

HANOVER CENTRAL HIGH SCHOOL

10120 W. 133rd Avenue

Cedar Lake, IN 46303

(219) 374 – 3800

ADMINISTRATION

Mrs. Mary Tracy-MacAulay	Superintendent
Mrs. Debbie Snedden	Assistant Superintendent
Ms. Tami Kepshire	Principal
Mrs. Lori Bathurst	Assistant Principal
Mr. David Arroyo	Dean of Students
Mrs. Kelly Bermes	Athletic Director
Mr. Cody Tatro	School Counselor A-L
Mrs. Monica Nelson	School Counselor M-Z

Hanover Central High School is located in south Lake County Indiana in a semi-rural community. Hanover Central is NCA accredited and Indiana First Class Commission.

Classes are based on a 7 period day. The school year is divided in two semesters with two 9 week grading periods each semester. Semester grades are awarded in December and June each year. The grading scale is as follows:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
59 and below	F

Students enrolled in AP and dual credit college courses may be expected to perform using a grading scale which reflects a high level of academic expectations. Hanover Central is on a 4.0 grading scale. Weighted classes receive an additional point when calculating grade point average.

The following courses are weighted:

AP BIOLOGY	AP PSYCHOLOGY
AP CALCULUS AB	AP SPANISH LANGUAGE
AP CHEMISTRY	AP SPANISH LITERATURE
AP ENGLISH LANGUAGE	AP US HISTORY
AP ENGLISH LITERATURE	ADVANCED COMPOSITION ENG W133
ALL HONORS CLASSES (.5 POINT)	

Honor Roll is determined at the end of each 9 week grading period based on the current GPA. Students earn Superior Honor Roll with a 4.0 GPA, High Honor Roll with a 3.5 GPA, and Honor Roll with a 3.0 GPA.

Students in grades 9 – 12 may earn an academic letter by having a 3.5 GPA for a single school year or a cumulative 3.5 GPA for all years in high school. A letterman jacket may be purchased with the first academic letter. Students in athletics may earn a letter for their varsity sports participation.

Indiana General High School Diploma

The completion of Core 40 is an Indiana graduation requirement. Indiana’s Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student’s parent/guardian, and the student’s counselor (or another staff member who assists students in course selection) must meet to discuss the student’s progress.
- The student’s Graduation Plan (including four-year course plan) is reviewed.
- 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.

Course and Credit Requirements (Class of 2016 & Beyond)

English/Language Arts	8 credits
	Credits must include literature, composition and speech
Mathematics	4 credits (in grades 9-12)
	2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course <i>General diploma students are required to earn 2 credits in a Math course or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</i>
Science	4 credits
	2 credits: Biology I 2 credits: Any science course <i>At least one credit must be from a Physical Science or Earth and Space Science course</i>
Social Studies	4 credits
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	2 credits
Health and Wellness	1 credit
College and Career Pathway Courses Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	6 credits
Flex Credit	5 credits
	Flex Credits must come from one of the following: <ul style="list-style-type: none"> • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Language or Fine Arts
Electives	6 credits
	Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.

40 Total Credits Required

Schools may have additional local graduation requirements that apply to all students

INDIANA CORE40

Course and Credit Requirements

English/ Language Arts	8 credits
	Including a balance of literature, composition and speech.
Mathematics	6 credits (in grades 9-12)
	2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <small>Students must take a math course or quantitative reasoning course each year in high school</small>
Science	6 credits
	2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits
	2 credits: World History/Civilization or Geography/History of the World 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics
Directed Electives	5 credits
	World Languages Fine Arts Career and Technical Education
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits (**9 credits) <small>(College and Career Pathway courses recommended)</small>

40 Total Credits (**43 Total Credits)

Schools may have additional local graduation requirements that apply to all students (not required for students with an IEP).

Please be advised: Students in the *Graduating Class of 2022* are still required to earn a total of 43 credits to graduate with the Core 40 Diploma.

CORE40 with Academic Honors (minimum 47 credits)

For the **Core 40 with Academic Honors** designation, students must:

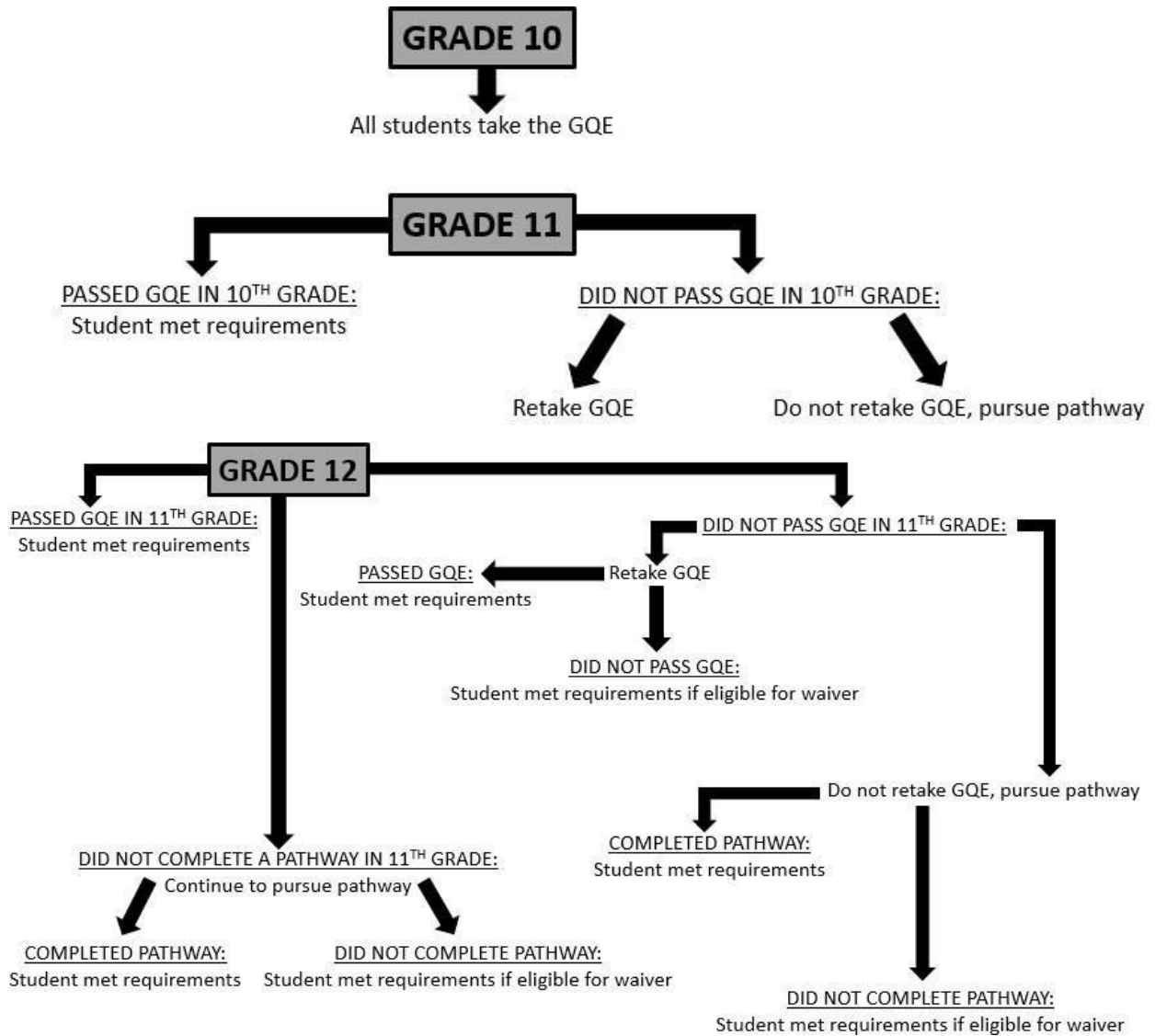
- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
 2. 2 credits in AP courses and corresponding AP exams,
 - D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.**
 - E. Earn an ACT composite score of 26 or higher and complete written section

