Middle School Course Guide

2020 – 2021 School Year

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CAREER ACADEMY MIDDLE SCHOOL SOUTH BEND

COURSE SELECTIONS

	GRADE 6	GRADE 7	GRADE 8
CORE BLOCK	MATH SCIENCE SOCIAL STUDIES READING WRITING ENVIRONMENTAL TECH	MATH SCIENCE SOCIAL STUDIES READING WRITING ENVIRONMENTAL TECH	MATH SCIENCE SOCIAL STUDIES READING WRITING
ROTATION I DIRECTED	PROJECT LEAD THE WAY ENVIRONMENTAL SCIENCE (SEMESTER EACH)	PROJECT LEAD THE WAY ENVIRONMENTAL SCIENCE (SEMESTER EACH)	Introduction to Agriculture
ROTATION II CHOICE (FULL YEAR)	BAND	BAND	BAND
ROTATION II CHOICE (1 SEM. EACH)	ART PE Lego Robotics	ART PE Lego Robotics	ART PE Lego Robotics

Language Arts

Reading: Literature – Key ideas and textual support, structural elements and organization, and synthesis and connection of ideas of literature.

Reading: Nonfiction Literature – Key ideas and textual support, structural elements and organization, and synthesis and connection of ideas of nonfiction.

Reading: Vocabulary – Building vocabulary and vocabulary in literature and nonfiction tests.

Writing: Writing genres, the writing process, the research process, and conventions of Standard English

Speaking and Listening: Discussion and collaboration, comprehension, and presentation of knowledge and ideas.

Media Literacy: Critical thinking about the messages received and created by media.

6TH GRADE READING

Core Class – 2 Semesters

Students apply skills they learned in earlier grades to make sense of longer, more challenging text. They interpret figurative language and words with multiple meanings. They examine an author's choice of words and reasonableness of statements in nonfiction works. They critique the believability of characters and plots in fiction works. They begin to read autobiographies. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies, magazines and newspapers, various reference or technical materials, and online information. Students self -select books of interest and read independently for enjoyment.

6th GRADE WRITING

Core Class – 2 Semesters

Students apply language skills and strategies they learned in earlier grades. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They apply their research skills by writing or delivering reports that demonstrate the distinction between their own ideas and the ideas of others. They use simple, compound, and complex sentences to express their thoughts. They deliver oral presentations on problems and solutions and show evidence to support their views. Students also listen to literature read aloud to them and write independently for enjoyment.

7th GRADE READING

Core Class – 2 Semesters

Students develop advanced skills and strategies in reading. They understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. They begin to read reviews, as well as critiques of both informational and literary writing. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment.

7TH GRADE WRITING

Core Class – 2 Semesters

Students develop advanced skills and strategies in language. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver argumentative presentations that state a clear position in support of an arguments or proposal. Students also listen to literature read aloud to them and write independently for enjoyment.

8TH GRADE READING

Core Class – 2 Semesters

Students begin to study the history and development of English vocabulary. They begin to compare different types of writing as well as different perspectives on similar topics or themes. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information.

8TH GRADE WRITING

Core Class – 2 Semesters

Students get ready for the language challenges of high school materials. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality- based experiences, multimedia presentations, and classroom or group experiences. They not only write or deliver research reports but also conduct their own research. They use subordination, coordination, noun phrases and other devices of English language conventions to indicate clearly the relationship between ideas. They deliver a variety of types of presentations and effectively respond to questions and concerns from the audience.

6TH AND 7TH GRADE HUMANITIES
Core Class – 2 Semesters

Career Academy Humanities is a teacher-recommended two-year course designed to support the social and academic needs of high ability students. The class balances group learning with individual learning across a wide range of current and historical topics centered around ten universal elements of culture. A key component of teaching and learning in Humanities involves research and oral presentation skill development. Students will work to improve analysis of text and responding to discussion prompts, both orally and in writing, using original thinking supported by facts.

Mathematics

6TH GRADE
Core Class – 2 Semesters

Grade 6 standards are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis and Statistics.

