SHERIDAN HIGH SCHOOL

CURRICULUM

GUIDE

2026-2027

CIVIL RIGHTS COMPLIANCE STATEMENT

Sheridan High School has a policy of providing equal opportunity. All Career Technical Education (CTE) courses/programs are open to all students regardless of age, race, color, sex, handicapping condition, or national origin, including limited English proficiency. Educational services, program, instruction, and facilities will not be denied to anyone at Sheridan High School as a result of his or her age, race, color, sex, handicapping condition, or national origin, including limited English proficiency. For further information, clarification, or complaint, please contact Kim DeVaney, Sheridan, Indiana 46069, (317) 758-4172.

Sheridan High School offers CTE courses on campus and off campus through The Pursuit Institute (Hamilton County's new CTE cooperative) and Ivy Tech Noblesville. Course offerings vary from year to year at each location, but range from one semester courses at Sheridan High School to four college courses at Ivy Tech. All courses are academic and skills focused. Some of the CTE courses/programs that are available can lead to professional licenses or certifications as well as college credits.

Admission criteria vary by program, but minimally include being on track to graduate to allow room for these electives in the student's schedule. Attending an off-site CTE program requires the minimum completion of Algebra I, no discipline issues, and no attendance overages in the prior school year. Opportunities for dual credit may have additional requirements such as a specific diploma type and GPA combination, PSAT score, or Knowledge Assessment score.

SHERIDAN COMMUNITY SCHOOL CORPORATION NON-DISCRIMINATION POLICY

The Sheridan Community School Corporation does not discriminate on the basis of religion, race, color, national origin, gender, disability or age in its programs, activities or employment. Further, it is the policy of this Corporation to provide an equal opportunity for all students to learn through the curriculum offered in this Corporation regardless of race, color, creed, disability, religion, sex, ancestry, age, national origin, place of residence within the boundaries of the Corporation, or social or economic background.

If any person believes that the Sheridan Community School Corporation or any of the Corporation's staff has inadequately applied the principles and/or regulations of (1) Title VI of the Civil rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, and/or (3) Section 504 of the Rehabilitation Act of 1973, he or she may bring forward a complaint to the Sheridan Community Schools Civil Rights Coordinator/ Human Resource Specialist, Sheridan Community School Corporation, 24795 N Hinesley Road; Sheridan, IN 46069; or email hr@sheridan.k12.in.us

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COURSE CREDITS

Class status is equivalent to the number of years in school.
BELOW ARE THE *RECOMMENDED* NUMBER OF MINIMUM CREDITS TO STAY ON TRACK FOR GRADUATION

9th Grade	10th Grade	11th Grade	12th Grade
10 Credits	14 Credits	28 Credits	42 Credits

Every student must be enrolled in at least SIX credits per semester. Courses will be offered based on student interest and staffing. In the event that a class is closed or cancelled, the next alternative course will be selected. All credits required for graduation must be satisfactorily completed by the seniors' last day of regular attendance in order to participate in the graduation ceremony.

SCHEDULING

Graduation progress review, course selection, and one on one conferences typically occur in December through March. It is important for students and parents to give serious thought to their class selections and commit to completing these classes. The type and number of courses offered at Sheridan High School are based upon student enrollment and course selections made by students during this time. After course requests have been completed, including once the school year has started, students should not expect to change their schedule.

It is in everyone's best interest, the student, the teacher, and the counselor, to have schedules finalized before the start of school, in order to have a smooth, uninterrupted start to the school year. The School Counseling Department will adjust the students' course selections based on courses failed in the second semester.

COURSE CHANGE REQUEST

Changes to students' schedules will be accommodated for the following reasons:

- extenuating circumstances such as a medical condition,
- teacher recommendation,
- or a request to increase the academic rigor of their schedule.

Students must have completed a Request for Course Change Form turned in to the School Counseling Department within the first three days of the first semester and by the advertised date for the second semester (usually before finals week in December). All requests will be handled on a case-by-case basis by the School Counseling Office and Administration.

Please note: Sheridan High School does not accept teacher requests by parents or students. However, a parent may request to not have a teacher based upon legitimate stated reasons. These reasons could include but are not limited to prior negative experience, working relationships, and personal situations or issues. Any such requests must be presented in writing to the administration by July 1st (December for second semester courses in the high school). There is no guarantee such requests will be honored as factors such as teacher availability, course/class availability, course/class enrollment will be primary factors in making the final determination.

GRADUATION REQUIREMENTS
Class of 2027 & 2028
Sheridan High School Diploma Requirements

Curriculum Area	Core 40	Core 40 with Academic Honors	Core 40 with Technical Honors
English	8 credits	8 credits	8 credits
Math	6 credits **(in grades 9-12)** ● 2 credits Algebra I ● 2 credits Geometry ● 2 credits Algebra II In addition, students must take a math or quantitative reasoning course **each year** in high school	8 credits **(6 must be in grades 9-12)** ● 2 credits Algebra I ● 2 credits Geometry ● 2 credits Algebra II ● 2 credits Pre-Calculus or CCR Bridge: Math Ready In addition, students must take a math or quantitative reasoning course **each year** in high school	6 credits **(in grades 9-12)** ● 2 credits Algebra I ● 2 credits Geometry ● 2 credits Algebra II In addition, 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	6 credits ● 2 credits Biology I ● 2 credits Chemistry I or Physics I or Integrated Chemistry-Physics ● 2 credits any Core 40 science course	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 US History ● 1 credit US Government ● 1 credit Economics	6 credits ● 2 credits World History/Civilization or Geography/History of the World ● 2 credits US History ● 1 credit US Government ● 1 credit Economics	6 credits ● 2 credits World History/Civilization or Geography/History of the World ● 2 credits US History ● 1 credit US Government ● 1 credit Economics
PE	2 credits	2 credits	2 credits
Health	1 credit	1 credit	1 credit
World Languages	Recommended	6-8 Core 40 world language credits (6 credits in one language OR 4 credits each in two different languages)	Recommended
Fine Arts		2 Fine Arts Credits	

Curriculum Area	Core 40	Core 40 with Academic Honors	Core 40 with Technical Honors
Career-Technical			Earn 6 credits from college & career prep courses in a state-approved College & Career Pathway & 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 transcripted college credits
Additional Requirements		Complete one of the following: A. 4 credits in 2 or more AP courses and take corresponding AP exams B. Earn 6 verifiable, transcripted college credits from the approved dual credit list, C. Earn the following: ● A minimum of 3 verifiable transcripted college credits from the approved dual credit list ● 2 credits in AP courses and corresponding AP exams D. Earn a combined score of 1250 or higher on the SAT with a minimum of 560 in Math and 590 in EBRW, E. Earn an ACT composite score of 26 or higher and complete writing section	Complete one of the following: A. Any of the options (A- E) of the Core 40 with Academic Honors B. Earn the following scores or higher on WorkKeys; ● Level 6 on Workplace Documents, ● Level 6 on Applied Mathematics , ● Level 5 on Graphic Literacy C. Earn the following minimum score(s) on Accuplacer: ● Writing 80, ● Reading 90, ● Math 75 D. Earn the following score(s) on Compass; ● Algebra 66, ● Writing 70, ● Reading 80
Directed Electives	5 credits in any combination from World Languages, Fine Arts, and/or Career & Technical Ed	5 credits in any combination from World Languages, Fine Arts, and/or Career & Technical Ed	5 credits in any combination from World Languages, Fine Arts, and/or Career & Technical Ed
Electives	8 credits College and Career Pathway courses recommended	6 credits College and Career Pathway courses recommended	6 credits College and Career Pathway courses recommended
GPA Requirements	Minimum of a 2.5 for financial aid purposes only	No individual grades below a C- that count towards the diploma and overall GPA of 3.0 or higher	No individual grades below a C- that count towards the diploma and overall GPA of 3.0 or higher
Total	42 credits	47 credits	47 credits

* Entrance into some college programs may require additional courses. For example, many engineering programs require four years of high school math and physics. **Some colleges require 2 years of foreign language to meet entrance requirements.** While many advanced courses are not absolutely necessary for college entrance, they may be helpful in preparing you for college work.

Sheridan High School General 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.

Indiana General Diploma Course and Credit Requirements	
English/Language Arts	**8 credits**
Mathematics	**4 credits** (in grades 9-12) 2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course General diploma students must 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.
Science	**4 credits** 2 credits: Biology I 2 credits: Any science course At least one credit must be from a Physical Science or Earth and Space Science course
Social Studies	**4 credits** 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Financial Responsibility	Economics or Personal Finance must be taken
Physical Education	**2 credits**
Health & Wellness	**1 credit**
College and Career Pathway courses	**6 credits** Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities
Flex Credits	**5 credits** Flex Credits must come from one of the following: • Additional elective courses in a College and Career Pathway • Courses involving workplace learning • High school/college dual credit courses • Additional courses in Required content areas, Fine Arts, World Languages
Elective Credits	**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	

GRADUATION REQUIREMENTS (cont.)

GRADUATION PATHWAYS REQUIREMENTS - Classes of 2023 and beyond

With the passage of Graduation Pathways, students can now individualize their graduation requirements to align to their postsecondary goal. No longer must all students fit into the same academic mold, but rather, they can choose the options that best meet their postsecondary needs and aspirations. Students can create pathways that serve their educational interests and prepares them for postsecondary educational and career opportunities.