CORE40 with Technical Honors (minimum 47 credits)

For the **Core 40 with Technical Honors** designation, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. Pathway designated industry-based certification or credential, or
 2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following,
 - A. Any one of the options (A - E) of the Core 40 with Academic Honors
 - B. Earn the following minimum scores on WorkKeys: Workplace Documents, Level 6; Applied Math, Level 6; and Graphic Literacy, Level 5.***
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass: Algebra 66 , Writing 70, Reading 80.

FLOWCHART FOR GRADUATION REQUIREMENTS FOR 2022 COHORT



GQE = ISTEP+ GRADE 10 ELA & MATH EXAM



INDIANA STATE BOARD OF EDUCATION

GRADUATION PATHWAYS PANEL

(Updated 11/16/2018)

The purpose for this Panel is to establish graduation pathway recommendations for the State Board of Education that create an educated and talented workforce able not just to meet the needs of business and higher education, but able to succeed in all postsecondary endeavors. To account for the rapidly changing, global economy, every K-12 student needs to be given the tools to succeed in some form of quality postsecondary education and training, including an industry recognized certificate program, an associate's or a bachelor's degree program.

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

Students beginning in the **Graduating Class of 2023 and beyond** must satisfy all three of the following Graduation Pathway Requirements by completing one of the associated Pathway Options:

Graduation Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements.
2) Learn and Demonstrate Employability Skills¹ (Students must complete <u>at least one</u> of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by <u>one</u> the following: <ul style="list-style-type: none"> • Project-Based Learning Experience; OR • Service-Based Learning Experience; OR • Work-Based Learning Experience.²
3) Postsecondary-Ready Competencies³ (Students must complete <u>at least one</u> of the following.)	<ul style="list-style-type: none"> • Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR • ACT: College-ready benchmarks; OR • SAT: College-ready benchmarks; OR • ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR • State- and Industry-recognized Credential or Certification; OR • Federally-recognized Apprenticeship; OR • Career-Technical Education Concentrator⁴: Must earn a C <u>average</u> in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study; OR • AP/IB/Dual Credit/Cambridge International courses⁵ or CLEP Exams: Must earn a C <u>average</u> or higher in at least three courses; OR • Locally created pathway that meets the framework from and earns the approval of the State Board of Education.

Indiana Department of Education Graduation Pathways

CTE Concentrators Hanover Central High School

For the Class of 2023 and Beyond:
also available to the Class of 2022

To fulfill a CTE concentrator for Box 3 for Graduation Pathways, a student must earn a C average or higher in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study.

Program of Study	Concentrator Courses
Interactive Media	Course A: Interactive Media Course B: Graphic Design and Layout
Graphic Imaging	Course A: Interactive Media Course B: Graphic Imaging Technology
Graphic Imaging	Course A: Graphic Design and Layout Course B: Graphic Imaging Technology
Marketing	Course A: Principles of Marketing Course B: Strategic Marketing
Nursing	Course A: Health Science Education I Course B: Health Science Education II: Nursing
EMT/Paramedic	Course A: Health Science Education I Course B: Emergency Medical Services
Engineering	Course A: Principles of Engineering Course B: Civil Engineering and Architecture
STEM	Course A: Computer Science 1 Course B: Computer Science 3: Cybersecurity Capstone



HIGH SCHOOL COURSE OFFERINGS

State Code Sem/Yr Grade Pre-requisite

ARCHITECTURE AND CONSTRUCTION

Introduction to Construction **4792** **Y** **9-12** **None**

Introduction to Construction is a course that will offer hands-on activities and real-world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

Construction Trades 1 **5580** **Y** **11-12** **Introduction to Construction**

3 credits per semester - Construction Trades I classroom and laboratory experiences involve the formation, installation, maintenance, and repair of buildings, homes, and other structures. A history of construction, future trends and career options, reading technical drawings and transforming those drawings into physical structures are covered. The relationship of views and details, interpretation of dimension, transposing scale, tolerance, electrical symbols, sections, materials list, architectural plans, geometric construction, three-dimensional drawing techniques, and sketching will be presented as well as elementary aspects of residential design and site work. Areas of emphasis will include print reading and drawing, room schedules and plot plans. Students will examine the design and construction of floor and wall systems and develop layout and floor construction skills. Blueprints and other professional planning documents will also be covered. Students will develop an understanding and interpretation of the Indiana Residential Code for one and two- family dwellings and safety practices including Occupational Safety and Health Administration Safety and Health Standards for the construction industry. Students may be required to furnish their own safety glasses, hard hat, hammer, tape measure, nail apron, utility belt, work boots, and work clothes. **This course may be taken for dual credit through Ivy Tech.**

ARTS, AV TECH, AND COMMUNICATIONS

Graphic Design & Layout **5550** **Y** **9-12** **None**

Graphic Design and Layout includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in various printing processes as well as activities in designing product packaging and commercial displays or exhibits.