Grade 6 begins the transition from the heavy emphasis on number and operations at the elementary school level towards a more formalized understanding of mathematics that occurs at the high school level. Students connect previous knowledge of multiplication, division, and fractions to ratios and proportional relationships; extend previous understanding of the number system and operations to fractions and negative numbers; apply and extend previous understandings of the number line to plot coordinate pairs on a Cartesian plane; formalize algebraic thinking into algebraic expressions, equations, and inequalities; apply their previous knowledge of geometry in real-world and mathematics situations; and begin to develop understanding of statistical variability and distributions. Using the Process Standards for Mathematics in a planned and deliberate method to present the Mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the mathematics. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject.

7th GRADE
Core Class – 2 Semesters

Grade 7 standards are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability.

Grade 7 continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that began in Grade 6. Students extend ratio reasoning to analyze proportional relationships and solve real-world and mathematical problems; extend previous understanding of the number system and operations to perform operations using all rational numbers; apply properties of operations in the context of algebraic expressions and equations; draw, construct, describe, and analyze geometrical figures and the relationships between them; apply understandings of statistical variability and distributions by using random sampling, making inferences, and investigating chance processes and probability models. Using the Process Standards for Mathematics in a planned and deliberate method to present the Mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the mathematics. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject.

6TH AND 7TH GRADE ADVANCED

Core Class – 2 Semesters

The standards are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability.

Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; build understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data. Using the Process Standards for Mathematics in a planned and deliberate method to present the Mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the mathematics. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject.

8TH GRADE

Core class – 2 Semesters

Grade 8 standards are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability.

Grade 8 continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was started in Grades 6 and 7. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; build understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data. Using the Process Standards for Mathematics in a planned and deliberate method to present the Mathematics content standards will prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of the mathematics. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject.

ALGEBRA I

Core Class – 2 Semesters

Algebra I formalizes and extends the mathematics students learned in the middle grades. Algebra I is made up of 5 strands: Real Numbers and Expressions; Functions; Linear Equations, Inequalities, and Functions; Systems of Equations and Inequalities; Quadratic and Exponential Equations and Functions; and Data Analysis and Statistics. These critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students who take Algebra I in middle school are required to take End-of-Grade Math Test. **In order to receive high school credit, students must earn a grade of "B" or higher, receive teacher's recommendation, and must earn two math credits or two credits in physics during the student's last two years in high school.**

Science

The study of Science in grades 6-8 includes seven academic standards. The standards are as follows:

Standard 1: Learning Outcomes
Standard 2: Key Ideas and Textual Support
Standard 3: Structural Elements and Organization
Standard 4: Synthesis and Connection of Ideas
Standard 5: Writing Genres
Standard 6: The Writing Process

6th GRADE
Core Class – 2 Semesters

Students in Grade 6 understand the relationships between time and position when describing motion. They understand the transfer of potential and kinetic energy. Students investigate properties of waves, including light, sound, and other energies. They understand the relationships between celestial bodies and the force that keeps them in regular and predictable motion. They describe the complex relationships that exist between organisms in all ecosystems and they understand that the major source of energy for all ecosystems is the sun. The science and engineering processes as well as engineering opportunities are integrated with content throughout the course. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

7th GRADE
Core Class – 2 Semesters

Students in Grade 7 understand that energy cannot be created or destroyed, but only changed from one form into another or transferred from place to place. They understand energy in relationship to solids, liquids, gases and heat transfer. They describe how earth processes have shaped the topography of the earth and have made it possible to measure geological time. They understand the natural processes of the earth and how it is constantly changing. They understand the cellular structure of living organisms, from single-celled to multicellular. The science and engineering processes as well as engineering opportunities are integrated with content throughout the course. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development

8th GRADE
Core Class – 2 Semesters

Students in Grade 8 understand how atomic structure determines chemical properties and how atoms and molecules interact. They explain how the water cycle and air movement are caused by differential heating of air, land, and water and how these affect weather and climate. They understand that natural and human

events change the environmental conditions on the earth. They understand the predictability of characteristics being passed from parent to offspring and how a particular environment selects for traits that increase survival and reproduction by individuals bearing those traits. Students evaluate the evidence of evolution and relationships/categorization among organisms. The science and engineering processes as well as engineering opportunities are integrated with content throughout the course. Along with the current academic standards for this subject, the Science/Technical Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