High School Diploma	Meet the State of Indiana course/credit requirements for a high school diploma.
Learn and Demonstrate Employability Skills **(Students must complete <u>at least one</u> of the following & have completed the verification forms:)**	**Project - Based Learning:** Working for a long time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. **Service- Based Learning:** *Integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility, and strengthen communities* **Work -Based Learning:** *Reinforces academic, technical, and social skills learned in the classroom through collaborative activities with employer partners, allowing students to apply classroom theories to practical problems, explore career options, and pursue personal and professional goals.*
Postsecondary- Ready Competencies (Students must complete <u>at least one</u> of the following:)	● Academic or Technical Honors Diploma ● ACT College Ready Benchmarks (18 in Eng or 22 in Rdg *and* 22 in Math or 23 in science) ● SAT College Ready Benchmarks (480 in EBRW, 530 in Math) ● ASVAB (minimum score of 31) – Effective July 1, 2023, any student who uses this option will be required to sign an intent to enlist in the military ● State and Industry Recognized Credential or Certification ● CTE Concentrator (earn "C" average in at least 6 high school credits in career sequence) ● AP/Dual Credit (earn "C" average in at least three course -at least one in core)

GRADUATION REQUIREMENTS-Class of 2029 & 30

There are new graduation/diploma requirements for the class of 2029 and beyond. The list below is the comparison between the old and new diplomas. All students in the class of 2029 and beyond are highly encouraged to select an honors seal as a goal to obtain.

THE NEW INDIANA DIPLOMA: EARNING CREDITS FOR SY 2025-2026

The new Indiana diploma, effective for all students beginning with the class of 2029, includes a base (minimum requirements) for every student, plus the opportunity to earn readiness seals aligned with their unique path. Students are encouraged to seize this flexibility by personalizing their high school experience. The new seals provide additional intentionality to maximize readiness and are designed to be permeable, allowing students to update their graduation plan and pivot, if their original interests and goals change. Students who do not earn a seal must still complete components 2 and 3 of Graduation Pathways.

		REQUIRED CREDITS	FLEXIBLE CREDITS
ENGLISH	8 CREDITS	• 2 credits: English 9 • 1 credit: Communications-focused course	• 5 additional English credits ○ Ex.: English 10-12, American Literature, World Literature, Expository Writing, etc.
MATH	7 CREDITS	• 2 credits: Algebra I • 1 credit: Personal Finance	• 4 additional math credits ○ Ex. Geometry, Algebra II, Pre-Calculus, Probability and Statistics, Business Math, etc.
SCIENCE, TECHNOLOGY, AND ENGINEERING	7 CREDITS	• 2 credits: Biology I • 1 credit: Computer Science	• 2 additional science credits ○ Ex. Biology II, Chemistry I, Physics I, etc. • 2 STEM-focused credits ○ Ex. Plant and Soil Science, Principles of Engineering, Software Development, etc.
SOCIAL STUDIES	5 CREDITS	• 2 credits: U.S. History • 1 credit: U.S. Government	• 2 credits: World Perspectives ○ Ex. Geography and History of the World, AP World History, French III, etc.
PE/HEALTH	2 CREDITS	• 1 credit: Physical Education • 1 credit: Health & Wellness	
PERSONALIZED ELECTIVES	12 CREDITS	Students are encouraged to utilize the new readiness-seals to align these personalized electives with their unique goals. Personalized electives can include a variety of courses, such as Career and Technical Education (CTE), Performing or Fine Arts, and World Languages.	
COLLEGE & CAREERS	1 CREDIT	• 1 credit: Preparing for College & Careers	Preparing for College and Careers can be offered in middle school to provide additional flexibility in a student's high school schedule.

A complete list of eligible courses for the 2025-2026 school year can be found here.

Note: The federally-required alternate diploma for students in special education with a significant cognitive disability is still available.

INDIANA DEPARTMENT of EDUCATION

BLUEPRINT FOR SUCCESS: READINESS-SEALS

Although seals are optional, students are encouraged to utilize the blueprints below to focus their flexible credits into a connected pathway that aligns with their future goals. Students may earn one or multiple seals. Graduation Pathways requirements will be satisfied through completion of any seal.

HONORS SEAL

ENROLLMENT

- Complete at least 4 World Language and 6 Social Studies credits
- Complete at least 8 Math credits
  - Algebra I plus Geometry, Algebra II, and Pre-Calculus or any advanced math credits aligned to their course of study
- Complete at least 6 Science credits
  - Biology I plus Chemistry and Physics or any advanced lab science credits aligned to their course of study
- Earn a C or higher in all courses and earn a cumulative B average
- Complete one of the following:
  - 4 credits in AP courses and pass corresponding AP exams
  - 6 college credits
  - 4 credits in IB courses and take corresponding exams
  - Score a 1250 on the SAT or a 26 on the ACT

EMPLOYMENT

- Earn a market-driven credential of value* aligned to a specific occupation or 3 courses in a Career and Technology Education (CTE) pathway
- Complete 100 hours of work-based learning
- Demonstrate skill development in Communication, Collaboration, and Work Ethic
- Meet attendance goal

ENLISTMENT & SERVICE

- Complete one of the following:
  - Introduction to Public Service course or approved locally-created equivalent
    - Emphasis on developing an awareness of the physical standards and character required for service
  - One year of JROTC
- Achieve a score of 31 on the ASVAB and complete all three components of the Career Exploration Program
- Meet attendance goal
- Demonstrate skill development in Communication, Collaboration, and Work Ethic
  - Externally verified through a mentorship experience with current military personnel, veterans, or other public safety professionals

HONORS PLUS SEAL

Earn the Honors Enrollment Seal, **plus**:

- Earn a credential of value that may include, for example:
  - Associate degree;
  - Technical Certificate;
  - Indiana College Core;
  - AP Scholar with Distinction;
  - Cambridge AICE Diploma; or
  - IB Diploma
- Complete at least 100 hours of work-based learning
- Demonstrate skill development in the following areas: Communication, Collaboration, and Work Ethic

Earn the Honors Employment Seal, **plus**:

- Earn a market-driven credential of value* that may include, for example:
  - Associate degree;
  - Technical Certificate;
  - Indiana College Core; or
  - Advanced industry certificate
- Complete additional, focused work-based learning (total of 650 hours in one or more experiences) that may include, for example:
  - Pre-Apprenticeship
  - Modern Youth Apprenticeship
- Demonstrate skill development in Communication, Collaboration, Work Ethic, and any additional skills determined locally

Earn the Honors Enlistment Seal, **plus**:

- Achieve a score of 50 or higher on the ASVAB
- Demonstrate excellence in leadership through one of the following:
  - Completion of at least 100 hours of public service;
  - Holding a leadership role in a co/extracurricular activity;
  - Completion of two seasons of a team-based physical sport or activity

*Note: the credential of value levels are currently being determined by business and industry.

in.gov/doe

AUDIT POLICY

- Students must repeat a failed course that is required for graduation.
- Students may choose to repeat any course in which they have received a D+, D, D-, F, or WF.
- When retaking a class, the original grade will remain on the student's transcript with the credit removed. This class will not be factored into the student's GPA. The replacement grade earned when the class is retaken will be used in the calculation of the student's GPA and have the credit earned. Should the grade for the repeated course be lower than the initial grade, the credit will be removed for the repeated course and remain with the original grade. All courses taken will appear on the student's transcript to provide an accurate course history.
- It is not advisable to rely on this to earn an Academic Honors diploma.

GRADE POINT AVERAGE

Grade Point Averages (GPAs) are calculated at the end of each semester and are based on the semester grade. A student's cumulative GPA is the average of all high school credit earning semester grades completed by the student. To calculate the GPA, each semester grade is assigned a point value. The total points are then added together and divided by the number of credits attempted (A grade of F or WF is considered a credit attempted). Each grade receives the following points:

A 93-100% 4.0	B 83-86% 3.0	C 73-76% 2.0	D 63-66% 1.0
A- 90-92% 3.67	B- 80-82% 2.67	C- 70-72% 1.67	D- 60-62% 0.67
B+ 87-89% 3.33	C+ 77-79% 2.33	D+ 67-69% 1.33	F 59-0% 0.0

WEIGHTED GRADES POLICY

Students enrolled earning a D- or higher in AP or dual credit courses will earn one additional GPA point. This includes classes taken at Sheridan High School, at one of our off-site CTE partners, at Ivy Tech, or other colleges/universities. All other courses follow a 4-point weighting scale.

CLASS RANK CALCULATION

The cumulative weighted GPA is used to determine class ranking. Updates to class rank occur at the end of each semester and at the beginning of the year after new students have moved in from other schools. The cumulative GPA includes all courses and credits earned in grades 9 through 12 as well as high school courses and credits earned in middle school. Students will obtain a weighted GPA by taking more rigorous courses that include AP and/or dual credit courses. If a student receives a D- or above at semester in a weighted course, they will then receive the additional weighted points. The weighted GPA is used to determine class rank. The senior with the highest weighted GPA at the end of their 8th semester will be designated as the class Valedictorian. The senior with the second highest weighted GPA at the end of their 8th semester will be designated as the class Salutatorian. Inclusion of the student in graduation honors such as Valedictorian or Salutatorian shall occur if the student has been enrolled for six (6) consecutive semesters and at least seventy-five percent (75%) of the credits required for graduation have been earned at Sheridan High School.

LATIN HONORS – CLASS OF 2029 & BEYOND

Beginning with the Class of 2029, graduating seniors will be eligible to earn **Latin Honors** as a recognition of exceptional academic achievement. Honors distinctions will be based on students' **cumulative GPA** and the completion of an **Honors or Honors Plus Seal** in the areas of Enrollment, Employment, and/or Enlistment. Preliminary honors will be determined at the **end of the seventh semester** for use in awards presentations. Final honors will be confirmed after the **eighth semester**. If a student's GPA changes and no longer meets the required threshold, the honor may be adjusted or removed prior to commencement. Students graduating early will be recognized based on the honors earned at the time of their graduation.
Students will be honored as follows:

- **Summa Cum Laude** (*with greatest honor*): Awarded to students with a **cumulative GPA of 4.000 or higher** and an **Honors Plus Seal** in Enrollment, Employment, and/or Enlistment.
- **Magna Cum Laude** (*with great honor*): Awarded to students with a **cumulative GPA of 3.800–3.999 or higher** and an **Honors or Honors Plus Seal** in Enrollment, Employment, and/or Enlistment.
  Note: Students with a GPA above 4.000 who do not meet the seal requirement for Summa Cum Laude may be recognized as Magna Cum Laude.
- **Cum Laude** (*with honor*): Awarded to students with a **cumulative GPA of 3.500–3.799** and an **Honors or Honors Plus Seal** in Enrollment, Employment, and/or Enlistment.