Graphic Imaging Technology **5572** **Y** **10-12** **Graphic Design & Layout**

Graphic Imaging Technology will include organized learning experiences that focus on theory and laboratory activities in pre-press, press and finishing operations. Emphasis will be placed on elements of design and layout leading to computerized electronic image generation, plate preparation, pressroom operations, and finishing techniques. Instructional activities will enhance students' language arts skills through the use of proofreading, spelling, and punctuation exercises. The course will include actual production processes in conjunction with classroom assignments embracing the technologies of printing, publishing, packaging, electronic imaging, and their allied industries.



HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
Marketing Fundamentals	5914	Y	10-12	None

This course provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications as they relate to advertising/promotion/selling, distribution, financing, and product service management. Strategies may include a school-based enterprise, real and or simulated occupational experiences, and projects in marketing functions such as those available through DECA. **This course may be taken for dual credit through Ivy Tech.**

Sports and Entertainment Marketing	5984	Y	11-12	Marketing Fundamentals
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Sports and Entertainment Marketing is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem solving situations for which they must apply academic and critical-thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace.

Strategic Marketing	5918	Y	11-12	Marketing Fundamentals
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Strategic Marketing builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of theories from psychology, social psychology and economics. The relationship between consumer behavior and marketing activities will be reviewed. **This course may be taken for dual credit through Ivy Tech.**

ENGLISH/LANGUAGE ARTS

ENGLISH COURSE SEQUENCING

9 th	10 th	11 th	12 th
English 9	English 10	English 11	English Core Electives: Film Lit (S), Speech (S), DC Composition (S), AP English Literature & Composition
Honors English 9	Honors English 10	AP English Language & Composition	AP English Literature & Composition

English 9	1002	Y	9	None
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English 9, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 9-10, is a study of language, literature, composition, and oral communication, focusing on literature within an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance in classic and contemporary literature balanced with nonfiction. Students write responses to literature, expository (informative), narrative, and argumentative/persuasive compositions, and sustained research assignments. Students deliver grade-appropriate oral presentations with attention to audience and purpose and access, analyze, and evaluate online information.



HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
Honors English 9	1002	Y	9	Testing/Teacher Recommendation

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

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

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

English 11	1006	Y	11	English 9 & 10
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English 11, an integrated English course based on the Indiana Academic Standards for English/Language Arts in Grades 11-12, is a study of language, literature, composition, and oral communication focusing on literature with an appropriate level of complexity for this grade band. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays (e.g. analytical, persuasive, expository, summary), and more sustained research assignments incorporating visual information in the form of pictures, graphs, charts and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

AP English Language and Composition	1056	Y	11	English 9 & 10
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AP English Language and Composition is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The course focuses on the development and revision of evidence-based analytic and argumentative writing and the rhetorical analysis of nonfiction texts. The course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods. There is no prescribed sequence of study. **Students should be able to read and comprehend college level texts and apply the conventions of standard written English in their writing. Please note that the drop policy for AP courses will not follow the same policy as all other schedule changes. The AP drop policy will follow more strict guidelines due to HCHS's involvement with AP TIP-IN.**



HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
English 12	1008	Y	12	English 9, 10 & 11

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

AP English Literature and Composition	1058	Y	12	English 9 & 10
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AP English Literature and Composition is a course based on the content established and copyrighted by the College Board. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. **Students should be able to read and comprehend college level texts and apply the conventions of standard written English in their writing. Please note that the drop policy for AP courses will not follow the same policy as all other schedule changes. The AP drop policy will follow more strict guidelines due to HCHS's involvement with AP TIP-IN.**

Advanced Composition – Dual Credit	1098	S	12	2.70 GPA, English 11
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This course is a study and application of the effective writing strategies of exposition and persuasion. Students write expository critiques of nonfiction selections, literary criticism of fiction selections, persuasive compositions and research reports. **This course is taken for dual credit as ENG W131 Reading, Writing, Inquiry I IU ACP.**

English Lab	1010	S/Y	9-12	Testing/Teacher Recommendation
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English Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing course work aligned with the Indiana Academic Standards for English Language/Arts focusing on the writing standards. All students should be concurrently enrolled in an English course in which class work will address all of the Indiana Academic Standards. **Counts as an elective for all diplomas.**

Film Literature	1034	S	10-12	English 9
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Film Literature, a course based on the Indiana Academic Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present. Course can be offered in conjunction with a composition course, or schools may embed Indiana Academic Standards for English/Language Arts writing standards within curriculum. **This course does not count as an English Core Class for NCAA Eligibility.**

Speech	1076	S	10-12	English 9
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Speech, a course based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multimedia presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same Standard English conventions for oral speech that they use in their writing.



HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
Student Media	1086	Y	10-12	English Teacher Recommendation

Students demonstrate their ability to do journalistic writing and design for high school publications, including school yearbooks, and a variety of media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school publications or media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields. This class will work on the Hanover Central High School yearbook. **This class will count as an elective class only. It fulfills the Fine Arts requirement for the Core 40 with Academic Honors. This course does require out of school duties.**

FAMILY AND CONSUMER SCIENCES

Culinary Arts and Hospitality 1	5440	Y	9-12	None
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Culinary Arts and Hospitality I prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hospitality industry. This course builds a foundation that prepares students to enter the Advanced Culinary Arts or Advanced Hospitality courses. Major topics include: introduction to the hospitality industry; food safety and personal hygiene; sanitation and safety; regulations, procedures, and emergencies; basic culinary skills; culinary math; and food preparation techniques and applications; principles of purchasing, storage, preparation, and service of food and food products; ; apply basic principles of sanitation and safety in order to maintain safe and healthy food service and hospitality environments; use and maintain related tools and equipment; and apply management principles in food service or hospitality operations. **This course may be taken for dual credit through Ivy Tech.**