BIOLOGY I-Grade 8

Core Class – 2 Semesters

Biology I provides, through regular laboratory and field investigations, a study of the structures and functions of living organisms and their interactions with their environment. At minimum, this study explores the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students have opportunity to gain an understanding of the history of the development of biological knowledge, explore the uses of Biology in various careers, and cope with biological questions and problems related to personal needs and social issues. **In order to receive high school credit, students must earn a grade of "B" or higher, pass the final exam, and receive the teacher's recommendation.**

Social Studies

6th Grade

Core Class – 2 Semesters

Students in Grade 6 compare the history, geography, government, economic systems, current issues, and cultures of the Western World with an emphasis on: (1) Europe, (2) North America, (3) South America, (4) Central America, (5) and the Caribbean region. Instructional programs for sixth grade students include experiences which foster the passage from concrete examples to abstract reasoning, concepts, ideas, and generalizations. Opportunities to develop skills include the use of a variety of resources and activities. Students should acquire positive attitudes regarding active participation, cooperation, responsibility, open-mindedness, and respect for others. Along with the current academic standards for this subject, the History/Social Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

7th GRADE

Core Class – 2 Semesters

Students in Grade 7 explore the history, geography, government, economic systems, current issues, and cultures of the Eastern World with an emphasis on: (1) Asia, (2) Africa, (3) the Middle East, (4) the Pacific Islands, (5) Australia, and (6) New Zealand. Learning experiences for seventh grade students should help them to make the transition from concrete information to abstract ideas, concepts, and generalizations. In-depth studies provide greater understanding of environmental influences on economic, cultural, and political institutions. Opportunities to develop thinking and research skills include reading and interpreting maps, graphs, and charts. Decision-making and problem-solving activities should include the following: (1) identifying problems, issues and questions; (2) information gathering; (3) hypothesizing; and (4) evaluating alternative solutions and actions. Along with the current academic standards for this subject, the History/Social Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

8th GRADE

Core Class – 2 Semesters

Students in Grade 8 focus upon United States history, beginning with a brief review of early history, including the Revolution and Founding Era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction. Students examine major themes, issues, events, movements, and figures in United States history through the Reconstruction Period (1877) and explore relationships to modern issues and current events. Along with the current academic standards for this subject, the History/Social Studies Content Area Literacy Standards are incorporated with the expectation of a continuum of reading and writing skills development.

Special Education

The following courses will be implemented in accordance with each student's Individual Education Plan. The courses will be taught in accordance with Indiana College & Career Ready Standards with a variety of methodologies and instructional strategies being utilized to assist each student to reach their full potential.

Language Arts

Core Class – 2 Semesters

The Language Arts curriculum focuses on reading, writing, vocabulary building, listening, and speaking. An emphasis on thinking skills will include organizing information, critical analysis, synthesis and interpretation, creative expression, and problem-solving. Effective communication skills will be developed through group interaction and self-expression. Technology will enhance the language arts curriculum. Students will be exposed to a variety of genre and literary themes. They will analyze and evaluate literature focusing on literary elements and challenging vocabulary. Students will also utilize the writing process and the writing components (idea development, organization, voice, fluency, and conventions) to write for a specific purpose and audience.

Mathematics

Core Class – 2 Semesters

Students will be challenged to use mathematics within the context of real life, illustrating its purpose by solving meaningful problems. Critical thinking skills are taught to support problem solving. The curriculum includes developing and extending skills in working with fractions, decimals, geometry and measurement, relations and functions, data collection and display, and probability for simple events. As students master these skills, they will begin their mathematical study of integers, ratios, proportions, and percent's; comparing and ordering rational numbers; some geometric transformations in the coordinate plane; proportional relationships; probability of independent events; and creating and analyzing graphic representations of data.

Reading Instruction

Core Class - 2 Semesters

Reading is a course designed to raise student reading levels. The class is taken in conjunction with the exceptional education language arts course listed above. Assessments determine current reading levels, followed by individual students' interventions, such as attack skills, novel reading, journal writing, play reading, and computer-assisted reading

Resource

2 Semesters

Resource is open to students at all grade levels. It is designed to assist students with assignments from the general education classroom and their goals listed on their IEP. Resource also provides the opportunity for the students to have tests read and other adaptations that require the resource setting.