GUIDELINES FOR COLLEGE BOUND STUDENTS

Students are encouraged to check with each individual college of interest when planning high school courses due to variations in college entrance requirements. This can include contacting a college's admissions office and/or visiting the college on campus or talking to a college representative. College course/major requirements can be found on most college websites. Most colleges require at least 28 of the credits earned for high school graduation to be devoted to academic courses. College entrance requirements can change, so be sure to check each college's website often. To prepare for college, students should do the following:

- Take recommended college preparatory courses. The preferred curriculum for the best preparation for college is the Indiana Academic Honors or Technical Honors Diploma. Indiana Core 40 is the minimum standard to be followed. Please note, college entrance requirements differ from high school diploma requirements. It is advised that students take two years of a world language, as many four-year colleges and universities will require this for admission.
- Take a rigorous course load appropriate to the student.
- Maintain the best possible grade point average (GPA).
- Take the PSAT in the fall of the sophomore and junior year. Take the SAT and/or ACT in the winter/spring of the junior year and fall of the senior year. Be sure to send your SAT and ACT scores to colleges for free from the testing agency. This is a step of registration. **SAT and ACT scores are not on your transcript other than the required school day test in spring of junior year. Students may request that the counselor enter additional scores from other test dates.**
- College applications open August 1, so seniors are encouraged to apply early during the senior year. Some colleges and some highly competitive programs have earlier application deadlines. It is suggested that students have all applications completed by November 1.
- Complete the FAFSA online after October 1 and submit by April 15 of the senior year to be considered for state and federal financial aid. Visit www.fafsa.ed.gov for more information on the FAFSA. Check with each college for their FAFSA deadline.

ADVANCED PLACEMENT & DUAL CREDIT

The **Advanced Placement (AP) Program** is a cooperative educational endeavor of secondary schools, colleges and the College Board. Research shows that students enrolling in challenging academic courses are far better prepared for serious academic work when entering college. Most colleges and universities grant credit and/or advanced placement to students who perform satisfactorily on AP examinations. Each May the College Board AP examinations are offered at Sheridan High School. All students enrolled in AP courses are expected to take the corresponding AP exam, which is approximately $100. The Indiana Department of Education has recently funded the cost of AP Exams in science, math, and English. It is not guaranteed that this will continue, but this has been the case for the last several years. Exams are ordered in November. There is a $40 cancellation fee for exams not taken. Students should visit https://transferin.net/transfer-resources/transfer-databases/ap-courses/ to see how AP exam scores can transfer into college credits at Indiana colleges and universities.

- AP courses offered at SHS
  - AP Biology
  - AP Calculus AB
  - AP Chemistry
  - AP Environmental Science
  - AP European History
  - AP World History Modern
  - AP Physics 1: Algebra-Based
  - AP Psychology
  - AP Spanish Language & Culture
  - AP Studio Art- Drawing, 2D, 3D
  - AP US Government
  - AP Micro Economics
  - AP US History

Dual Credit Courses are courses that can be taken for SHS credit only, or for high school AND college credit. There is no minimum GPA requirement to take the courses for SHS credit only. The following additional requirements are only for students wishing to earn college credit as well. Students who enroll in a dual credit course are starting their college transcript and will need to request that it be sent to any institution they enroll in after graduation. Be sure to check with the college or university to confirm they will award transfer credit.

- **Ivy Tech Dual Credit Courses** -Students must meet the standardized exam cut off score or minimum GPA in order to take the courses for Ivy Tech credit. Students enrolling for dual credit Spanish will also have a Spanish placement score to determine eligibility. Spanish students will enroll with Ivy Tech the spring before taking the course. Students participating in off-campus CTE courses will enroll with Ivy Tech after beginning coursework at their CTE program location. All course tuition is free. Some courses may carry an additional supply or technology fee.
  - Ivy Tech courses offered at SHS:
    - EDUC101 (Principles of Teaching)
    - EDUC 121 (Child & Adolescent Development)
    - EDUC 201 (Teaching & Learning)
    - ENGL 111 (English Composition)
    - ENGL206 (Introduction to Literature)
    - ENGL 215 (Rhetoric and Argument)
    - ENGL 221 (World Literature II)
    - AGRI 100 (Introduction to Agriculture)
    - AGRI 103 (Animal Science)
    - AGRI 106 (Agriculture Mechanization)
    - AGRI 107 (Advanced Animal Science)
    - AGRI 115 (Natural Resources Management)
    - AGRI 119 (Sustainable and Alternative Energy)
    - MATH 136 (College Algebra-PreCalc)
    - MATH 137 (Trig w/analytic Geometry-Trigonometry)

INDIANA COLLEGE CORE

The Indiana College Core is a block of 30 credit hours of general education, college-level coursework which can be transferred between all Indiana public colleges and universities and some private ones. The Indiana College Core helps students save time and money toward their higher education when earned in high school. At Sheridan High School, students have the opportunity to earn the Indiana College Core through participation in AP, dual credit and dual enrollment courses through Ivy Tech. For information about which courses will count toward the Indiana College Core, please click HERE.

QUANTITATIVE REASONING COURSES

All students earning a Core 40, Academic Honors Diploma, or Technical Honors Diploma must take a mathematics or a Quantitative Reasoning course each year they are enrolled in high school. The Indiana Department of Education defines a Quantitative Reasoning course as a class that advances a student's ability to apply mathematics in real world situations and contexts and that deepens a student's understanding of high school mathematical standards. You may click here to see a list of all of the courses that the IDOE recognizes as a Quantitative Reasoning Course.

Advanced Placement (AP) Courses	**Science**
AP Microeconomics	Biology
AP Environmental Science	Chemistry I
AP Biology	Integrated Chemistry-Physics
AP Chemistry	
AP Physics 1: Algebra-Based	**Social Studies**
	Economics
Business	**Agriculture**
Business Math	Advanced Life Science, Animals
Finance and Investment	Agriculture Structures Fabrication and Designs
Advanced Accounting	Agriculture Mechanization and Technology Capstone
Personal Financial Responsibility	Agribusiness Capstone
*Several of our Pursuit Institute Programs also meet this requirement	

ONLINE COURSES

Academic courses not currently available or listed in our Curriculum Guide may be available through an online resource. Sheridan requires students to take courses offered at Sheridan first and not through an online vendor nor may they be used as a substitution for taking a traditional course except in unusual circumstances such as course unavailability, scheduling conflicts, etc. Students desiring an online course must discuss the possibility with his/her counselor and obtain approval from HS Administration. ALL online courses must be approved prior to taking the course for it to be applied to the HS transcript.

REMOVAL FROM A COURSE

In the event that a student is removed from a course due to attendance, discipline, or any other reason determined by an administrator, the student will lose credit for the course with a "WF" indicated on the transcript that factors into the GPA.

STUDY HALLS

Students may choose to take one (1) study hall per semester as one of their seven classes. Assignments to study hall will be based upon available space and must fit into the student's year-long schedule. Students are expected to follow the rules and guidelines set forth by the study hall instructor. This scheduled time is to be used for homework, reading assignments, test preparation, etc. to help the student be successful in his/her remaining classes.

CAREER/TECHNICAL PROGRAMS

Career/Technical education is available at Sheridan High School, with more advanced courses/training offered through The Pursuit Institute, Ivy Tech Noblesville, and ABC Prep Academy for interested junior and senior students. A student enrolling in these programs is strongly encouraged to complete the entire two years of the program. The majority of the programs are designed as two-year programs. Students may earn two or three credits per course per semester. Some CTE programs also offer dual college credit from Ivy Tech or Vincennes University. Students enrolled in these programs spend half of their school day at the program site and half of their day at Sheridan High School. Course descriptions of the various career programs offered at The Pursuit Institute can be found at this link. Students wishing to enroll must be on track to graduate, in good academic and disciplinary standing, and complete all necessary paperwork. Courses fill up quickly, so it is important to meet set deadlines. We also have the opportunity to participate in open seat programs (Fire & Rescue, Criminal Justice, etc.) at other area high schools. Those available seats will be advertised as we learn about them.

INDIANA HIGH SCHOOL ATHLETIC ASSOCIATION ACADEMIC REGULATIONS

The Indiana High School Athletic Association regulations determine the minimum standards a student must meet to participate in athletic contests with students of other schools. These regulations require a student, at the time of participating in such a contest, to have received passing grades at the end of their last grading period in a minimum of five (5) full credit courses or 70% of their enrolled credits. This includes courses taken offsite and online courses.

NAIA & NCAA DIVISION I/II ELIGIBILITY

The eligibility of Sheridan student-athletes for competition in collegiate athletics is a joint effort of the student-athletes, their families, coaches, Athletic Department, and School Counseling Department. In order to be eligible to play Division I or II college sports, students must meet certain academic standards in core course completion, GPA in core classes, and SAT/ACT scores. Students need to find the best academic and athletic fit. Prospective student-athletes should contact his/her coach first to assist in the process.

Core Courses

NCAA Divisions 1 and II require 16 core courses. See the charts below.
Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed **prior to the seventh semester** (seven of the ten must be a combination of English, math or natural or physical science that meet the distribution requirements below). The 10 courses become "locked in" at the start of the seventh semester and cannot be retaken for grade improvement.

Test Scores

Division I uses a sliding scale to match the test scores and core grade-point averages (GPA). The sliding scale for those requirements is available at www.ncaa.org.
Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, math, reading and science.