Early Childhood Education 1	5412	Y	10-12	None
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Early Childhood Education prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of suggested topics. Major course topics include: career paths in early childhood education; promoting child development and learning; building family and community relationships; observing, documenting, and assessing to support young children and families; using developmentally effective approaches; using content knowledge to build meaningful curriculum, and becoming an early childhood education professional. The course provides an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula, and services available to young children. Students examine basic principles of child development, importance of family, licensing, and elements of quality care of young children. The course addresses planning and guiding developmentally appropriate activities for young children in various childcare settings; developmentally appropriate practices of guidance and discipline; application of basic health, safety, and nutrition principles when working with children; overview of management and operation of licensed child care facilities or educational settings; child care regulations and licensing requirements; and employability skills. Intensive experiences in one or more early childhood settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Early Childhood Education teacher. Student laboratory/field experiences may be either school-based or "on-the-job" in community-based early childhood education centers or in a combination of the two. **This course may be taken for dual credit through Ivy Tech.**



HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
Early Childhood Education 2	5406	Y	11-12	Early Childhood Education 1

This course will be offered during the 2022 – 2023 school year. Early Childhood Education II prepares students for employment in early childhood education and related careers that involve working with children from birth to 8 years (3rd grade) and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. ECE II is a sequential course that builds on the foundational knowledge and skills of Early Childhood Education I, which is a required prerequisite. In ECE II students further refine, develop, and document the knowledge, skills, attitudes, and behaviors gained in the foundational course. Major topics of ECE II include: overview of the Child Development Associate (CDA) credential, safe and healthy learning environment, physical and intellectual competence, social and emotional development, relationships with families, program management, and professionalism. The course standards parallel the expectations and documentation required for Child Development Associate (CDA) credentialing. These include rigorous levels of self-critique and reflection; performance assessments by instructors, parents, and other professionals; comprehensive assessment of knowledge through a standardized exam; and other professional documentation. Extensive experiences in one or more early childhood education settings are required: a minimum total of 480 hours must be accrued in ECE I and ECE II. These experiences may be either school-based or "on-the-job" in community-based early childhood education centers, or in a combination of the two. A standards-based plan for each student guides the early childhood education experiences. Students are monitored in these experiences by the Early Childhood Education II teacher.

FINE ARTS

Only these courses fulfill the Fine Art requirements for the Academic Honors Diploma.

Beginning Concert Band	4160	Y	9-12	None
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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 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 music goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Intermediate Concert Band	4168	Y	9-12	Audition Only
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Intermediate Concert Band is based on the Indiana Academic Standards for High School Instrumental Music. This course includes a balanced comprehensive study of music that develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines. Students study a varied repertoire of developmentally appropriate concert band literature and develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Advanced Concert Band	4170	Y	9-12	Audition Only
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The band seeks to respond to the needs of the community with a variety of quality music. Students will continue to refine their musical skills with the following musical elements: tone production, technical skills, intonation, music reading skills, listening skills, musical analysis, and certain historical components of style. Each student is encouraged to increase individual accomplishment, but at the same time, be aware of the total group. Activities include concerts, playing for basketball games, parades and state contests. Students may also participate in improvisation, conducting, and sight reading.



HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
Jazz Ensemble	4164	Y	9-12	None

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

Beginning Chorus	4182	S/Y	9-12	None
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Non-audition performance group offered to interested students grades 9 through 12. The class covers a wide variety of repertoire, ranging from classical to pop music. Students develop musicianship and specific performance skills through ensemble and solo singing. Students will be expected to perform with expression and technical accuracy. The evaluation of music and music performances is included.

Intermediate Chorus	4186	Y	9-12	Audition Only
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Intermediate Chorus will provide opportunities for performing, creating, and responding to music. Students develop the ability to understand and convey the composer's intent in performance of music.

Advanced Chorus	4188	Y	9-12	Audition Only
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Students taking Advanced Chorus must demonstrate musicianship through an audition. The chorus is composed of male and female members. Chorus classes provide instruction in creating, performing, conducting, and listening to and analyzing. Students will be involved in live performances both in and outside the school. Musical performance will include: classical, popular, jazz, country, gospel and Broadway idioms. Students will practice sight-reading and acappella singing, and choreography.

Music History and Appreciation	4206	S	9-12	None
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Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

Music Theory and Composition	4208	S	9-12	None
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Music Theory and Composition is based on the Indiana Academic Standards for Music and standards for this specific course. Students develop skills in the analysis of music and theoretical concepts. Students develop ear training and dictation skills, compose works that illustrate mastered concepts, understand harmonic structures and analysis, understand modes and scales, study a wide variety of musical styles, study traditional and nontraditional music notation and sound sources as tools for musical composition, and receive detailed instruction in other basic elements of music.

Introduction to 2-D Art	4000	S	9-12	None
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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 museums, galleries, studios, and community resources.



HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
Advanced 2-D Art	4004	S	9-12	Intro to 2-D 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.

Introduction to 3-D Art	4002	S	9-12	None
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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 museums, galleries, studios, and community resources.

Advanced 3-D Art	4006	S	9-12	Intro to 3-D Art
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Students in this course build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create three-dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

Fiber Arts	4046	S	9-12	None
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Students in fiber arts 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 fiber art works utilizing processes such as loom and off-loom construction, dyeing, coiling, and stitchery. Students create works of jewelry design and fabrication techniques including sawing, piercing, filing, and soldering. 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.

Fine Art Connections	4026	S	9-12	None
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In this course, students make connections between subjects such as music, theater, math, dance, film-editing and various other visual arts related topics. Several art projects throughout the semester (tessellations, printmaking, scratchboard, puppetry, design, illustration, etc.) serve as a conduit for such connections.

Visual Communication	4086	S	9-12	None
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This course emphasizes fundamental drawing techniques for beginners and more advanced design concepts for advanced artists. Projects include multi-point perspective drawing, design/illustration, and various other visual arts related topics.



HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
Honors Algebra 2	2522	Y	10-12	Testing/Teacher Recommendation

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

Pre-Calculus/Trigonometry	2564/2566	Y	11-12	Algebra 1, Geometry, Algebra 2
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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. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; 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.

Honors Pre-Calculus/Trigonometry	2564/2566	Y	11-12	Testing/Teacher Recommendation
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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. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Pre-Calculus is made up of five strands: Polar Coordinates and Complex Numbers; Functions; 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. Course depth and rigor will be further explored in this course.