Career and Technical Education

Environmental Science 8
8th GRADE
Required Related Arts
2 Semesters

This course uses the CASB campus as an outdoor classroom. The class is one year.

This class focuses on understanding and analyzing interactions between plant, animal, and human activity that determine the overall health of our local habitat. It is designed as two nine-week units.

In the first unit, students investigate habitat restoration principles, the life cycle of fish and frogs, and land-use planning principles. Students also evaluate best management practices through the use of computer software analysis of "before" and "after" land-use considerations.

In the second unit, students work in groups to assess the CASB outdoor campus and identify habitat restoration projects based on habitat restoration principles and green infrastructure techniques. The student groups implement their proposed projects and share their findings through formal written and oral projects.

Environmental Science
6th and 7th Grade
Required Related Arts
2 Semesters

These courses use the CASB campus as an outdoor classroom. The classes are one semester.

This class focuses on understanding and analyzing interactions between plant, animal, and human activity that determine the overall health of our local habitat. It is designed as two nine-week units.

In the first unit, students investigate habitat restoration principles, the life cycle of fish and frogs, and land-use planning principles. Students also evaluate best management practices through the use of computer software analysis of "before" and "after" land-use considerations.

In the second unit, students work in groups to assess the CASB outdoor campus and identify habitat restoration projects based on habitat restoration principles and green infrastructure techniques. The student groups implement their proposed projects and share their findings through formal written and oral projects.

Intro to Environmental Science
6th Grade
Related Arts Elective

This class focuses on watershed concepts in two nine-week units of study.

The first nine weeks will concentrate on exploring watersheds by examining local water resources, local fish species and threats to the area watershed. Students will study various methods and perform water quality testing.

The second nine weeks, students will learn how plants clean water and identify wetlands through experiments. Students investigate non-native plants by collecting plant data from the CASB campus and design and plant a rain garden.

Art
6th, 7th, and 8th Grade
Related Arts Elective
1 Semester

Students in the middle level program build on the sequential learning experiences of the elementary program that encompass art history, criticism, aesthetics, and production. Through self-reflection, including dialogue, reading, and writing students analyze each component of their arts education as well as their own personal growth. Throughout the program, students engage in various forms of communication, utilizing a rich vocabulary and a variety of technological resources. Students continue to utilize their art knowledge and skills to make connections across the curriculum, study career options and identify skills required for each career, and use arts community resources, identifying ways to utilize and support the arts community. Along with the current academic standards, the Science/Technical Studies Content Area Literacy.

Music

Band

6th, 7th, and 8th Grade

Related Arts Elective

2 Semesters

Through music performance students will learn how to read, notate, and interpret music. Students will learn to listen to, analyze, and describe music of different genres and culture. This experience will also instill a greater understanding and appreciation of music and its relationship to the other arts and history.

Physical Education

6th, 7th, and 8th Grade

Related Arts Elective

1 Semester

Students in physical education continue to develop psychomotor skills through participation in a variety of developmentally appropriate sports (individual, dual, and team), rhythmic activities, lifetime recreational activities, and fitness activities. The focus is on the development of complex movement skill combinations and knowledge. Students develop an understanding of physiological changes which occur as a result of physical activity. They expand their knowledge of fitness concepts, principles, and strategies as well as how other concepts like self-responsibility, positive social interaction, and group dynamics affect learning and performance Students learn to work cooperatively toward a common goal. Ongoing assessment is conducted throughout the curriculum. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development

Project Lead the Way (PLTW)

All Project Lead the Way classes will be assigned to students on a 9 week rotation. Students will take 2 rotations per school year in 6th and 7th grade.

6TH GRADE

Design and Modeling

Students discover the design process and develop an understanding of the influence of creativity and innovati on in their lives. The course challenges and empowers students to use and apply what they've learned throug hout the course to design a therapeutic toy for a child who has cerebral palsy.

Science of Technology

Science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, cleaning up an oil spill and discovering properties of nanomaterials.

7TH GRADE

Automation and Robotics:

Students trace the history, development, and influence of automation and robotics. They learn about mechanical systems, energy transfer, machine automation and computer control systems. Students use a robust robotics platform to design, build and program a solution to solve an existing problem.