All SAT and ACT scores must be reported directly to the NCAA Initial-Eligibility Clearinghouse by the testing agency. Test scores that appear on transcripts will no longer be used. When registering for the SAT or ACT, use the clearinghouse code of 9999 to make sure the score is reported to the clearinghouse.

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Grade-Point Average

Only core courses are used in the calculation of the grade-point average.
Be sure to look at your high school's list of NCAA-approved core courses on the clearinghouse Web site to make certain that the courses being taken have been approved as core courses. The Website is www.ncaaclearinghouse.net.

The Division II core grade-point-average requirement is a minimum 2.000.

DIVISION I		DIVISION II	
# of Years	16 Core-Course Rule	# of Years	16 Core-Course Rule
4	English	3	English
3	Mathematics (Algebra 1 or higher)	2	Mathematics (Algebra I or higher)
2	Natural/Physical Science (1 year of lab if offered by high school.)	2	Natural/Physical Science (1 year of lab if offered by high school.)
1	Additional English, Mathematics or Natural/Physical science.	3	Additional English, Mathematics or Natural/Physical science.
2	Social Science	2	Social Science
4	Additional courses(from any area above, world language, or non-doctrinal Religion/Philosophy)	2	Additional courses(from any area above, world language, or non-doctrinal Religion/Philosophy)

ADDITIONAL NCAA INFORMATION

For more information regarding the rules, please go to www.ncaa.org. Click on "**Academics and Athletes" then "Eligibility and Recruiting."** Or visit the Eligibility Center Website at https://web3.ncaa.org/ecwr3/ Please call the NCAA Eligibility Center if you have questions: toll-free number 877-622-2321.

COURSE DESCRIPTIONS

CAREER TECHNICAL EDUCATION

Agriculture Pathways:

Agriculture Mechanical & Engineering

- Principles of Ag → Ag Pow → Ag Structures

Agriculture Sciences- Animal

- Principles of Ag → Animal Science → Adv Animal Science

Agriculture Sciences – Sustainable Energy Resources

- Principles of Ag → Natural Resources → Sustainable Energy Alternatives OR Soil and Water Management

AGRICULTURE POWER, STRUCTURE & TECHNOLOGY

10-11-12 **2 CREDITS**

Pre- or corequisite: Principles of Agriculture

This course is available to those who wish to become more proficient in the use of tools and welding for Ag Power. It is designed only to increase the knowledge of the student to prepare him for further practice and study of agricultural mechanics. Power mechanics and welding are the two types of mechanics that are stressed. Project work is essential to complete the course. Course includes the opportunity for Ivy Tech dual credit.

PRINCIPLES OF AGRICULTURE

9-10-11 **2 CREDITS**

Principles of Agriculture can be taken the same year as Ag Pow and/or Animal Science.

Principles of Agriculture is a two-semester course that will cover the diversity of the agricultural industry and agribusiness concepts. Students will develop an understanding of the role of agriculture in the United States and globally. Students will explore Agriculture, Food, and Natural Resource (AFNR) systems related to the production of food, fiber and fuel and the associated health, safety and environmental management systems. Topics covered in the course range from animals, plants, food, natural resources, ag power, structures and technology, and agribusiness. Course includes the opportunity for Ivy Tech dual credit.

AGRICULTURE STRUCTURES, FABRICATION, AND DESIGN

10-11-12 **2 CREDITS**

Prerequisite: Principles of Agriculture

Pre- or corequisite: Agriculture Power, Structure & Technology

Agricultural Structures Fabrication and Design is a two-semester course that focuses on metal work, and agricultural structures. This course will allow students to develop skills in welding and metalworking, construction, fabrication, machine components and design while incorporating the engineering design process. Students will also cover safety topics for each area while demonstrating appropriate health and safety standards.

ANIMAL SCIENCE

10-11-12 **2 CREDITS**

Pre- or corequisite: Principles of Agriculture

Animal Science provides students with an overview of the animal agriculture industry. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study may be applied to both large and small animals. Topics to be covered in the course include: history and trends in animal agriculture, laws and practices relating to animal agriculture, comparative anatomy and physiology of animals, biosecurity threats and interventions relating to animal and human safety, nutrition, reproduction, careers, leadership, and supervised agricultural experiences relating to animal agriculture. Course includes the opportunity for Ivy Tech dual credit.

ADVANCED LIFE SCIENCE, ANIMALS

11-12 **2 CREDITS**

Prerequisite: Principles of Agriculture & Animal Science (Animal Science may be taken after ALS Animals if necessary)

This course is offered to students interested in a career in farming or related agri-business occupations. The course focuses on taxonomy and classification, molecules and cells and formulating, designing, and carrying out animal-based laboratory and field investigations. Students investigate key concepts that enable them to understand animal growth, development and physiology as it pertains to agricultural science. This course includes the areas of animal diseases, housing, nutrition, and effective management techniques. Once a student finishes this course, they have a thorough knowledge of agricultural animals, their needs, and their ability to produce profits. Course includes the opportunity for Ivy Tech dual credit.

NATURAL RESOURCES

10-11-12 **2 CREDITS**

Prerequisite: Principles of Agriculture

Natural Resources is a two-semester course that provides students with a background in environmental science and conservation. Course work includes hands-on learning activities that encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, minerals, interrelationships between humans and natural systems, wetlands, wildlife, safety, careers, leadership, and supervised agricultural experience programs. Course includes the opportunity for Ivy Tech dual credit.

SOIL AND WATER MANAGEMENT

10-11-12 **2 CREDITS**

Prerequisite: Principles of Agriculture

Soil and Water Management is a two semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students will explore concepts related to geological information system mapping (GIS), soil and land use, water and aquatic ecology, as well as environmental issues and career exploration

SUPERVISED AGRICULTURAL EXPERIENCE
11-12 1-2 CREDITS
Requirements: Permission of instructor
Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students should experience and apply what is learned in the classroom, laboratory and training site to real-life situations. Students work closely with their agricultural science and agribusiness teacher(s), parents and/or employers to get the most out of their SAE program. This course may be done on an independent basis during the school day and, depending on the student, may have a heavy lab component. Project work is essential to complete the course.

SUSTAINABLE ENERGY ALTERNATIVES
11-12 2 CREDITS
Prerequisite: Principles of Agriculture
Sustainable Energy Alternatives broadens a student's understanding of environmentally friendly energies. In this course students will use a combination of classroom, laboratory, and field experiences to analyze, critique, and design alternative energy systems. Class content and activities center on renewability and sustainability for our planet. Topics covered in this course include the following types of alternative energies: solar, wind, geothermal, biomass and emerging technologies. Leadership development, supervised agricultural experiences, and career exploration opportunities are explored in the field. Sustainable energy is also included. Course includes the opportunity for Ivy Tech dual credit.

Arts, AV, Communications Pathways:

Digital Design

- Principles of Digital Design → Digital Design Graphics → Graphic Design & Layout
- Principles of Digital Design → Digital Design Graphics → Interactive Media Design

PRINCIPLES OF DIGITAL DESIGN
9-10-11 2 CREDITS
Principles of Digital Design can be taken the same year as Digital Design Graphics.
Principles of Digital Design introduces students to fundamental design theory. Investigations into design theory and color dynamics will provide experiences in applying design theory, ideas and creative problem solving, critical peer evaluation, and presentation skills. Students will have the opportunity to apply the design theory through an understanding of basic photographic theory and technique. Topics will include image capture, processing, various output methods, and light. Students will design the SHS yearbook as part of this class.

DIGITAL DESIGN GRAPHICS
10-11-12 2 CREDITS
Pre- or corequisite: Principles of Digital Design
Digital Design Graphics will help students to understand and create the most common types of computer graphics used in visual communications. Skills are developed through work with professional vector-based and page layout software used in the industry. Additionally, students will be introduced to a full range of image input technology and manipulation including conventional photography, digital imaging, and computer scanners. Students will learn to communicate concepts and ideas through various imaging devices.

GRAPHIC DESIGN & LAYOUT
11-12 2 CREDITS
Prerequisite: Principles of Digital Design
Pre- or corequisite: Digital Design Graphics
Graphic Design and Layout teaches design process and the proper and creative use of type as a means to develop effective communications for global, corporate and social application. Students will create samples for a portfolio, which may include elements or comprehensive projects in logo, stationery, posters, newspaper, magazine, billboard, and interface design.

INTERACTIVE MEDIA DESIGN
11-12 2 CREDITS
Prerequisite: Principles of Digital Design
Pre- or corequisite: Digital Design Graphics
Interactive Media Design focuses on the tools, strategies, and techniques for interactive design and emerging technologies, like web and social media. Students will learn the basics of planning, shooting, editing and post-producing video and sound. Additionally, students will explore the process of integrating text, graphics, audio and video for effective communication of information. SHS video announcements may be part of this course.

Business Management & Administration, Marketing & Finance Pathways:

Business Administration

- Principles of Business Management → Management Fund. → Accounting Fund.

Marketing

- Principles of Business Management → Marketing Fund. → Strategic Marketing
- Principles of Business Management → Marketing Fundamentals → Digital marketing

Finance

- Principles of Business Management → Personal Finance & Banking → Finance & Investment

PRINCIPLES OF BUSINESS MANAGEMENT
9-10-11 2 CREDITS
Principles of Business Management examines business ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of business enterprises. This course will also emphasize the identification and practice of the appropriate

use of technology to communicate and solve business problems and aid in decision making. Attention will be given to developing business communication, problem-solving, and decision-making skills using spreadsheets, word processing, data management, and presentation software.