Probability and Statistics	2546	S	11-12	Algebra 2
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Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical interference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged.

Trigonometry	2566	S	11-12	Algebra 2
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Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered in many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Students will also advance their understanding of imaginary numbers through an investigation of complex numbers for fields such as engineering and computer programming. **Students will not receive credit for both Trigonometry and Pre-Calculus since they cover the same course content during one semester.**



HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
AP Calculus AB	2562	Y	12	Pre-Calculus

AP Calculus AB is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP Calculus AB is equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. This course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. **Please note that the drop policy for AP courses will not follow the same policy as all other schedule changes. The AP drop policy will follow more strict guidelines due to HCHS's involvement with AP TIP-IN.**

Math Lab	2560	S/Y	9-12	Testing/Teacher Recommendation
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Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics. Mathematics Lab is to be taken in conjunction with a Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course. **Counts as an elective for all diplomas.**

PHYSICAL EDUCATION/HEALTH

Health and Wellness Education	3506	S	9-12	None
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High school health education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum. Physical, mental, and emotional wellness, alcohol, tobacco, and other drugs, injuries and first aid, organ donation, and disease prevention will be topics discussed in health education.

Physical Education 1	3542	S	9-12	None
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Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

Physical Education 2	3544	S	9-12	Physical Education 1
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Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provides students with opportunities to actively participate in four of the following areas that were not included in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all of which are within the framework of the skills, knowledge and confidence needed by the student for a lifetime of healthful physical activity and fitness. Ongoing assessment includes both written and performance-based skill evaluation.

Elective Physical Education – Strength & Conditioning	3560	S/Y	9-12	Physical Education 1 & 2
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This course is specifically designed for strength training with the purpose of improving athletic performance. The important elements of athletic development; muscular strength, muscular endurance, flexibility and body composition will be the major emphasis of this course. The student in this course, males or females, will be able to develop these physical attributes and incorporate them into their practices and competitions.

****Physical Education waiver information may be found in the High School Guidance Office.
Please see your school counselor for more information.****



HIGH SCHOOL COURSE OFFERINGS

State Code	Sem/Yr	Grade	Pre-requisite
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PUBLIC SAFETY

Criminal Justice 1	5822	Y	10-12	None
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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 may be taken for dual credit through Ivy Tech.**

Criminal Justice 2	5824	Y	11-12	Criminal Justice 1
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NEW COURSE FOR 2021-2022 SCHOOL YEAR. Criminal Justice II introduces students to concepts and practices in traffic control 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, 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 activities and chain of custody procedures will also be reviewed. Current trends in criminal justice and law enforcement will also be covered. **This course may be taken for dual credit through Ivy Tech.**

Emergency Medical Services 1 (EMS)	5210	Y	10-12	None
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Emergency Medical Services prepares students for a state certification as an Emergency Medical Responder, which could lead to a career in Emergency Medical Services such as an Emergency Medical Technician or a Paramedic. This course is designed for persons desiring to perform emergency medical care. 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 transport them to the hospital. This course also addresses the handling of victims of hazardous materials accidents. It covers theories, techniques, and operational aspects of pre-hospital emergency care with the scope and responsibility of the First Responder. Students will be certified through the American Heart Association as CPR Healthcare Provider as well as have the opportunity to become a certified Emergency Medical Responder through the State of Indiana after successful completion of the state written and practical exams.

Health Science Education 2:

Special Topics EMT	5286	Y	11-12	Emergency Medical Services 1
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2 credits per semester. Emergency Medical Services II prepares students for a state certification as an Emergency Medical Technician. This course is designed for persons desiring to perform emergency medical care. You will learn how to take care of critically ill and injured patients through lecture, lab, and clinical experiences and develop strong communication and leadership skills that will last a life time. This challenging class is taught in a relaxed college atmosphere and requires extensive hands on training. You will be responding on ambulances on actual emergency calls. This program is a nationally accredited EMT Program. Seniors who obtain their EMT certification from the program can transition into a paramedic program after graduation. **Students will need a state issued photo ID and a current TB test. You should also expect to face a drug test. Students must be 18 by May 30, 2022 to qualify to take the test.**



HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
Honors Chemistry	3064	Y	10	Testing/Teacher Recommendation

Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure and the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures. Course depth and rigor will be further explored in this course. **Quantitative Reasoning Course**

Chemistry	3064	Y	10-12	C or better in Algebra 1
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Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure and the Periodic Table; bonding and molecular structure; reactions and stoichiometry; behavior of gases; thermochemistry; solutions; acids and bases. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures. **Quantitative Reasoning Course**

Anatomy and Physiology	5276	Y	11-12	Biology/Honors Biology
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Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. It introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integumentary, skeletal, muscular, and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health-related fields.

Earth and Space Science	3044	Y	10-12	For students who are earning a Core 40 diploma but may pursue other post-secondary options other than a 4-year university
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Earth and Space Science I is a course focused on the following core topics: universe; solar system; Earth cycles and systems; atmosphere and hydrosphere; solid Earth; Earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation, by designing and conducting investigations guided by theory, and by evaluating and communicating the results of those investigations according to accepted procedures.

Environmental Science	3010	Y	10-12	None
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Environmental Science is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of environmental systems, flow of matter and energy, natural disasters, environmental policies, biodiversity, population, pollution, and natural and anthropogenic resource cycles. Students formulate, design, and carry out laboratory and field investigations as an essential course component.

Physics	3084	Y	10-12	Algebra 1
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Physics I is a course focused on the following core topics: constant velocity; constant acceleration; forces; energy; linear momentum in one dimension; simple harmonic oscillating systems; mechanical waves and sound; simple circuit analysis. 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. **Quantitative Reasoning Course**



HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
AP Biology	3020	Y	11-12	Biology, Chemistry

AP Biology is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The major themes of the course include: The process of evolution drives the diversity and unity of life, Biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, living systems store, retrieve, transmit and respond to information essential to life processes, Biological systems interact, and these systems and their interactions possess complex properties. **Quantitative Reasoning Course. Please note that the drop policy for AP courses will not follow the same policy as all other schedule changes. The AP drop policy will follow more strict guidelines due to HCHS's involvement with AP TIP-IN.**

AP Chemistry	3060	Y	11-12	Chemistry, Algebra 2
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AP Chemistry is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. **Quantitative Reasoning Course. Please note that the drop policy for AP courses will not follow the same policy as all other schedule changes. The AP drop policy will follow more strict guidelines due to HCHS's involvement with AP TIP-IN.**

SOCIAL STUDIES

SOCIAL STUDIES COURSE SEQUENCING

9 th	10 th	11 th	12 th
World History	<i>No 10th grade requirement</i>	US History	Government & Economics
Honors World History	<i>No 10th grade requirement</i>	AP US History	Government & Economics

World History and Civilization	1548	Y	9	None
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World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

Honors World History and Civilization	1548	Y	9	Testing/Teacher Recommendation
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World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history. Course depth and rigor will be further explored in this course.



HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
US History	1542	Y	11	None

United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the 21st 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.

Economics	1514	S	12	None
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Economics is the social studies course that examines the allocation of scarce resources and their alternative uses for satisfying human wants. This course analyzes the economic reasoning used as consumers, producers, savers, investors, workers, voters, and government agencies make decisions. Key elements of the course include a study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. **Quantitative Reasoning Course**

U.S. Government	1540	S	12	None
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United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects the rights and provides the structure and functions of various levels of government. Analysis of how the United States interacts with other nations and the government's role in world affairs is included in this course. Using primary and secondary resources, students will articulate, evaluate, and defend positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States. **Please note students are required to take the naturalization test as part of this course.**

Current Problems, Issues, and Events	1512	S	10-12	World History
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Current Problems, Issues, and Events provides opportunities to apply techniques of investigation and inquiry to the study of significant problems or issues. Students develop competence in: (1) recognizing cause and effect relationships, (2) recognizing fallacies in reasoning and propaganda devices, (3) synthesizing knowledge into useful patterns, (4) stating and testing hypotheses, and (5) generalizing based on evidence. Problems or issues selected should have contemporary historical significance and should be studied from the viewpoint of the social science disciplines.

Psychology	1532	S	11-12	None
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Psychology is the scientific study of mental processes and behavior. The course is divided into eight content areas. History & Scientific Method explores the history of psychology, the research methods used, and the ethical considerations that must be utilized. Biological Basis for Behavior focuses on the way the brain and nervous system function, including sensation, perception, motivation and emotion. Development looks at all the changes through one's life; physical, cognitive, as well as emotional, social and moral development. Cognition focuses on learning, memory, information processing, and language development. Personality and Assessment looks at the approaches used to explain one's personality and the assessment tools used. Abnormal Psychology explores psychological disorders and the various treatments used for them. Socio-Cultural Dimensions of Behavior covers topics such as conformity, obedience, perceptions, attitudes and influence of the group on the individual. Psychological Thinking explores how to think like a psychologist and expand critical thinking skills needed in the day-to-day life of a psychologist.



HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
Sociology	1534	S	11-12	None

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

AP Psychology	1558	Y	11-12	None
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AP Psychology is a course based on the content established and copyrighted by the College Board. The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas. Topics include: History and Approaches; Research Methods; Biological Bases of Behavior; Sensation and Perception; States of Consciousness; Learning; Cognition; Motivation and Emotion; Developmental Psychology; Personality; Testing and Individual Differences; Abnormal Behavior; Treatment of Abnormal Behavior; and Social Psychology. **Students should be able to read a college-level textbook and write grammatically correct, complete sentences. Please note that the drop policy for AP courses will not follow the same policy as all other schedule changes. The AP drop policy will follow more strict guidelines due to HCHS’s involvement with AP TIP-IN.**

AP United States History	1562	Y	11-12	None
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AP United States History is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. AP United States History focuses on developing students’ abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. **Students should be able to read a college-level textbook and write grammatically correct, complete sentences. Please note that the drop policy for AP courses will not follow the same policy as all other schedule changes. The AP drop policy will follow more strict guidelines due to HCHS’s involvement with AP TIP-IN.**

STEM

Introduction to Engineering Design	4802	Y	9-12	None
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Introduction to Engineering Design is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students begin with completing structured activities and move to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and product development are also presented. **This course may be taken for dual credit through Ivy Tech.**



HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
Principles of Engineering	5644	Y	10-12	Introduction to Engineering Design

Principles of Engineering (POE) is a high school-level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based learning. Areas of study include mechanisms, energy, robotics, material testing, and coding. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education. **This course may be taken for dual credit through Ivy Tech. Fulfills a Science course requirement for all diplomas. Quantitative Reasoning Course.**

Civil Engineering and Architecture	5650	Y	11-12	Intro and Principles of Engineering
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Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design. **This course may be taken for dual credit through Ivy Tech. Quantitative Reasoning Course**

Introduction to Computer Science	4803	Y	9-12	None
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Introduction to Computer Science allows students to explore the world of computer science. Students will gain a broad understanding of the areas composing computer science. Additionally, there is a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics.

Computer Science 1	4801	Y	10-12	Introduction to Computer Science
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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. **Fulfills a Science course requirement for all diplomas. Quantitative Reasoning course**

Computer Science 3: Cybersecurity Capstone PLTW	5253	Y	10-12	Computer Science 1 (can be taken concurrently)
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NEW COURSE FOR 2021-2022 SCHOOL YEAR. PLTW Cybersecurity gives students a broad exposure to the many aspects of digital and information security, while encouraging socially responsible choices and ethical behavior. It inspires algorithmic thinking, computational thinking, and especially, “outside- the-box” thinking. Students explore the many educational and career paths available to cybersecurity experts, as well as other careers that comprise the field of information security. **Fulfills a Science course requirement for all diplomas. Quantitative Reasoning course**