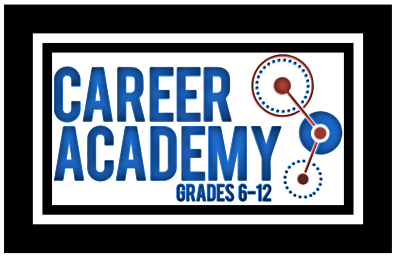
Medical Detectives (21/22)

Students play the role of real-
life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence fou nd at a "crime scene." They solve medical mysteries through hands-on projects and labs,

investigate how to measure and interpret vital signs, and learn how the systems of the human body work tog ether to maintain health.

Career Education Model

High School 9-12



Agriculture Cluster

Life Sciences

Business and Information Technology Cluster

Computer Science

Average Salary $66,000

Range $61K-$72K

Middle School

Science of Technology

6th Grade

Engineering and Technology

7th or 8th Grade

College and Careers

8th Grade

High School

Computer Design and Production

2 Credits

Intro to Computer Science

2 Credits

Computer Science I

2 Credits

Computer Science II

2 Credits

Senior Capstone Project

Health Science Cluster

Bio-Medical

Average Salary $59,977

Range $32K to $88K

Middle School
Science of Technology
6th Grade
Medical Detectives
7th or 8th Grade
College and Careers
8th Grade
Computer Design and Production
2 Credits
PLTW
Principals of Biomed
2 Credits
PLTW
Human Body Systems
PLTW
2 Credits
Medical Interventions
2 Credits

Health Care Specialties

Average Salary $23,915

Range $19K to $27K

Middle School
Science of Technology
6th Grade
Medical Detectives
7th or 8th Grade
College and Career
8th Grade

High School
Computer Design and Production
2 Credits
PLTW
Principals of Biomed
2 Credits
Senior Capstone Project

Manufacturing Cluster

Advanced Manufacturing

Average Salary $48,768

Range $29K to $79K

Design and Modeling
6th Grade
Engineering and Technology
7th or 8th Grade
College and Career
8th Grade

High School

Computer Design and Production
2 Credits
Advanced Manufacturing I
2 Credits
Advanced Manufacturing II
2 Credits
Senior Capstone Project

Engineering

Average Salary $57,470

Range $31K to $63K

Middle School

Design and Modeling
6th Grade
Engineering and Technology
7th or 8th Grade
College and Career
8th Grade

High School

Computer Design and Production
2 Credits
PDE
2 Credits
CIM
2 Credits
Senior Capstone Project

Welding

Average Salary $31,979

Range $30K to $33K

Middle School

Science of Technology
6th Grade
Engineering/Technology
7th or 8th Grade
College and Career
8th Grade

High School

Computer Design and Production
2 Credits
Welding I
4 Credits
Welding II
4 Credits
Senior Capstone Project

High School Dual Credit Opportunties

Course #	Course Name	Grade Available	# Credits	College	
MPRO 106	Intro to Workplace/Safety DC	9	3	Ivy Tech	
MPRO100	Intro to Plant Floor/CNC DC	9	3	Ivy Tech	
4800	Comp in Desg/Dev	9	3	Ivy Tech	
5776I1	Weld Tech I-Oxi	10	3	Ivy Tech	
5776I2	Weld Tech I Arc	10	3	Ivy Tech	
4814	Principle of Engineering	10	3	Ivy Tech	
4810	Computer Integrated Manufacturing	10	3	Ivy Tech	
5778II3	Weld Tech II Arc II	11	3	Ivy Tech	
5778II4	Weld Tech II Gas	11	3	Ivy Tech	
Eng 112	College Writing II - Composition II DC	11	3	Ivy Tech	
Eng111	College Writing I:Composition DC	11	3	Ivy Tech	
HIST 101	Survey of Am Hist I DC	11	3	Ivy Tech	
HIST 102	Survey of Am Hist II DC	11	3	Ivy Tech	
M136	College Algebra (Pre-Cal DC)	11	3	Ivy Tech	
M137	Trigonometry (Trig DC)	11	3	Ivy Tech	
4828	Engineering Design and Development	11	3	Ivy Tech	
Chem 101	Chem 101	12	3	Ivy Tech	
Eng 202	Creative Writing DC	12	3	Ivy Tech	
Eng 206	Intro to Literature DC	12	3	Ivy Tech	
ENTR 101	The Entrepreneur and Enterprise	12	3	Ivy Tech	
ENTR 105	Entrepreneurial Mkt and Market Res	12	3	Ivy Tech	
POLS101	Intro to Am Gov/Politics DC	12	3	Ivy Tech	
2527	Calculus	12	4	Ivy Tech	
	HOSA Certification		3	Ivy Tech	
	Welding Certifications		3	Ivy Tech	
			76		