ACCOUNTING FUNDAMENTALS

10-11-12 **2 CREDITS**

Prerequisite: Principles of Business Management
Pre- or corequisite: Management Fundamentals

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

DIGITAL MARKETING

10-11-12 **2 CREDITS**

Prerequisite: Principles of Business Management
Pre- or corequisite: Marketing Fundamentals

Digital Marketing provides an introduction to the world of e-commerce and digital marketing media. The course covers how to integrate digital media and e-commerce into organizational and marketing strategy. Students will explore e-commerce applications and the most popular digital marketing tactics and tools. Emphasizes familiarity with executing digital media, understanding the marketing objectives that digital media can help organizations achieve, and establishing and enhancing an organization's digital marketing presence.

MANAGEMENT FUNDAMENTALS

10-11-12 **2 CREDITS**

Pre- or corequisite: Principles of Business Management

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

MARKETING FUNDAMENTALS

10-11-12 **2 CREDITS**

Pre or corequisite: Principles of Business Management

Marketing Fundamentals provides a basic introduction to the scope and importance of marketing in the global economy. Course topics include the seven functions of marketing: promotion, channel management, pricing, product/service management, market planning, marketing information management, and professional selling skills. Emphasis is marketing content but will involve use of oral and written communications, mathematical applications, problem-solving, and critical thinking skills through the development of an integrated marketing plan and other projects.

PERSONAL FINANCE & BANKING

10-11-12 **2 CREDITS**

Pre- or corequisite: Principles of Business Management

Personal Finance and Banking emphasizes management of individual financial resources for growth and maintenance of personal wealth. Covers home buying and mortgage financing, installment financing, life and health insurance, securities, commodities and other investment opportunities. Students will gain an overview of banking industry and the financial services provided by banks for individuals and businesses.

STRATEGIC MARKETING

10-11-12 **2 CREDITS**

Prerequisite: Principles of Business Management
Pre- or corequisite: Marketing Fundamentals

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.

FINANCE & INVESTMENT

11-12 **2 CREDITS**

Prerequisite: Principles of Business Management
Pre- or corequisite: Personal Finance & Banking

Finance and Investments addresses the need of schools in areas that have workforce demand in the finance industry. It analyzes and synthesizes high-level skills needed for a multitude of career in the banking and investment industry. Students learn banking, investments, and other finance fundamentals and applications related to financial institutions, business and personal financial services, investment and securities, risk management products, and corporate finance.

PERSONAL FINANCIAL RESPONSIBILITY

10-11-12 **1 CREDIT**

Foundational course for all career pathways. Will be required for graduation beginning with the class of 2028.

Personal Finance is a business course that focuses on personal financial planning. This course will focus on personal finance issues such as financial planning, income and asset protection, income and money management, and spending and credit management. This course will cover a unit on banking and learn how open and manage a checking account by completing a checkbook packet simulation. This entire course will prepare students for the roles and responsibilities of consumers, producers, entrepreneurs, and citizens.

COMPUTING FOUNDATIONS FOR A DIGITAL AGE

8-9-10 **1 CREDIT**

Computers and the internet have revolutionized the way we access and disseminate information. As technology continues to change at an ever-increasing pace, the need for students to gain a foundational understanding of computer science is clear. Computing Foundations for a Digital Age is designed to introduce students to five major topics within computer science including

computing systems, networks and the internet, data and analysis, algorithms and planning, and impacts of computing. The course introduces foundational computing concepts while exploring current events and building critical thinking, collaboration, problem solving, and other important skills that are invaluable for life in a global and technologically advancing society.

PRINCIPLES OF COMPUTING
9-10-11-12 **2 CREDITS**
Principles of Computing provides students the opportunity to explore how computers can be used in a wide variety of settings. The course will begin by exploring trends of computing and the necessary skills to implement information systems. Topics include operating systems, database technology, cybersecurity, cloud implementations and other concepts associated with applying the principles of good information management to the organization. Students will also have the opportunity to utilize basic programming skills to develop scripts designed to solve problems. Students will learn about algorithms, logic development and flowcharting.

BUSINESS MATH
11-12 **2 CREDITS**
Fulfills a math credit for General Diploma only
Prerequisite: Algebra I
Business Math is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management.

Social and Community Services

Social and Community Services

- Principles of Human Services → Fundamentals of Human Services→ Community Health Worker

PRINCIPLES OF HUMAN SERVICES
9-10-11 **2 CREDITS**
Principles of Human Services explores the history of human services, career opportunities, and the role of the human service worker. Focuses on target populations and community agencies designed to meet the needs of various populations. The course includes a required job shadowing project in a Human Services setting (a suggested four-hour minimum to meet Ivy Tech requirements). This course will also encourage cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

FUNDAMENTALS OF HUMAN SERVICES
10-11-12 **2 CREDITS**
Prerequisite: Principles of Human Services
Fundamentals of Human Services examines key elements of effective delivery of human services. Topics of discussion include personal values, helping relationships, the impact of diversity, theories of helping, communication, problem-solving processes, crisis situations, abuse, and professional ethics. This course also provides training for identifying characteristics of a crisis and basic crisis intervention skills. Students will evaluate their own personal strengths and limitations and discuss the importance of professional development for the human and services social worker.

COMMUNITY HEALTH WORKER
10-11-12 **2 CREDITS**
Prerequisite: Principles of Human Services
Community Health Worker explores care coordination, case management, coaching, cultural competencies, Human Services Code of Ethics, professional development, and employment opportunities for community health workers and case managers. Examines background knowledge of the field of intellectual and developmental disabilities and issues pertaining to community social services. Presents practical and useful information regarding service availability and community resources for individuals and families living with disabilities.

Education & Training Pathway:

Education

- Principles of Teaching → Child & Adolescent Development → Teaching & Learning

PRINCIPLES OF TEACHING
9-10-11 **2 CREDITS**
This course provides a general introduction to teaching. Students will explore educational careers, teaching preparation, professional expectations, and requirements for teacher certification. Current trends and issues in education will be examined. A minimum 20-hour classroom observation experience is required for successful completion of this course. Course includes the opportunity for Ivy Tech dual credit.

CHILD & ADOLESCENT DEVELOPMENT
10-11-12 **2 CREDITS**
Prerequisite: Principles of Teaching
Child and Adolescent Development examines the physical, social, emotional, cognitive, and moral development of the child from birth through adolescence with a focus on the middle years through adolescence. Basic theories of child development, biological and environmental foundations of development, and the study of children through observation and interviewing techniques are explored. The influence of parents, peers, the school environment, culture and the media are discussed. An observation experience up to 20 hours may be required for completion of this course. This course has been approved to be offered for dual credit. Students pursuing this course for dual credit are still required to meet the minimum prerequisites and

pass the course with a C or better for dual credit to be awarded. Course includes opportunity for Ivy Tech dual credit.

TEACHING & LEARNING
10-11-12 **2 CREDITS**
Prerequisite: Principles of Teaching
Pre or corequisite: Child & Adolescent Development
Teaching and Learning gives students the opportunity to apply many concepts they learned throughout the Education Professions pathway. In addition to a focus on best practices, this course will provide an introduction to the role that technology plays in the modern classroom. Through hands-on experience with educational software, utility packages, and commonly used microcomputer hardware, students will analyze ways to integrate technology as a tool for instruction, evaluation, and management. This course will also allow students to participate in the PEER program. High school peers are matched with third grade students ranking in the bottom 10% of their classes. PEERs are trained on expectations, reading and math strategies and procedures, given a tour of the elementary, and begin working with their 3rd grade student(s) directly after training. PEERs will provide their own transportation and go to the elementary five days a week. PEER candidates are expected to have great attendance, be sound in reading and mathematical ability, and should be role model caliber students. Students having discipline or attendance problems on the high school level need not apply. an application is required for admittance into PEER program. Application form is required. This course will provide an opportunity for dual credit through Ivy Tech and/or Ball State.

Exercise Science

Exercise Science

- Principles of Exercise Science
  → Kinesiology → Human Performance

PRINCIPLES OF EXERCISE SCIENCE
11-12 **2 CREDITS**
Principles of Exercise Science provides an introduction to the science of exercise and human movement. Special topics include exercise physiology, sport biomechanics, sports medicine, and motor integration. Additionally, the course will examine career options in sport, health and wellness, education, and the medical fields such as personal training, athletic training, and physical therapy. This course is taken concurrently with Kinesiology and Human Performance.

KINESIOLOGY
11-12 **2 CREDITS**
Corequisite: Principles of Exercise Science
Kinesiology students will study fundamental concepts concerning the interaction of biological and mechanical aspects of the musculoskeletal and neuromuscular structures. An emphasis on practical applications of the concepts will be accomplished through an introduction to fitness training methods and modalities for developing specific conditioning effects in individuals. Laboratory sessions focus on anatomy and physiology of the musculoskeletal and cardiovascular systems, theories on fitness programming, and injury avoidance in fitness environments. Fulfills a science requirement for all diploma types

HUMAN PERFORMANCE
11-12 **2 CREDITS**
Corequisite: Principles of Exercise Science & Kinesiology
Must be taken concurrently with Elective PE-Weights.
Students in Human Performance will learn basic human physiology relating to exercise and how the body adapts to acute and chronic physical activity. Systems covered include cellular metabolic processes, energy systems, and the effects of exercise on the respiratory, nervous, cardiovascular, endocrine, skeletal, and muscular systems. The course will also study the basic nutritional principles needed for optimal athletic and human performance.

Off Campus Courses

ABC PREP ACADEMY
11-12 **6 CREDITS**
The Prep Academy is a hands-on, two-year, dual credited program designed to introduce high school juniors and seniors to the commercial construction trades with upwardly mobile paths of education and apprenticeships leading to essential careers.
Our course combines hands-on experience (through work in our lab and through job site field trips) with book learning. The Prep Academy I course offers students an introduction to the various trades offered by ABC, supplemented with additional safety training certifications and field trips. This course is available for all high school Juniors or Seniors. Juniors who have successfully completed Prep Academy I can continue with Prep Academy II their senior year. In Prep Academy II, students are enrolled in the Level I apprenticeship program of the trade of their choosing. This gives ABC Prep Academy students a one year- head start on their career as a Craft Professional. More information can be found here.
Students will earn credits in Principles of Construction Trades, General Carpentry, and Framing and Finishing, which will complete a NLPS pathway for participating students.