HIGH SCHOOL COURSE OFFERINGS

	State Code	Sem/Yr	Grade	Pre-requisite
Spanish 1	2120	Y	9-12	None
Spanish I, a course based on Indiana’s Academic Standards for World Languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking cultures. 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 2	2122	Y	10-12	C Average in Spanish 1
The primary work of Spanish I is reviewed. The course progresses through all the major structures of the language. Vocabulary is stressed. Speaking and understanding are further developed through regular conversational situations. Students will concentrate on, and study in depth, the culture of Mexico and Spain, history, music, and art.				
Spanish 3	2124	Y	10-12	C Average in Spanish 1 & 2
All structural areas of the language are completed and refined. Students must respond in Spanish and be able to participate at a conversational level in all areas. Reading and writing are further developed with the introduction of selected pieces of Spanish literature, newspapers, and magazines. The history and culture of Spain and Mexico will be highlighted with in depth studies of music, art, and literature.				
AP Spanish Language and Culture	2132	Y	11-12	C Average in Spanish 1, 2, & 3
The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). <u>To be offered on odd graduating years. Please note that the drop policy for AP courses will not follow the same policy as all other schedule changes. The AP drop policy will follow more strict guidelines due to HCHS’s involvement with AP TIP-IN.</u>				
AP Spanish Literature and Culture	2134	Y	11 – 12	C Average in Spanish 1, 2, & 3
AP Spanish Literature and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Spanish Literature and Culture. The course prepares students to be successful on the AP Spanish Literature and Culture exam. The course is not intended to be used as a dual credit course. The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its times and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism). <u>To be offered on even graduating years. Please note that the drop policy for AP courses will not follow the same policy as all other schedule changes. The AP drop policy will follow more strict guidelines due to HCHS’s involvement with AP TIP-IN.</u>				



HIGH SCHOOL COURSE OFFERINGS

State Code Sem/Yr Grade Pre-requisite

CTE CLASSES AT OTHER SCHOOLS

Participation in these courses are subject to availability. No HCHS transportation is provided. Students must have their own transportation to and from Lowell High School.

Radio and Television 1	5986	Y	11 – 12	None
Radio and Television 2	5992	Y	11 – 12	Radio and Television 1
Natural Resources	5180	Y	11 – 12	None
Introduction to Agriculture, Food and Natural Resources	5056	Y	11 – 12	None
Landscape Management 1	5136	Y	11 – 12	Introduction to Agriculture
Horticultural Science	5132	Y	11 – 12	None
Introduction to Transportation	4798	Y	11 – 12	None
Automotive Services Technology 1	5510	Y	11 – 12	Introduction to Transportation

DUAL CREDIT COURSES

Students are required to pay a tuition fee for dual credit classes taken through Indiana University. Students on free or reduced lunch do not have to pay the tuition fee.

Indiana University Advanced College Project (ACP)

Hanover Central High School is partnering with Indiana University in the Advanced College Project, a concurrent enrollment program that allows students to take college courses for both high school and college credit. These courses are taught by HC teachers. The total cost of each course is \$75. The following courses are available:

Advanced Composition ENG W133 Reading, Writing, Inquiry I

Ivy Tech

Hanover Central High School is partnering with Ivy Tech to allow students to take college courses for both high school and college credit. There is no tuition fee for these classes, however, students may need to meet specific criteria to earn the college credit. Criteria is determined by Ivy Tech and may vary from year to year. The following courses are available:

Civil Engineering and Architecture
 Construction Trades 1
 Criminal Justice 1
 Criminal Justice 2
 Culinary Arts and Hospitality 1
 Early Childhood Education 1
 Health Science Education 2: Nursing
 Introduction to Engineering

Medical Terminology
 Principles of Business Management
 Principles of Engineering
 Marketing Fundamentals
 Strategic Marketing



HIGH SCHOOL COURSE OFFERINGS

State Code Sem/Yr Grade Pre-requisite

MISCELLANEOUS OFFERINGS

Study Hall

Available to grades 9 – 12

Semester or Year

- Students may elect to take one period per semester as a study hall for no credit. Students must have all credits needed or in-progress for graduation in order to take study hall.

Independent Study

Indiana Academy for Science, Mathematics, and Humanities

AP Calculus BC – must have passed AP Calculus AB

- This is an independent online course. Students/parents are responsible for paying \$350 for the course and HCHS will cover the other \$350. Students/parents are responsible for registering for the class and MUST register by July 1st. The website to register is: <https://academy.bsu.edu/online/>

Indiana Online Academy (IOA)

A variety of courses are offered on Indiana Online Academy (IOA) including Ethnic Studies and Indiana Studies. Please see your counselor for more information regarding available courses.

- Parents and students are responsible for the cost of the course which is \$275 per semester course. Students must enroll online through Indiana Online Academy's website which is www.indianaonline.org. This does require your counselor's approval. Students are not allowed to take courses through Indiana Online Academy that are offered at HCHS. HCHS is not responsible for registering students. Students and parents are to register on their own and are responsible for knowing start and end dates and deadlines.

Sample Four Year Plan

1st Semester

2nd Semester

9th Grade

1. English 9
2. Algebra 1 / Geometry
3. ICP or Honors Biology
4. World History
5. Physical Education
6. Prep for College and Careers
7. _____

1. English 9
2. Algebra 1 / Geometry
3. ICP or Honors Biology
4. World History
5. Physical Education
6. Health
7. _____

10th Grade

1. English 10
2. Geometry / Algebra 2
3. Biology / Honors Chemistry
4. _____
5. _____
6. _____
7. _____

1. English 10
2. Geometry / Algebra 2
3. Biology / Honors Chemistry
4. _____
5. _____
6. _____
7. _____

11th Grade

1. English 11
2. Algebra 2 / Pre-Calculus
3. 3rd year of Science
4. US History
5. _____
6. _____
7. _____

1. English 11
2. Algebra 2 / Pre-Calculus
3. 3rd year of Science
4. US History
5. _____
6. _____
7. _____

12th Grade

1. English 12
2. Government or Economics
3. _____
4. _____
5. _____
6. _____
7. _____

1. English 12
2. Government or Economics
3. _____
4. _____
5. _____
6. _____
7. _____

Planning Calendar

Freshmen/Sophomore Year

- Get off to a good start. Get involved in extracurricular activities.
- Read as much as possible throughout the year. Remember summer reading is required.
- Check out career and college information in the Guidance Office.
- Begin using Naviance for college and career information.

