH AND SPACE SCIENCE 3044 (ESS)

Two Semesters

Two High School Credits

One Class Period

Open To: Freshmen – Seniors

Recommended Background: Successful completion of JH Science

Fulfills ESS requirement for General Diploma and Core 40 Science for other diplomas

An entry level Science class

Earth and Space Science I is a course 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 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.

PHYSICS I 3084 (PHYS)

Two Semesters

Two High School Credits

One Class Period

Open To: Typically Seniors

Required Background: Excellent grade in Algebra II, and

Pre Calculus/Trigonometry (can be concurrent)

Fulfills 2 credit requirement of Chemistry, ICP, or Physics

Note: This course is taken online in our Virtual Lab

Physics I is a course focused on the following core topics: motion and forces; energy and momentum; temperature and thermal energy transfer; electricity and magnetism; vibrations and waves; light and optics. 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.

- Qualifies as a quantitative reasoning course

Social Studies

WORLD HISTORY AND CIVILIZATION 1548 (WLD HST/CVL)

Two Semesters

Recommended Background: None

Two Credits

Fulfills Geography or World History & Civ. graduation requirement

One Class Period

Required: Sophomores

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

UNITED STATES HISTORY (1877 to Present) 1542 (US HIST)

Two Semesters

Recommended Background: None

Two Credits

Fulfills US History graduation requirement

One Class Period

Required: Juniors

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

AP HISTORY 1562 (AP US HIST)

Two Semesters

Recommended Background: PSAT Scores that predict AP Potential

Two Credits

Fulfills US History graduation requirement

One Class Period

Open To: Juniors

This course is based on the content established and copyrighted by the College Board. AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

Students should be able to read a college level textbook and write grammatically correct, complete sentences, as writing is a large component of this course.

ECONOMICS 1514 (ECON)

One Semester

One Credit

One Class Period

Required: Seniors – Core 40, AHD, THD

Recommended Background: None

Fulfills Economics graduation requirement for Core 40, AHD, THD

Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning used by consumers, producers, savers, investors, workers, voters, and government in making decisions. Key elements of the course include study of scarcity and economic reasoning, supply and demand, market structures, role of government, national income determination, the role of financial institutions, economic stabilization, and trade. Students will 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. The functions of government in a market economy and market structures will be examined. Students will understand economic performance, money, stabilization policies, and trade of the United States. The behavior of people, societies and institutions and economic thinking is integral to this course. Note: This class is taught using blended learning, which means the student will learn, in part, through delivery of content and instruction via digital and online media with some element of student control over time, place, path, or pace. This style of learning will benefit students that plan to continue their education through college or trade school as many of those courses are now moving to online components.

- Qualifies as a quantitative reasoning course

UNITED STATES GOVERNMENT 1540 (US GOVT)

One Semester

One Credit

One Class Period

Required: Seniors

Recommended Background: None

Fulfills Government graduation requirement

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

ETHNIC STUDIES 1516 (ETH STUDIES)

One Semester

One Credit

One Class Period

Open to: Freshmen-Seniors

Recommended Background: None

Fulfills Elective

Note: This course is offered in our Virtual Lab

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

INDIANA STUDIES 1518 (IN STUDIES)

One Semester

Recommended Background: None

One Credit

Fulfills Elective

One Class Period

Open to: Freshmen-Seniors

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

World Languages

GERMAN I 2040 (GER I)

Two Semesters

Recommended Background: None

Two High School Credits

Fulfills 2 credits of World Language requirement for AHD

One Class Period

or Elective/Directed Elective

Open To: 8th Grade-Seniors (8th Graders must have a B average or higher in English to sign up – semester grades must be a C- or higher for 8th graders to continue taking it and receive the high school credit)

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

GERMAN II 2042 (GER II)

Two Semesters
Two High School Credits
One Class Period
Open To: Freshmen-Seniors

Recommended Background: C- or better in German I
Fulfills 2 credits of World Language requirement for AHD
or Elective/Directed Elective

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

GERMAN III 2044 (GER III)

Two Semesters
Two High School Credits
One Class Period
Open To: Sophomores-Seniors

Recommended Background: C- or better in German II
Fulfills 2 credits of World Language requirement for AHD
or Elective/Directed Elective

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

GERMAN IV 2046 (GER IV)

Two Semesters
 Two High School Credits
 One Class Period
 Open To: Juniors-Seniors

Recommended Background: C- or better in German III
 Elective/Directed Elective

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

SPANISH I 2120 (SPAN I)

Two Semesters
 Two High School Credits
 One Class Period

Recommended Background: None
 Fulfills 2 credits of World Language requirement for AHD
 or Elective/Directed Elective

Open To: 8th grade - Seniors ((8th Graders must have a B average or higher in English to sign up – semester grades must be a C- or higher for 8th graders to continue taking it and receive the high school credit)

Spanish I introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of

Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.

SPANISH II 2122 (SPAN II)

Two Semesters

Two High School Credits

One Class Period

Open To: Freshmen –Seniors

Recommended Background: C- or better in Spanish I

Fulfills 2 credits of World Language requirement for AHD
or Elective/Directed Elective

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

SPANISH III 2124 (SPAN III)

Two Semesters

Two High School Credits

One Class Period

Open To: Sophomores-Seniors

Recommended Background: C- or better in Spanish II

Fulfills 2 credits of World Language requirement for AHD
or Elective/Directed Elective

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

Other**STUDY HALL 9998**

One or Two Semesters

No Credits

One Class Period

Open To: 7th Grade-Seniors

Students will be expected to have something to work on quietly each day during study hall.

HS INTERVENTIONS 9999

One or Two Semesters

No Credits

One Class Period

Open To: Freshmen-Seniors, placement is determined by IEP and/or Case Conference

Time in the resource room with a special education teacher to get help with various academic subjects.

BASIC SKILLS 0500 (BAS SKLS)

Two Semesters

Two High School Credits Elective for all diploma types

One Class Period

Open To: Freshman-Seniors, placement is determined by IEP and/or Case Conference

Time in the resource room with a special education teacher to get help with various academic subjects, preparation for standardized testing, and working on individual education plan goals.

OFFICE/MEDIA CENTER/HIGH SCHOOL TEACHER AIDE 9999 (AIDE)

One Semester Required: C- or better in all classes from the previous semester,

No Credits Approval of Principal, good attendance and behavior record

One Class Period

Open to: Juniors-Seniors ONLY

SC STUDENT TECHNOLOGY ASSISTANT

Two Semesters Required Required: See Mrs. Kammrath with questions.

One Class Period

Open to: Juniors-Seniors ONLY

The SC Student Technology Assistant is a new program designed to help students and staff with our one to one initiative and other new technologies at South Central. They will 1) Provide basic level support for Chromebooks. 2) Handle walk-in questions. 3) Maintain a log of all support requests with detailed information. 5) Participate in student-run training programs and/or meetings during the semester. 7) Assist teachers with classes. 8) Routinely check for tasks to be completed. 9) Use any free time not needed to fulfill the above duties to do self-training to develop knowledge and skills.

Knowledge and Experience: Familiarity with Chromebooks important. This includes knowledge of common applications (Google and various Browsers). The ability to analyze and solve problems is required. Experience or willingness to train in troubleshooting, hardware, network, and software problems is desirable.

Character: Student assistants must be trustworthy, reliable, and show initiative. They should be able to work independently