IVY TECH NOBLESVILLE
11-12 **6 HS CREDITS**
12 COLLEGE CREDITS
This class is available for dual credit through Ivy Tech pending accepted placement scores and earning a C in the course.
Students will attend Ivy Tech Community College-Hamilton County. Enrollment is limited to 18 Hamilton County high school students in each program. Costs for students are limited to textbooks, supplies and assessment costs (voluntary) only. Two tracks of study are available: Automotive Technology and Welding Technology. Each track consists of four Ivy Tech courses to be taken from August to May. Enrollment form is required.

COOPERATIVE EDUCATION (Co-op)

12 6 CREDITS

Recommended prerequisite: Preparing for College & Careers

Cooperative Education is an approach to employment training that spans all career and technical education program areas through school- based instruction and on the job training. Time allocations are at least fifteen hours per week of on-the-job training and about five hours per week of school-based instruction, focused on employability skills development. Additionally, all state and federal laws and regulations related to student employment and cooperative education must be followed. Students can change positions once per year with the teacher's permission.

WORK-BASED LEARNING CAPSTONE (WBL)

12 Up to 6 CREDITS

Work-Based Learning Capstone is a stand-alone course that prepares students for college and/or a career. Work-Based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student's work-based experiences and assist in evaluating achievement and performance. Related Instruction shall be organized and planned around the activities associated with the student's individual job and career objectives in a pathway and shall be taught either on-the-job or in a classroom setting during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies. A minimum of 75 hours of workplace and classroom activities are required for one credit; 150 hours are required for the two credits. Of the 75 or 150 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related instruction.

PURSUIT INSTITUTE

Pursuit Institute Programs are Career and Technical Education courses offered onsite at local area businesses and community partners. These programs are taught by industry professionals and offer students the opportunity to participate in real world experiences, gain relevant credentials and skills, and expand their professional networks. Pursuit Courses are open to high school students across Hamilton County and increase overall course options available to students. **Programs are "half day" and meeting times and locations are listed in course details. The deadline to register for Pursuit Programs is March 1st.**

WHAT PURSUIT PROGRAMS ARE AVAILABLE in 2026-2027?

AGRICULTURAL SCIENCE

AG MECHANICAL AND ENGINEERING
VETERINARY SCIENCE
ANIMAL SCIENCE (LARGE ANIMALS/EQUINE)

HEALTH SCIENCE

CERTIFIED CLINICAL MEDICAL ASSISTING (CCMA)
DENTAL CAREERS
PHARMACY
SURGICAL TECHNICIAN

HUMAN SERVICES

COSMETOLOGY
SOCIAL & COMMUNITY SERVICES

EDUCATION AND TRAINING

EDUCATION PROFESSIONS (Partnership with Ivy Tech and Ball State – Registered Apprenticeship opportunity)
EARLY CHILDHOOD EDUCATION

INFORMATION TECHNOLOGY

OPERATIONS & CYBERSECURITY (in person)

TRANSPORTATION, DISTRIBUTION, AND LOGISTICS

AUTOMOTIVE SERVICES
AVIATION MANAGEMENT
DIESEL (HEAVY EQUIPMENT)

For more detailed information about each of these programs, please click here.

REGISTER NOW!

Please note that SHS will have to approve your application to ensure it fits with your credit needs, but if you are interested, please complete the application at the Register Now button above to ensure you meet the deadlines.

ENGLISH/LANGUAGE ARTS

8 credits required for Graduation

ACCELERATED ENGLISH 9

9 **2 CREDITS**

This college-preparatory course covers the following: applying grammar to writing (parts of speech, run-ons, sentence combining), writing, speech, vocabulary (antonyms, synonyms, analogies), as well as 21st century skills such as digital literacy and collaboration. Students will read To Kill A Mockingbird, Romeo and Juliet, short stories, poetry, and non-fiction selections. Students will complete a formal MLA-style research paper focusing on a career choice.

ENGLISH 9

9 **2 CREDITS**

English 9 students continue developing written and oral communication skills through reading (*To Kill A Mockingbird*) and response to a variety of fiction and nonfiction works. Digital literacy, collaboration, and writing skills are developed through numerous projects, and students are expected to complete a formal research paper and presentation. Areas of language study include vocabulary, sentence structure, and grammatical conventions.

ACCELERATED ENGLISH 10

10 **2 CREDITS**

This college-preparatory course reviews basic writing fundamentals as well as introduces the study of SAT-level vocabulary based on Greek and Latin roots. Students develop their writing for the college level by responding to literature, using MLA and APA formats, and using higher level thinking skills. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. A biography research paper and poetry study are major components Students must complete summer reading as outlined by the instructor.

ENGLISH 10

10 **2 CREDITS**

This course reviews basic writing fundamentals as well as introduces the study of SAT-level vocabulary based on Greek and Latin roots. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information. A biography research paper and poetry study are major components.

ENGLISH 11

11 **2 CREDITS**

This course is a study of American Literature plus traditional elements of English including grammar, vocabulary, and writing. There will be heavy emphasis on academic writing and literary analysis skills, as well as the development of comparative literature skills. Students will produce various works including persuasive writings, synthesis and analysis of information, and presentations using technology. Additionally, students will complete a formal research paper.

ADVANCED ENGLISH, COLLEGE CREDIT (Ivy Tech ENG 111 and ENG 206)

11-12 **2 CREDITS**

Advanced English/Language Arts, College Credit, is an advanced course based on the Indiana Academic Standards for English/Language Arts in grades 11 and 12. This course title covers any English language and composition advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school. Click HERE for information about ENGL 111. Click HERE for information about ENGL 206.

ADVANCED ENGLISH, COLLEGE CREDIT (Ivy Tech ENG 215 and ENG 221)

12 **2 CREDITS**

This is the senior advanced English/Language Arts class for those students who completed ENGL 111 and ENGL 206 in their junior year. Advanced English/Language Arts, College Credit, is an advanced course based on the Indiana Academic Standards for English/Language Arts in grades 11 and 12. This course title covers any English language and composition advanced course offered for credit by an accredited post-secondary institution through an adjunct agreement with a secondary school. Click HERE for information about ENGL 215. Click HERE for information about ENGL 221.

ENGLISH 12

12 **2 CREDITS**

English 12 includes a survey of British literature and the continued development of literacies for college, career, and engaged citizenship. Selected non-British works are also read and responded to (*The Odyssey*), and students are expected to complete a multistage research project. Students also choose and read a variety of works throughout the year to continue developing an appreciation for self-directed reading. Students will compose a personal narrative in the second semester.

FILM LITERATURE

11-12 **1 CREDIT**

Film Literature is a study of how literature is adapted for film or media. Students read about the history of film, the reflection or influence of film on the culture, and issues of interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present.

SPEECH

9-10-11-12 **1 CREDIT**

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.

ADVANCED SPEECH: ACP COLLEGE CREDIT(I.U. S121 / P125)

11-12 **1 CREDIT**

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

FINE ARTS

2 credits required for an Academic Honors Diploma

Fine Arts Pathways:

Band

- Principles of Bus or Principles of Ed → Beg or Intm Concert Band → Adv Concert Band

Choir

- Principles of Bus or Principles of Ed → Beg or Intm Choir → Adv Concert Choir

Studio Art

- Principles of Bus or Principles of Ed → Intro 2D or 3D Art → 2 sem of Drawing & Painting OR Sculpture & Ceramics

CONCERT BAND (BEG/INTM/ADV)

9-10-11-12 **2 CREDITS**

Students are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day will be scheduled for dress rehearsals prior to performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in these performance opportunities, which are scheduled outside of the school day. These experiences support and extend learning in the classroom.

CONCERT CHOIR (BEG/INTM/ADV)

9-10-11-12 **2 CREDITS**

Students develop musicianship and specific performance skills through ensemble and solo singing. Activities create the development of quality repertoire in diverse styles of choral literature appropriate in difficulty and range for the students. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Emphasis is placed on sight-reading, critical listening skills and vocal techniques. Time will be scheduled outside the school day for rehearsals and performances as a culmination of daily rehearsal and music goals. Time outside of the school day will be scheduled for dress rehearsals prior to performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in these performance opportunities, which are scheduled outside of the school day. These experiences support and extend learning in the classroom.

CHAMBER CHOIR

10-11-12 **2 CREDITS**

Prerequisite: An audition to be scheduled with the choir director. Participation in Concert Choir is recommended.

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

INTRO TO 2-DIMENSIONAL ART

9-10-11-12

Introduction to Two-Dimensional Art is a course based on the Indiana Academic Standards for Visual Art. Students taking this course engage in sequential learning experiences that encompass art history, art criticism, aesthetics, production, and integrated studies and lead to the creation of portfolio quality works. Students explore historical and cultural background and connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; create two-

dimensional works of art, reflect upon the outcomes, and revise their work; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. They identify ways to utilize and support art museums, galleries, studios, and community resources.

INTRO TO 3-DIMENSIONAL ART

9-10-11-12

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

JEWELRY

9-10-11-12 **1 CREDIT**

Jewelry is a course based on the Indiana Academic Standards for Visual Art. Students in Jewelry engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of 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 judgements 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.

DRAWING & PAINTING

9-10-11-12 **1-2 CREDITS**

Prerequisite: Intro to 2-D Art

This course is designed to promote the development of skill in form and techniques of drawing. Students will explore the use of materials, composition, historical connections as well as discussing the outcome of their experiences. This course also offers an introduction of the techniques of painting. Students will learn how to create abstract and realistic paintings from a still life using various techniques. Will offer more advanced levels as needed.