Junior Year

Fall

- **Discuss future plans** with your parents and school counselor
- Familiarize yourself with **college admissions requirements**
- Verify with your counselor that your course load will meet college admissions requirements
- Maintain or improve grades as they have a significant impact on admission selection
- Take the PSAT during the school day in October (All Juniors will take the exam)
- Begin meeting with college representatives by signing up in the Guidance Office
- Attend **College and Financial Aid Night in October**

Spring

- Make course selections – keep in mind college admissions requirements
- Counselors will visit classrooms to review the results of the PSAT and instruct students on how to utilize Khan Academy for individualized test prep
- Familiarize yourself with SAT & ACT and determine the best time to take it
- Use **Naviance to search for and examine colleges** you are interested in
- Begin narrowing down list to about four to six colleges
- **Sign up and take SAT and/or ACT**
- Begin to visit college campuses – with parents if possible
- Begin researching scholarships via **Naviance**, **HC Guidance**, and **FastWeb**
- If you are an athlete planning to play a sport in college, be sure to make an account with the **NCAA Eligibility Center** or the **NAIA Eligibility Center**

Summer

- Continue to visit colleges on your list and **schedule appointments with college admissions and official tours**

Senior Year

Fall

- **Start sending out applications to colleges – especially with early admission deadlines**
- Sign up to retake the SAT or ACT (if applicable)

- Do not forget about the **College and Financial Aid Night in October**
- Continue signing up in the Guidance Office to **meet with college representatives**
- Begin requesting transcripts via Naviance
- Begin requesting letters of recommendation via Naviance (if applicable)
- Begin working on your FAFSA (opens October 1st)
- Search for scholarships and review requirements (through the Guidance website and Naviance)

Spring

- Keep track of acceptance, rejection, and waitlisted decisions from colleges
- Revisit colleges and make your final decision

Schedule Change Request Form

Date: _____

Student Name: _____

Grade: _____

Schedule Change Policy: Schedule change requests will be considered for the first five (5) days of each semester. Students may request changes without a form prior to August 1st for the upcoming school year. Beginning August 1st, any and all schedule changes must be accompanied by a completed form which is signed by the student and parent. Form must be completed in INK, NOT PENCIL.

We will NOT honor teacher requests or teacher changes unless approved by administration.

Please fill out:

Course(s) to Drop

Course(s) to Add

Explanation for the change:

Student Signature: _____

Date: _____

Parent Signature: _____

Date: _____

****Please note that schedule changes may cause a change in fees.****

.....*For Guidance Use Only*.....

Was the schedule request made: Yes No

Counselor Signature: _____

Date: _____

Course Request Form

Student Name: _____

Next Year's Grade Level: _____

Students are encouraged to choose classes carefully. Very few schedule changes will be permitted once courses are selected. We will NOT honor teacher requests or teacher changes unless approved by administration. Forms are available in the Guidance Office.

All schedules are subject to change. Due to conflicts, overloads, changes in teacher assignments and course offerings a counselor may need to change a schedule at their own discretion without consulting a student or parent.

Semester 1

<u>Course #</u>	<u>Course Name</u>
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____

Semester 2

<u>Course #</u>	<u>Course Name</u>
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____

Alternate Course

Alternate Course

Parent Signature: _____

Date: _____

Student Signature: _____

Date: _____

State Code	Course Name	State Code	Course Name	State Code	Course Name
Architecture and Construction		Fine Arts		Science	
4792	Introduction to Construction	4160	Beginning Concert Band	3108	Integrated Chemistry & Phys
5580	Construction Trades 1	4168	Intermediate Concert Band	3024	Honors Biology
		4170	Advanced Concert Band	3024	Biology
Arts, AV Tech and Communications		4164	Jazz Ensemble	3064	Honors Chemistry
5550	Graphic Design and Layout	4182	Beginning Chorus	3064	Chemistry
5572	Graphic Imaging Technology	4186	Intermediate Chorus	5276	Anatomy and Physiology
5232	Interactive Media	4188	Advanced Chorus	3044	Earth and Space Science
		4206	Music History and Appreciation	3010	Environmental Science
Business		4208	Music Theory and Composition	3084	Physics
4518	Introduction to Business	4000	Introduction to 2-D Art	3020	AP Biology
4540	Personal Financial Respons.	4004	Advanced 2-D Art	3060	AP Chemistry
5394	Preparing for College & Careers	4002	Introduction to 3-D Art		
4562	Principles of Business Mgt	4006	Advanced 3-D Art	Social Studies	
5914	Marketing Fundamentals	4046	Fiber Arts	1548	World History
5984	Sports and Enter. Marketing	4026	Fine Art Connections	1548	Honors World History
5918	Strategic Marketing	4086	Visual Communication	1542	US History
				1514	Economics
English/Language Arts		Health Science Education		1540	US Government
1002	English 9	5274	Medical Terminology	1512	Current Problems
1002	Honors English 9	5282	Health Science Education 1	1532	Psychology
1004	English 10	5284	Health Science Ed 2: Nursing	1534	Sociology
1004	Honors English 10			1558	AP Psychology
1006	English 11	Mathematics		1562	AP US History
1056	AP English Language & Comp	2520	Algebra 1		
1008	English 12	2532	Geometry	STEM	
1058	AP English Literature & Comp	2532	Honors Geometry	4812	Introduction to Engineering
1098	Advanced Composition DC	2522	Algebra 2	4814	Principles of Engineering
1010	English Lab	2522	Honors Algebra 2	4820	Civil Engineering & Architect
1034	Film Literature	2564	Pre-Calculus/Trigonometry	4803	Intro to Computer Science
1076	Speech	2564	Honors Pre-Calculus/Trig	4801	Computer Science 1
1086	Student Media	2546	Probability and Statistics	5253	Comp Science 3: Cybersecurity
		2566	Trigonometry		
Family and Consumer Sciences		2562	AP Calculus AB	World Language	
5440	Culinary Arts 1	2560	Math Lab	2020	French 1
5412	Early Childhood Education 1			2022	French 2
				2024	French 3
		Physical Education/Health		2120	Spanish 1
		3506	Health and Wellness	2122	Spanish 2
		3542	Physical Education 1	2124	Spanish 3
CTE Classes at Other Schools		3544	Physical Education 2	2132	AP Spanish Language
5986	Radio and TV 1	3560	Elective PE: Strength & Cond		
5992	Radio and TV 2			Miscellaneous	
5180	Natural Resources			-	Study Hall
5056	Introduction to Agriculture	Public Safety		-	Indiana Online Academy (IOA)
5136	Landscape Management	5822	Criminal Justice 1		
5132	Horticultural Science	5824	Criminal Justice 2		
4798	Introduction to Transport	5210	Emergency Medical Services		
5510	Auto Services Technology 1	5286	HSE 2: Special Topics EMT		