High School Graduation Requirements

INDIANA CORE 40

Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

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 *Or complete Integrated Math I, II, and III for 6 credits.* *Students must take a math or quantitative reasoning course each year in high school*
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: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	**5 credits** World Languages Fine Arts Career and Technical Education
Physical Education	**2 credits**
Health and Wellness	**1 credit**
Electives*	**6 credits** (College and Career Pathway courses recommended)
40 Total State Credits Required	

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

* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

12-07-2012

CORE 40 with Academic Honors *(minimum 47 credits)*

For the **Core 40 with Academic Honors** diploma, 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 transcripted college credits in dual credit courses from the approved dual credit list.
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcripted college credits from the approved dual credit list,
    2. 2 credits in AP courses and corresponding AP exams,
    3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE 40 with Technical Honors *(minimum 47 credits)*

For the **Core 40 with Technical Honors** diploma, 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. State approved, industry recognized certification or credential, or
  2. Pathway dual credits from the approved dual credit list resulting in 6 transcripted college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following,
  - A. Any one of the options (A - F) of the Core 40 with Academic Honors
  - B. Earn the following scores or higher on WorkKeys; Reading for Informat… Level 6, Applied Mathematics – Level 6, and Locating Information-Leve…
  - 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.

Graduation Pathway Requirements	Graduation Pathway Options
1) High School Diploma	Meet the statutorily defined diploma credit and curricular requirements.
2) Learn and Demonstrate Employability Skills[1] (Students must complete *at least one* of the following.)	Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one the following: • **Project-Based Learning Experience**; • **Service-Based Learning Experience**; **OR** • **Work-Based Learning Experience.** [2]
3) Postsecondary-Ready Competencies[3] (Students must complete *at least one* of the following.)	• **Honors Diploma**: Fulfill all requirements of either the Academic or Technical Honors diploma; • **ACT**: College-ready benchmarks; • **SAT**: College-ready benchmarks; • **ASVAB**: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; • **State- and Industry-recognized Credential or Certification;** • **State-, Federal-, or Industry-recognized Apprenticeship**; • **Career-Technical Education Concentrator:** Must earn a C average or higher in at least 6 high school credits in a career sequence; • **AP/IB/Dual Credit/Cambridge International courses or CLEP Exams:** Must earn a C average or higher in at least three courses; **OR**

Employer Expectations

What Does an Employer Expect of Me as an Employee?

1. Have a positive attitude.
2. Work well with others.
3. Follow directions.
4. Show up for work on time.
5. Recognize problems and find solutions.
6. Manage time effectively.
7. Apply good listening skills.
8. Be honest and dependable.
9. Pass a drug and/or background test.
10. Dress properly and practice good grooming.

Scheduling online

*Sign in to PowerSchool

*Click CLASS REGISTRATION on the left under the NAVIGATION BAR.

*READ ALL INSTRUCTIONS FOR EACH CATEGORY, THEN Look to the right of the page for the box with a pencil in it.

* Click the box with a green check ✓ OR ! .

- ✓ --A green checkmark means you need to review the classes but you don't HAVE to choose any if you passed/ don't need any of the classes listed.

- ! --Means you MUST choose the number of classes stated in that area.

*After you click the boxes of the classes you are registering for click the blue Okay box at the bottom of the page and go on to the next area.

***IMPORTANT!!!!! When you have finished with all the areas, SCROLL to the bottom of the scheduling page and click SUBMIT. It won't let you submit until all the** ! **turn to** .

If you need assistance or have any questions, please don't hesitate to contact us! Thanks

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