SCULPTURE & CERAMICS

9-10-11-12 **1-2 CREDITS**

Prerequisite: Intro to 3-D Art

Basic consideration of three-dimensional form will be studied. Students will be exposed to various materials, techniques, and processes. Instruction to all techniques will be given in hand building, wheel throwing, and glazing. Students will learn how to create abstract and traditional forms using various methods and techniques. Students will also reflect upon their experiences through discussion and writing.

ADVANCED ART

11-12 **2 CREDITS**

Prerequisite: 2 credits from drawing/painting and/or sculpture/ceramics

This course will provide opportunities for students to explore their abilities to transmit forceful and meaningful ideas in a variety of media. Students will discover the possibilities and uses of a wide range of media used by contemporary and professional artists. The development of original ideas and communicating those ideas visually will be emphasized. **Students who are interested in pursuing AP Studio Art are recommended to take this course in Grade 11.**

AP STUDIO ART- 2D, 3D or DRAWING

11-12 **2 CREDITS**

Prerequisite: Advanced Art

The Advanced Placement Studio Art course provides students with a learning experience equivalent to that of an introductory college course in studio art foundation. This College Board program is based on the premise that college-level work can be successfully developed by high achieving secondary school students. Students will create a portfolio of work in one of three areas of study: Drawing, 2D Design, or 3D Design. This body of work can be used to meet college admission portfolio requirements and will be assessed by the College Board for Advanced Placement credit in lieu of an examination.

MUSIC HISTORY & APPRECIATION

9-10-11-12 **1 CREDIT**

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 & COMPOSITION

9-10-11-12 **1 CREDIT**

Students develop skills in the analysis of music and theoretical concepts. They 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.

MUSICAL THEATER

9-10-11-12 **1 CREDIT**

Musical Theater is based on the Indiana Academic Standards for Theater. Students in this course study the history of musical theater and its place in today's society. They participate in

staging, choreographing, rehearsing, and performing an original or existing musical work. This class may be taught collaboratively among music, theater, dance, and visual arts faculty. These activities should incorporate elements of theater history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theater, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theater patrons in their community.

FINE ARTS CONNECTION (Previously Humanities through the Arts)
10, 11, 12 **1 CREDIT**
Fine Arts Connections is a course based on the Indiana Academic Standards for Visual Art, Music, Theatre, and Dance. In this course, students make connections among experiences in the four arts disciplines and integrate them in studies of all academic disciplines. They create works encompassing multiple disciplines, literacies, and sign systems, reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about works and the nature of the arts. They incorporate presentational skills and utilize the resources of the arts community, identifying related careers.
● Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

INTERDISCIPLINARY COURSES

PREPARING FOR COLLEGE & CAREERS
9 **1 CREDIT**
Foundational course for all career pathways.
All students should take for HS credit.
Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project -based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real-life experiences, is recommended.

BASIC SKILLS DEVELOPMENT
9-10-11-12 **2 CREDITS**
Students must have an Individualized Education Plan (IEP) or administrator recommendation to take this course.
Basic Skills class is a multidisciplinary course that provides students continuing opportunities to develop basic skills including: reading, writing, listening, speaking, mathematical computation, note taking, study and organizational skills, and problem-solving skills, which are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana's standards, individual school corporation general curriculum plans, and the student's IEP or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations.

TEACHING ASSISTANT
10-11-12 **1-2 CREDITS**
Teaching Assistant provides high school students with an opportunity to work with our LifeSkills class. Activities may include helping students on fieldtrips, exercise and daily responsibilities throughout the building. This is a great class for students interested in special education or health related careers. Students may only take this course for two semesters maximum throughout their high school career.

MATHEMATICS

6 credits in grades 9-12 required

ALGEBRA I
9-10-11-12 **2 CREDITS**
Graduation Requirement
The content of this course consists of a study of the fundamental definitions and basic properties of real numbers. Algebraic expressions, factoring, solving equations and inequalities, systems of equations, algebraic fractions, powers, roots, functions, and polynomials are also covered. Emphasis will be placed on the understanding of the concepts and on the proficiency of performing the various operations.

ALGEBRA I LAB
9 **2 CREDITS**
Fulfills a math credit for General Diploma only
Algebra I Lab is a mathematics support course for Algebra I. Algebra I Lab is taken while students are concurrently enrolled in Algebra I. This course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra I Lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra I Lab

combines standards from high school courses with foundational standards from the middle grades**.**

GEOMETRY

9-10-11-12 **2 CREDITS**

Prerequisite: Algebra I

This course is designed to cover the fundamentals of geometry which include the principles of logic employed in a deductive proof, and their use in non-mathematical situations. Angle relationships, perpendicular and parallel line, congruence, similarity, polygons, and circles are studied. This course helps provide the mathematical framework that will be useful for future courses such as Physics, Analytical Geometry, Trigonometry, Chemistry, and Advanced Math.

ALGEBRA II

10-11-12 **2 CREDITS**

Prerequisites: Algebra I and Geometry.

Algebra II and Geometry may be taken concurrently with teacher recommendation. The content of this course is a review of Algebra 1 with emphasis on more complicated expressions of a higher degree of discussion. This course also covers systems of inequalities, complex numbers, logarithms, sequences and series, and probability.

TECHNICAL MATH

11-12

Prerequisites: Algebra I and Geometry.

Technical Math is designed to help students develop mathematical reasoning and real-world skills in analyzing verbal and written descriptions, translating them into algebraic, geometric, trigonometric, and statistical statements and applying them to solve problems in fabrication, manufacturing, and business. The course will include at least six lab activities or projects to allow faculty and students to apply mathematics principles to work-related situations.

BUSINESS MATH

11-12 **2 CREDITS**

Fulfills a math credit for General Diploma only

Prerequisite: Algebra I

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

PRECALCULUS/TRIGONOMETRY

11-12 **2 CREDITS**

Option for Academic Honors Diploma, Purdue and Indiana Universities

Prerequisites: Algebra I, Geometry, and Algebra II.

This is an advanced math course dealing with functions, systems of equations and inequalities, linear programming, graph symmetries, circular functions, trigonometric functions of acute angles, and solving of right triangles and oblique triangles. Other topics studied include circles, parabolas, ellipses, hyperbolas, polar coordinates, polar graphs, and exponential functions.

PRECALCULUS/TRIGONOMETRY-DUAL CREDIT

11-12 **2 CREDITS**

Option for Academic Honors Diploma, Purdue and Indiana Universities

Prerequisites: Algebra I, Geometry, and Algebra II.

This is an advanced math course dealing with functions, systems of equations and inequalities, linear programming, graph symmetries, circular functions, trigonometric functions of acute angles, and solving of right triangles and oblique triangles. Other topics studied include circles, parabolas, ellipses, hyperbolas, polar coordinates, polar graphs, and exponential functions. Course includes the opportunity for Ivy Tech dual credit.

PROBABILITY AND STATISTICS

11-12 **1 CREDIT**

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Probability and Statistics are made up of three strands: Data Analysis; Experimental Design; and Probability. 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 technology and computer programs is encouraged. 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.

FINITE MATHEMATICS

11-12 **1 CREDIT**

Finite Mathematics is a collection of mathematical topics, frequently used in business or public policy contexts. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite Math is made up of five strands: Sets; Matrices; Networks; Optimization; and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. 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.

AP CALCULUS AB

12 **2 CREDITS**

Prerequisite: Algebra I, Geometry, and Algebra II, Pre-Calculus.

This course is designed for the accelerated math student planning to pursue a college career in mathematics, engineering, physics, chemistry, biology, or business and economics. Topics covered include functions, derivatives, and integrals. Each topic is presented geometrically, numerically, and algebraically. Formal definitions and procedures evolve through practical understanding

of real-world applications. An emphasis on technology is supported by the use of graphing calculators.

PHYSICAL EDUCATION & HEALTH

PE & Health are required for Graduation

PHYSICAL EDUCATION I & II

9 **2 CREDITS**

Graduation Requirement

This course is concerned with teaching the rules, developing skills, and attitudes in activities involving primarily body movements. Activities include: team, individual, and recreational sports. The emphasis will be on correct techniques in fundamental skills and selection of proper clothing and equipment. A physical fitness test will be given. Written tests and skills tests make up the evaluation process along with attitude and participation grades.

ELECTIVE PE-ATHLETIC WEIGHTS

9-10-11-12 **1-6 CREDITS**

Prerequisites: Physical Education I & II

This course identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life.

ELECTIVE PE: INTRO TO SPORTS OFFICIATING

11-12 **1 CREDIT**

Prerequisite: PE I & PE II

Only for students seriously interested in becoming a licensed official for IHSAA sports. Students may receive their certification in officiating for a specific sport. Four sports are offered during fall semester (Basketball, Wrestling, Baseball & Softball) and four sports are offered during spring semester (Football, Volleyball, Soccer & Flag Football).

HEALTH & WELLNESS EDUCATION

9-10-11-12 **1 CREDIT**

Graduation Requirement

Health & Wellness provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, healthy eating, promoting safety and preventing unintentional injury and violence, promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal setting skills, health-enhancing behaviors, and health and wellness advocacy skills.

SCIENCE

6 credits required for Graduation

BIOLOGY I

9 **2 CREDITS**

Graduation Requirement

Biology I is a course based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures.

HONORS BIOLOGY

9 **2 CREDITS**

Prerequisite: Above average ISTEP 7 scores & Teacher recommendation

Based on the following core topics: cellular chemistry, structure and reproduction; matter cycles and energy transfer; interdependence of organisms; molecular basis of heredity; genetics and evolution. Additionally, Honor's Biology will include advanced laboratory, field, and literature investigations. Students enrolled in Honor's Biology examine in greater depth the structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology.

CHEMISTRY I

10-11-12 **2 CREDITS**

Prerequisites: Biology I and Algebra I. It is recommended that students taking Chemistry have at least a C average in each of these courses. Sophomores who have taken Geometry as a freshman are encouraged to take this course.

The course is designed for any student interested in science and for those students planning to go to college. The class deals with the fundamental concepts of chemistry. These include: Properties of Matter, The Nature of a Chemical Change, The Structure of Matter, The Nature of Energy and Change, Some Historical Perspectives of Chemistry. Lab work is a very important part of the course, with approximately 20% of class time devoted to lab experiments done by the students.

ENVIRONMENTAL SCIENCE

10-11-12 **2 CREDITS**

Prerequisite: Biology

Environmental Science provides opportunities for the use of scientific procedures in carrying out first-hand, on-site investigations of conditions which affect the local environment. Students explore and evaluate alternatives to the existing environmental conditions in terms of scientific or technological feasibility, cost, the effect on the economy, and the quality of life in the community. In cases in which environmental improvement is desirable, students develop and evaluate one or more proposals for achieving desired improvement. The environmental conditions studied may involve natural resource use, waste disposal, or pollution (air, water, land, visual or sound) issues.

INTEGRATED CHEMISTRY-PHYSICS

10-11-12 **2 CREDITS**

Prerequisites: Biology I and Algebra I

Integrated Chemistry-Physics is a laboratory- based course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real- world problems that may have personal or social consequences beyond the classroom.

AP ENVIRONMENTAL SCIENCE

10-11-12 **2 CREDITS**

Prerequisite: Chemistry I and Geometry with a C or concurrent enrollment in Chemistry if a sophomore.

Environmental Science, Advanced Placement is a course based on content established by the College Board. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

AP BIOLOGY

11-12 **2 CREDITS**

Prerequisites: Chemistry and Algebra II

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. 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.

ADV. SCIENCE, SPECIAL TOPICS: FORENSICS

11-12 **2 CREDITS**

Prerequisites: Biology and completion of ICP or Chemistry

This year long course is intended for students with an interest in the application of the methods of science to legal matters. This course will provide an overview of general forensic science, considering history, current methods, and case studies. Students will be introduced to a sequential survey of topics in General Forensics, Crime Scene Investigation, Trace Evidence, Prints & Marks, Serology, Ballistics, and other topics, with an underlying emphasis of legal and evidentiary value and scientific writing skills.

ANATOMY & PHYSIOLOGY

11-12 **2 CREDITS**

Prerequisites: Biology with a B and completion of or enrollment in Chemistry

Anatomy & Physiology is a course in which students investigate and apply concepts associated with human anatomy and physiology. Concepts covered include the process of homeostasis and the essentials of human function at the level of genes, cells, tissues, and organ systems. Students will understand the structure, organization, and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields.

AP CHEMISTRY

11-12 **2 CREDITS**

Prerequisite: Chemistry I. It is recommended that students taking AP Chemistry have at least a B average in Chemistry I or the permission of the instructor.

The AP Chemistry course is designed to be the equivalent of a general first year college Inorganic Chemistry course. A college textbook is used and the pace of material presented is similar to the pace in a college class. There are a limited number of tests, as is typical of a college class. Some topics from first year chemistry are presented with a more detailed explanation, and many additional topics are introduced. Lab work is very important, taking about 30% of class time.

AP PHYSICS

11-12 **2 CREDITS**

Prerequisites: Algebra I, Geometry, and Chemistry with a C

Physics is designed to show students how physics describes the natural world, using quantities such as velocity, acceleration, force, energy, momentum and charge. Doing hands on experiments, students develop skills that enable them to better understand the world around them. Students will learn to make predictions using physical laws and calculate or estimate these quantities. Students will also receive information about historical events and their impact on physics and how developments in physics have affected the world we live in. AP Physics 1 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 Physics 1: Algebra- based is equivalent to a first-semester college course in algebra-based physics. The course includes Newtonian mechanics (including rotational dynamics

and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.

SOCIAL STUDIES

6 credits required for Graduation

CURRENT PROBLEMS, ISSUES & EVENTS

9-10-11-12 **1-2 CREDITS**

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

ECONOMICS

11-12 **1 CREDIT**

CORE 40, AHD & THD Graduation Requirement (Either this or AP MICRO)

This course examines concepts necessary for a basic understanding of our economic system. Points of study include scarcity, supply and demand, inflation and deflation, unemployment, taxation, and a look at our Federal Reserve System. Emphasis is also placed on individual financial planning.

AP MICROECONOMICS

11-12 **1 CREDIT**

AP Microeconomics 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 Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Topics include Basic Economic Concepts; Nature and Functions of Product Markets; Factor Markets; and Market Failure and the Role of Government.

INDIANA STUDIES

9-10-11-12 **1 CREDIT**

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

INTERNATIONAL RELATIONS

11-12 **2 CREDITS**

International Relations provides a survey of the formal relations among sovereign states in the international system, emphasizing the operation of diplomacy. The procedures for settlement of disputes and various methods of international conflict resolution are included. This course examines power, interdependence, global development, and international organizations.

AP WORLD HISTORY MODERN

10 **2 CREDITS**

The AP World History course focuses on developing students' understanding world history from approximately 8000 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion and interaction of economic systems; development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the glove: Africa, the Americas, Asia, Europe, and Oceania.

GEOGRAPHY AND HISTORY OF THE WORLD

10 **2 CREDITS**

CORE 40, AHD & THD Graduation Requirement (Either this OR World History)

This course is designed to enable students to use the geographic "way of looking at the world" to deepen their understanding of major themes that have manifested themselves over time- for example, the origin and spread of world religions; exploration; conquest; and imperialism; urbanization; and innovations and revolutions. Specific geographic and historical skills and concepts of historical geography are used to explore these global themes primarily but not exclusively for the period beginning in 1000 CE. The skills are grouped into five sets, each representing a fundamental step in a comprehensive investigative/inquiry procedure. They are: forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting finds orally and /or in writing.

AP EUROPEAN HISTORY

9-10-11-12 **2 CREDITS**

In AP European History students investigate significant events, individuals, developments, and processes in four historical

periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing historical evidence; contextualization; comparison; causation; change and continuity over time; and argument development. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity. Counts as an elective for all diplomas

AP U.S. HISTORY
11 **2 CREDITS**
The AP United States History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the issues and source materials of United States history. The program's intent is to prepare students for intermediate college courses by making demands upon them similar to those made by full-year introductory college courses. Students should learn to assess historical materials - their relevance to a given interpretative goal, their reliability, and their importance – and to weigh the evidence and interpretations presented in historical scholarship. The course will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

U.S. HISTORY
11 **2 CREDITS**
Graduation Requirement
This course is designed to acquaint students with important knowledge of the American nation and the differing people and cultures that compose the United States. Special emphasis is placed on major events taking place in the successive eras of our nation's development.

AP PSYCHOLOGY
11-12 **1 CREDIT**
The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

PSYCHOLOGY
11-12 **1 CREDIT**
Psychology is the scientific study of mental processes and behavior. The standards have divided the course into six content areas. Scientific Methods explore research methods and ethical consideration. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of the course focus on learning, memory, information processing, and language. Personality, Assessment, and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and influence of the group on the individual. The Biological Basic focuses on the way the brain and nervous system function, including sensation, perception, motivation, and emotion.

AP U.S. GOVERNMENT & POLITICS
12 **1 CREDIT**
This course will give students an analytical perspective on government and politics in the United States. The course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Students will become familiar with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Through the previously mentioned items, students will become prepared to take the national AP Exam administered in May.

U.S. GOVERNMENT
12 **1 CREDIT**
Graduation Requirement
The purpose of this class is to stimulate interest in understanding our government, its operation, activities, and problems. Students will examine a comparison of politics and economic systems, the American political parties and elections, legislative, executive, and judicial powers, foreign policy, taxation and the role of state and local government. These subjects are included among other topics necessary to be an informed and productive citizen of our modern society.

WORLD LANGUAGES

6-8 credits required for an Academic Honors Diploma (2 years of 2 languages OR 3 years of 1 language)

SPANISH I
9-10-11-12 **2 CREDITS**
Prerequisites: Student should score satisfactorily on the Language Expression and Mechanics sections of the ILEARN exam and/or have a C in English class. Discussion with and teacher approval may be necessary.
The first-year student is introduced to the vocabulary, basic grammatical structures, and pronunciation of Spanish, along with the customs and an increasing awareness of the "daily life" culture of Spanish-speaking countries. Communication skills are stressed, and the student acquires, by the end of the first year, a basic ability to participate in short conversations about daily activities in Spanish. Also, he/she is able to read and write about these activities. In addition, he/she acquires communication skills.

SPANISH II
9-10-11-12 **2 CREDITS**
Prerequisites: A grade of C or higher in Spanish I and/or teacher approval.
The second year builds on the foundation established during the first year of study and begins with review of this material. Students are expected to recall and add to the vocabulary and

grammar structures gained in the first year. Proficiency in speaking, listening, reading and writing continue to be emphasized. By the end of the second year of study, the student is able to express himself/herself more freely and to converse more extensively in offering opinions, participating in discussions, interviewing, describing events, and requesting information. Culture studies are both integrated with language study and presented as separate focal points.

SPANISH III

10-11-12 **2 CREDITS**

Prerequisites: A grade of C or higher in Spanish II and/or teacher approval.

The skills attained in the first two years of Spanish are strengthened in the third year of Spanish through additional practice in speaking, reading, writing and listening. The student is expected to remember, use, build upon, and add to the knowledge gained from Spanish I and II in vocabulary, grammar structures and speaking skills. In addition, Spanish III introduces a large amount of new, in-depth vocabulary and structure. An intensive study of the simple verb tenses and some of the compound verb tenses is included. Cultural studies continue to be included with language study and classroom activities.